

		Autumi	n Term		Spri	ng Term				Summer Term				
Year	Meerkat Mail	Poetry: Bonfire	Beegu	Narrative poetry Year 1: Julia Donaldson Stick Man	Instructions How to Wash a Woolly	The Dragon Machine	Year 1: RR: Can't you sleep little Bear?	't you little r? Dougal's Deep Sea Diary ry: ound	_	-	-	A Planet full of Plastic (Non	Y1 Animal P (Commotion in	oetry
1/2	T4W	Night/Fire	RR	Year 2: The Way Home for Wolf	Mammoth T4W	RR	Year 2: Poetry: The Sound Collector		T4W	Fiction) RR	Y2 RWP Trans Bed Time s			
Year 3/4	RWP Planet Earth	Fog Ho (Fict Ri	ion)	Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas	Firework Makers Daughter (Fiction) RR	RWP WW2	Newspaper Reports	protect a Po Fic	a Hedgehog and lar Bear (Non- tion) RR	Explanation Texts 'How to save'	RR Myths and Legends Beouwoulf	Poetry: Please Mrs Butler Alan Ahlberg		
Year 5	RR - Letters from the Lighthouse	RW Dual Narr Hunter and [.]	ative The	Classic Poetry: The Highwayman	RR: Ghost boys Jewell Parker Rhodes Diaries	Т	RWP: The Storm	RWP: The Sports Manager Pack	RR: Non Fiction What a Waste! Jess French		nit: The Giant's ne y and newspaper	cklace		
Year 6	Thor		The Boy in t	'he striped Pajamas	Hidden Figures		Malala			Wonder				

Nursery	It's my birthday How many sleeps until my birthday The night before my birthday Birthday countdown book Little Red Hen - Harvest 3 Billy goats Gruff - Maths link	Owl Babies Foxes Socks The Gruffalo Brown Bear The Christmas Story	Three Little Pigs Little Red Riding Hood Gingerbread man Goldilocks and the 3 bears	Lisette the vet Ada Twist Scientist My mummy is a fire fighter Topsy and Tim meet the police Pete the Cat construction destruction I Love my Mummy	The train ride Whatever next Naughty Bus Rosie's walk Topsy and Tim go on an aeroplane	Each peacl Supe The Enorm	gry caterpillar n pear plum rtato ious Turnip Daddy do?
Reception	Pete the Cat rocking my school shoes. Pete the cat and his four groovy buttons Peace at Last Pumpkin Soup Little Red Hen	Handa's surprise Pete the Cat world Tour	Super Daisy Supertato Elliot Midnight Superhero	What's going on inside my head?	The day the crayons quit. The day the crayons came home. Giraffes can't dance. Chicks	Commotion in the Ocean Shark in the Dark Rainbow Fish	

Year 1 Writing Long Term Overview

STUCK MAN
Aost Useful Grammar
an join words and clauses using and. an use a capital letter for places.
an punctuate sentences using a capital letter and a ull stop.
<u>'ey vocabulary</u> 'loating, frolicking, doze, choir, Santa, clattering, verhead, tumbling
ear Group Non-Negotiables
evision of Reception work
he pupil can write sentences that are sequenced to orm a short narrative, after discussion with the eacher:
asic revision should include:
ll letters of the alphabet and the sounds which they nost commonly represent
onsonant digraphs and the sounds which they epresent
owel digraphs which have been taught and the ounds which they represent
he process of segmenting words into sounds before hoosing graphemes to represent the sounds
rords with adjacent consonants rules and guidelines rhich have been taught.
<u>Vriting Outcomes</u> etter to Father Christmas Jarrative: short story
owe oun he ; hoo vord vhic

(T4W) How to wash a woolly mammoth - 4 weeks	(RR) The Dragon Machine - 3/4 weeks	RR: Can't you sleep Little Bear?- 3 Weeks
HOW TO WASH A WOOLLY MAMMOTH	n. Dragon Macline	CAN'T YOU SLEEP, LITTLE BEAR?
Most useful Grammar	Most useful grammar	Most useful grammar
can punctuate sentences using a capital letter and a full stop.	Can leave spaces between words	Can leave spaces between words
Can begin to punctuate sentences using a question mark or exclamation mark.	Can join words and clauses using 'and'	Can join words and clauses using 'and'
	Can use the personal pronoun I	Can use the personal pronoun I
		Can begin to punctuate sentences using a question mark or exclamation mark.
<u>Key vocabulary</u> Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle	<u>Key Vocabulary</u> Childhood, enchanting, loneliness, machine, legend, creature, description, illustration	<u>Key vocabulary</u> sunlight, cave, lantern, shadows, safe, cosy, scared, Bear
Year Group Non-Negotiables	Year Group Non-Negotiables	Year Group Non-Negotiables
Revision of Reception work	Revision of Reception work	Revision of Reception work
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:
all letters of the alphabet and the sounds which they most commonly represent	all letters of the alphabet and the sounds which they most commonly represent	all letters of the alphabet and the sounds which they most commonly represent
consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent	consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent	consonant digraphs and the sounds which they represent vowel digraphs which have been taught and the sounds which they represent
the process of segmenting words into sounds before choosing graphemes to represent the sounds	the process of segmenting words into sounds before choosing graphemes to represent the sounds	the process of segmenting words into sounds before choosing graphemes to represent the sounds
words with adjacent consonants rules and guidelines which have been taught.	words with adjacent consonants rules and guidelines which have been taught.	words with adjacent consonants rules and guidelines which have been taught.
Writing Outcomes	Writing Outcomes	Writing Outcomes
Instructions	Instructions	Recount
	Diary	Character Description

BB	Recount: T4W - 2 weeks	A Planet full of plastic (Non fiction): RR -4 weeks	Poetry: Under the sea poetry- 2 weeks
Dougal's deep sea diary- 4 weeks	Recount	A PLANET FUL OF PLASTIC	Under The Sec
Most useful grammar	Most useful grammar	Most useful grammar	Most useful grammar
Can begin to punctuate sentences using a	Can begin to punctuate sentences using a capital	can leave spaces between words	Can begin to punctuate using a exclamation
capital letter and a full stop, question mark or	letter and a full stop, question mark or		mark, full stop and capital letter.
exclamation mark.	exclamation mark.	Can begin to punctuate using a question mark, full stop	
Can use a capital letter for the personal	Can use a capital letter for the personal pronoun	and capital letter.	Can use the personal pronoun 'I'.
pronoun 'I'.	'I'.	Can join words and clauses using and.	Can leave spaces between words
F			
Can leave spaces between words.	Can leave spaces between words.	Can use a capital letter for places.	
	Con join words and alourses using and		
Key vocabulary	Can join words and clauses using and. Key vocabulary	Key vocabulary	Key vocabulary
Dive, harbour, treasure, capsule, Atlantis,	After, later, finally ,then, adjective,	Plastic, toxins. Biodegradable, planet, reduce,	poem, poet, rhyme, repeat, verse, perform,
pearls, surface, mermaids	chronological order,	reusing, environment, scientists.	voice, loud
Year Group Non-Negotiables	Year Group Non-Negotiables	Year Group Non-Negotiables	Year Group Non-Negotiables
Revision of Reception work			
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:	The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher: Basic revision should include:
all letters of the alphabet and the sounds	all letters of the alphabet and the sounds which	all letters of the alphabet and the sounds which they	all letters of the alphabet and the sounds
which they most commonly represent	they most commonly represent	most commonly represent	which they most commonly represent
consonant digraphs and the sounds which they			
represent	represent	represent	represent
vowel digraphs which have been taught and	vowel digraphs which have been taught and the	vowel digraphs which have been taught and the sounds	vowel digraphs which have been taught and
the sounds which they represent	sounds which they represent	which they represent	the sounds which they represent
the process of segmenting words into sounds before choosing graphemes to represent the sounds	the process of segmenting words into sounds before choosing graphemes to represent the sounds	the process of segmenting words into sounds before choosing graphemes to represent the sounds	the process of segmenting words into sounds before choosing graphemes to represent the sounds
words with adjacent consonants rules and guidelines which have been taught.	words with adjacent consonants rules and guidelines which have been taught.	words with adjacent consonants rules and guidelines which have been taught.	words with adjacent consonants rules and guidelines which have been taught.
Writing Outcomes	Writing Outcomes	Writing Outcomes	Writing Outcomes
Diary Entry	Recount	Leaflet	Short poem
Instructions		Letter	Counting poem
Letter			

Summer (13 weeks)

Year 2 Writing Long Term Overview

	(T4W)- Meerkat Mail 4 weeks	Poetry Bonfire Night/Fire Theme 2 Weeks	RR: Beegu- 4 Weeks	Narrative poetry (The Way Home for wolf) - 3 weeks
	<u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but) Can make the correct choice and consistent use of present tense and past tense throughout writing.	<u>Most useful grammar</u> Can use both familiar and new punctuation correctly, including question marks Can use expanded noun phrases to describe and specify	<u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but) Can use expanded noun phrases to describe and specify Can make the correct choice and consistent use of present tense and past tense throughout writing.	<u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but) <i>Can use expanded noun phrases to describe and</i> <i>specify</i> Can make the correct choice and consistent use of present tense and past tense throughout writing.
			Can use sentences with different forms: statement, question, exclamation, command	
veeks	<u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat YEAR GROUP NON-NEGOTIABLES	<u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems YEAR GROUP NON-NEGOTIABLES	Key Vocabulary empathy, individuality, lost, belong, solar system, friendship, Earth, postcard YEAR GROUP NON-NEGOTIABLES	Key Vocabulary elder, tundra, twilight, lost, brave, determination, friendship, vowed YEAR GROUP NON-NEGOTIABLES
Autumn 14 weeks	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:
<u>A</u>	write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.
	<u>Writing Outcomes</u> Narrative: Journey Story Postcard	<u>Writing Outcomes</u> Guy Fawkes/Bonfire poems Shape Poems	<u>Writing Outcomes</u> Diary Entry Report Recount	<u>Writing Outcomes</u> Leaflet/Report Recount Letter

		A CONTRACT OF A CONTRACT.	I contraction of the second
	HOW TO WASH A WOOLLLY MAMMOTH	ne Dragon Machine	() () () () () () () () () () () () () () () (
Most useful grammar		Most useful arammar	Most useful grammar
Can use sentences with diffe	rent forms: statement, question,	Can use subordination (using when, if, that, or because) and co-	Can use subordination (using when, if, that or because) and
exclamation, command		ordination (using or, and, or but).	coordination (using or, and, or but)
Can use commas to separate i	items in a list	Can use expanded noun phrases to describe and specify	Can use expanded noun phrases to describe and specify
			Can make the correct choice and consistent use of present tense and
			past tense throughout writing.
Key vocabulary		Key Vocabulary	Key Vocabulary
Mammoth, woolly, notoriously imperative, command, list, co	/ tricky, thirsty, broom, tickly, snuggle, njunction	Childhood, enchanting, loneliness, machine, legend, creature, description, illustration	verse, couplet, rhyme, classic, line, pattern, poet, stanza
YEAR GROUP NON-NEGOTI	ABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
The pupil can, after discussio	on with the teacher:	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:
write sentences that are seq fictional)	uenced to form a short narrative (real or	write sentences that are sequenced to form a short narrative (real or fictional)	write sentences that are sequenced to form a short narrative (real or fictional)
	ith capital letters and full stops	demarcate some sentences with capital letters and full stops	demarcate some sentences with capital letters and full stops
	honemes and represent these by rds correctly and making phonically-	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-	segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-
plausible attempts at others		plausible attempts at others	plausible attempts at others
spell some common exception	a words*	spell some common exception words*	spell some common exception words*
form lower-case letters in th in the right place	ne correct direction, starting and finishing	form lower-case letters in the correct direction, starting and finishing in the right place	form lower-case letters in the correct direction, starting and finishing in the right place
	he correct size relative to one another in	form lower-case letters of the correct size relative to one another in	form lower-case letters of the correct size relative to one another in
some of their writing		some of their writing	some of their writing
use spacing between words.		use spacing between words.	use spacing between words.
Writing Outcomes		Writing Outcomes	Writing Outcomes
Instructions		Instructions	New version of Sound Collector
		Diary	

T4W- Recount 2 weeks.	A Planet full of plastic (Non fiction): RR -4 weeks	Transition Unit (RWP)
Recount	ALACE LAY TOUS ACAMET TOUS CALASTIC	Bedtime Stories- 4 weeks
<u>Most useful grammar</u> Can write sentences with different forms: statement, question, exclamation, command.	<u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)	<u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)
Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).	Can use expanded noun phrases to describe and specify Can make the correct choice and consistent use of	Can use expanded noun phrases to describe and specify
	present tense and past tense throughout writing. Can use sentences with different forms: statement, guestion.exclamation.command	Can make the correct choice and consistent use of present tense and past tense throughout writing.
<u>Key vocabulary</u> After, later, finally ,then, adjective, chronological order,	<u>Key vocabulary</u> Plastic, toxins. Biodegradable, planet, reduce, reusing, environment, scientists.	Key Vocabulary Dragons, inference, deduction,
YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:	The pupil can, after discussion with the teacher:
write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.	write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing use spacing between words.
Writing Outcomes	Writing Outcomes	Writing Outcomes
-	Most useful grammar Can write sentences with different forms: statement, question, exclamation, command. Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Key vocabulary After, later, finally ,then, adjective, chronological order, YEAR GROUP NON-NEGOTIABLES The pupil can, after discussion with the teacher: write sentences that are sequenced to form a short narrative (real or fictional) demarcate some sentences with capital letters and full stops segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others spell some common exception words* form lower-case letters in the correct direction, starting and finishing in the right place form lower-case letters of the correct size relative to one another in some of their writing	Most useful grammar Can write sentences with different forms: statement, question, exclamation, command. Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Can use subordination (using or, and, or but). YEAR GROUP NON-NEGOTIABLES The pupil can, afte

Summer-13 weeks

Year 3 Writing Long Term Overview

	RWP Planet Earth- 4/5 weeks	RR The Fog Hounds 4/5 Weeks	Narrative Poetry:
	planet earth	Pog Hounds WindSeat Mice	The Jabberwocky Railway Carriage The Night Before Christmas (3 weeks)
	Most useful grammar	<u>Most useful grammar</u> Can use and punctuate direct speech	Most useful grammar
501	Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.	Can use conjunctions, adverbs and prepositions to express time and cause Can use fronted adverbials Can use commas after fronted adverbials Can use the present perfect form of verbs in contrast to the past tense.	Can use commas after fronted adverbials. Can indicate possession by using the possessive apostrophe with plural nouns Can use and punctuate direct speech
Autumn- 14 weeks	<u>Key Vocabulary</u> Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey	Key Vocabulary:	<u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion
nn - 1	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
Autur	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:
	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
	spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list
	use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.
	<u>Writing Outcomes</u> Non-chronological report - Nature Documentary Letter to David Attenborough/Greta Thunberg	<u>Writing Outcomes</u> Letter Persuasive Text Diary	<u>Writing Outcomes</u> Narrative poetry

RR - The Firework Maker's Daughter - 4 weeks	RWP WW2- 4 weeks	RR – Newspapers – 3 Weeks
PHILIP PULLMAN The Firework- Maker's Daughter Sher geins Inderendent		The set a trap for my characteristic set of the set of
Most useful gram Can use inverted commas to punctuate direct speech	<u>Most useful grammar</u> I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Most useful gr Can express ti prepositions.
Can use a comma after fronted adverbials Can express time , place using adverbs, conjunctions and prepositions.	Can use conjunctions, adverbs and prepositions to express time and cause	Can use a or an according to whether the next word begins with a consonan
Can extend the range of sentences with more than one clause by using: when, if, because, although		Can extend the range of sentences with more than one clause by using: when, if, because, although t or a vowel.
<u>Key Vocabulary</u> Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence	Key Vocabulary: postcards, letters, formal, informal, contact	<u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative
YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:
demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list
use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.
<u>Writing Outcomes</u> Character Description Setting Description Letter	<u>Writing Outcomes</u> Letters Home Diary Entries	<u>Writing Outcomes</u> Newspaper Reports

Spring 11 weeks

	RR How to help a polar bear and protect a	Explanation Text 2 weeks	RR Beowulf- 4 weeks	Poetry: 2 weeks
	hedgehog. (4 weeks) HELP PROTECT	How to save a	BEOWUL	Please Mrs Butler
	<u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.	<u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.	<u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can choose nouns or pronouns for clarity and cohesion and to avoid repetition.	<u>Most useful grammar</u> Can use commas after fronted adverbials. Can indicate possession by using the possessive apostrophe with plural nouns Can use and punctuate direct speech
3 weeks	<u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline YEAR GROUP NON-NEGOTIABLES	<u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although YEAR GROUP NON-NEGOTIABLES	Can use a comma after fronted adverbials. <u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought <u>YEAR GROUP NON-NEGOTIABLES</u>	<u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern YEAR GROUP NON-NEGOTIABLES
Summer 13 weeks	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:	The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher:
	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks	demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
	spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list	spell some identified commonly misspelt words from Year 3 and 4 word list
	use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.	use some diagonal and horizontal strokes that are needed to join letters consistently.
	<u>Writing Outcomes</u> Leaflets Instructions	<u>Writing Outcomes</u> <u>E</u> xplanation	<u>Writing Outcomes</u> Narrative: Legend/Myth Character Description	<u>Writing Outcomes</u> Poem

Year 4 Writing Long Term Overview

	RWP - Planet Earth - 4 Weeks	The Fog Hounds 4/5 Weeks	Narrative Poetry:
	(2 weeks)		The Jabberwocky
		enant/france and a state of a	Railway Carriage
	planet earth	Fog Hourds Wat Cat	The Night Before Christmas (3 weeks)
			The Night Before christmas (5 weeks)
	* ###35%	1000 P	
			< poetry
			WHEN
			1 Gar Baak Pada- up/192081
	<u>Most useful grammar</u>	<u>Most useful grammar</u>	<u>Most useful grammar</u>
		Extending the range of sentences with more than one clause by using	Using the present perfect form of verbs in contrast to the past
	Can extend the range of sentences with more than one clause by	a wider range of conjunctions, including: when, if, because, although.	tense.
	using a wider range of conjunctions, including when, if, because,	Using fronted adverbials.	Using conjunctions, adverbs and prepositions to express time and
	although	Using commas after fronted adverbials.	cause.
	annough	Indicating possession by using the possessive apostrophe with plural	Using fronted adverbials.
		nouns.	Using commas after fronted adverbials.
	Can use conjunctions, adverbs and prepositions to express time and		
	cause.		
Autumn 14 weeks	Key Vocabulary Evolution, Adapt, Narrate, Natural, Survive,	Key Vocabulary	Key Vocabulary: Rhythm, Tone, Intonation, Couplet, Metaphor,
we	Predator, Environment, Prey		Simile, Express, Emotion
14	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
uu	The pupil can write sentences that are sequenced and form a short	The pupil can write sentences that are sequenced and form a short	The pupil can write sentences that are sequenced and form a short
ntu	narrative, after discussion with the teacher:	narrative, after discussion with the teacher:	narrative, after discussion with the teacher:
A	some use of paragraphs to group information.	some use of paragraphs to group information.	some use of paragraphs to group information.
	some use of organisational devices.	some use of organisational devices.	some use of organisational devices.
	to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)
	to spell some words correctly (year 3/4 list)	to spell some words correctly (year 3/4 list)	to spell some words correctly (year 3/4 list)
	consistent, legible handwriting.	consistent, legible handwriting.	consistent, legible handwriting.
	consistent, legible handwriting.	consistent, legible handwriting.	consistent, legible handwriting.
	use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.
			use co-or amaring conjunctions and some subor amaring conjunctions.
	Use mostly correctly:	Use mostly correctly:	Use mostly correctly:
	capital letters, full stops, question marks, exclamation marks,	capital letters, full stops, question marks, exclamation marks,	capital letters, full stops, guestion marks, exclamation marks,
	commas for lists.	commas for lists.	commas for lists.
	Writing Outcomes	Writing Outcomes	Writing Outcomes
	Non-chronological report - Nature Documentary	Letter	Narrative Poem
	Letter to David Attenborough/Greta Thunberg	Persuasive Text	
	Letter to David Attendorough/orena thundery	Diary	





<u>Spring 11</u> weeks





<u>Most useful grammar</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	<u>Most useful grammar</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns.	<u>Most useful grammar</u> Using and punctuating direct speech. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and
Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials	Using the present perfect form of verbs in contrast to the past tense. Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt	to avoid repetition.
Key Vocabulary Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice. Persistence	Key Vocabulary: postcards, letters, formal, informal, contact	<u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative
YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
The pupil can write sentences that are sequenced and form a short	The pupil can write sentences that are sequenced and form a short	The pupil can write sentences that are sequenced and form a short
narrative, after discussion with the teacher:	narrative, after discussion with the teacher:	narrative, after discussion with the teacher:
some use of paragraphs to group information.	some use of paragraphs to group information.	some use of paragraphs to group information.
some use of organisational devices.	some use of organisational devices.	some use of organisational devices.
to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)
to spell some words correctly (year 3/4 list)	to spell some words correctly (year 3/4 list)	to spell some words correctly (year 3/4 list)
consistent, legible handwriting.	consistent, legible handwriting.	consistent, legible handwriting.
use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.
Use mostly correctly:	Use mostly correctly:	Use mostly correctly:
capital letters, full stops, question marks, exclamation marks, commas for lists.	capital letters, full stops, question marks, exclamation marks, commas for lists.	capital letters, full stops, question marks, exclamation marks, commas for lists.
Writing Outcomes	Writing Outcomes	Writing Outcomes
Character Description	Letters Home	Newspaper Reports
Setting Description	Diary Entries	
Letter		

	RR How to help a polar bear and protect a hedgehog.	Explanation Text 2 weeks	RR Beowulf- 4 weeks	Poetry: 2 weeks
Summer 13	(4 weeks)		Brown	Please Mrs Butler

<u>Most useful grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.	Most useful grammar Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	<u>Most useful grammar</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause.	<u>Most useful grammar</u> Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.
<u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline	<u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although	<u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought	<u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern
<u>YEAR GROUP NON-NEGOTIABLES</u> The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.	YEAR GROUP NON-NEGOTIABLES The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.	YEAR GROUP NON-NEGOTIABLES The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.	YEAR GROUP NON-NEGOTIABLES The pupil can write sentences that are sequenced and form a short narrative, after discussion with the teacher: some use of paragraphs to group information.
some use of organisational devices.	some use of organisational devices.	some use of organisational devices.	some use of organisational devices.
to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)	to spell most words correctly (year 1/2 list)
to spell some words correctly (year 3/4 list) consistent, legible handwriting.	to spell some words correctly (year 3/4 list) consistent, legible handwriting.	to spell some words correctly (year 3/4 list) consistent, legible handwriting.	to spell some words correctly (year 3/4 list) consistent, legible handwriting.
use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.	use co-ordinating conjunctions and some subordinating conjunctions.
Use mostly correctly:	Use mostly correctly:	Use mostly correctly:	Use mostly correctly:
capital letters, full stops, question marks, exclamation marks, commas for lists.	capital letters, full stops, question marks, exclamation marks, commas for lists.	capital letters, full stops, question marks, exclamation marks, commas for lists.	capital letters, full stops, question marks, exclamation marks, commas for lists. capital letters, full stops, question marks, exclamation marks, commas for lists.
<u>Writing outcomes</u> Leaflets Debate/balanced argument	Writing outcomes Explanation	<u>Writing outcomes</u> Narrative: Legend/Myth Character Description	<u>Writing outcomes</u> Poem

<u>Year 5 Writing Long Term Overview</u>

Letters from the Lighthouse RR	RWP Dual Narrative: The Hunter and The Hunted 5	Poetry: The highwayman 3/4 weeks approx
5 weeks approx	Weeks approx	Highwayman
Most Useful Grammar	Most useful grammar:	Most useful grammar:
Can use relative clauses with a relative pronoun.	Can recognise vocabulary and structures that are appropritae for	Can use commas to clarify meaning or avoid ambiguity in writin
	formal speech and writing including the subjunctive form.	Can use semi-colons, colons or dashes to mark boundaries
Comma to separate clauses	Use the perfect form of verbs to mark relationships of time or	between independent clauses
Using further organisational and presentation devices to structure	cause.	Can use expanded noun phrases to convey complicated
the text: Headings /Bullet points/ Underlining		information concisely
	Use commas to clarify meaning or avoid ambiguity.	
Key Vocabulary: Sibling, remorse, determination, Cowrie shells,	Key Vocabulary: paradise island, tense, dangerous idyllic lurking	Key Vocabulary: Galleon, tragedy, romance, courage, betrayal,
afterlife, coast, tide, colloquial	ocean hunter victim tranquillity dappled papaya	ostler, breeches, afterlife
YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas	The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas	The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas
describing settings and characters	describing settings and characters	describing settings and characters
use some cohesive devices within paragraphs	use some cohesive devices within paragraphs	use some cohesive devices within paragraphs
use different verb forms mostly accurately	use different verb forms mostly accurately	use different verb forms mostly accurately
use co-ordinating and subordinating conjunctions.	use co-ordinating and subordinating conjunctions.	use co-ordinating and subordinating conjunctions.
Use mostly correctly:	Use mostly correctly:	Use mostly correctly:
capital letters, full stops, question marks, exclamation marks, commas	capital letters, full stops, question marks, exclamation marks,	capital letters, full stops, question marks, exclamation marks,
for lists, apostrophes for contraction	commas for lists, apostrophes for contraction	commas for lists, apostrophes for contraction
to spell most words correctly (years 3/4 list)	to spell most words correctly (years 3/4 list)	to spell most words correctly (years 3/4 list)
to spell some words correctly* (years 5/6 Spelling list) consistent, legible handwriting.	to spell some words correctly* (years 5/6 Spelling list)	to spell some words correctly* (years 5/6 Spelling list)
	consistent, legible handwriting.	consistent, legible handwriting .
Writing Outcomes:	Writing Outcomes:	Writing Outcomes:
Narrative: Myth	Letter/Diary	Poem
NC Report	A dual narrative to build tension	Short story (recount)

Autumn 14 weeks

		· · · · · · · · · · · · · · · · · · ·
	RR: Ghost boys 5/6 weeks	RWP: The Storm 4/5 weeks
	<u>Most useful grammar:</u> Use a wide range of co-ordinating and subordinating conjunctions to develop and extend my ideas. Use pronouns and determiners to promote cohesion and flow	<u>Most useful grammar:</u> Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	Refining ideas based on experience of good quality example texts	Can use passive verbs to affect the presentation of information in a sentence
	Semi-colons, colons or dashes to mark independent clauses	Can use the perfect form of verbs to mark relationships of time and cause
	By using semi-colons, colons or dashes to mark between independent clauses	Can use expanded noun phrases to convey complicated information concisely
	<u>Key Vocabulary:</u> Snicker, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate. <u>:</u> <u>YEAR GROUP NON-NEGOTIABLES</u>	Key Vocabulary: Icy brisk prowled eerie gloomy hammering YEAR GROUP NON-NEGOTIABLES
	The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas	The pupil can write for a range of purposes and audiences: using paragraphs to organise ideas
ł	describing settings and characters	describing settings and characters
	use some cohesive devices within paragraphs	use some cohesive devices within paragraphs
	use different verb forms mostly accurately	use different verb forms mostly accurately
	use co-ordinating and subordinating conjunctions. Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction	use co-ordinating and subordinating conjunctions. Use mostly correctly: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction to spell most words correctly (years 3/4 list)
	to spell most words correctly (years 3/4 list) to spell some words correctly* (years 5/6 Spelling list)	to spell some words correctly* (years 5/6 Spelling list)
	consistent, legible handwriting.	consistent, legible handwriting.
	<u>Writing Outcomes:</u> Biography Setting description Letter Debate	<u>Writing outcomes</u> A description of a storm Poem Leaflet/Brochure to inform

<u>Spring 11 weeks</u>

 RWP: The sports Managers Speech (4 weeks)	RR Non Fiction- What a waste by Jess French (3 weeks)	Application Unit: The Giants Necklace
The Sport's Mundger's Speech (+ weeks)	KK NONT ICTION- What a waste by Jess French (J weeks)	Letters and Diary Entries
Manager		(5/6 Weeks)
Pack		
Most useful grammar:	Most useful grammar:	Most useful grammar:
Use commas to clarify meaning or avoid ambiguity in writing		Can use comma to separate clauses
	Use apostrophes for possession and contraction	
Use hyphens to avoid ambiguity		Can use brackets, dashes or commas to indicate parenthesis
	Structural features such as bullet points	
Use brackets, dashes or commas to indicate parenthesis	Write in the correct formality	By using semi-colons, colons or dashes to mark between independent clauses.
Use semi-colons, colons or dashes to mark boundaries between independent clauses	Can use a colon to introduce a list	Can use modal verbs or adverbs to indicate degrees of possibility
Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.	Punctuating bullet points consistently	
<u>Key Vocabulary</u> Motivate, Powerful, Confident, Positive, Negative, United, Repetition	Key Vocabulary: Rubbish, recycling, protecting, planet pollution, efficiency, waste, landfill	<u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial
YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
The pupil can write for a range of purposes and audiences:	The pupil can write for a range of purposes and audiences: using	The pupil can write for a range of purposes and audiences:
using paragraphs to organise ideas	paragraphs to organise ideas	using paragraphs to organise ideas
describing settings and characters	describing settings and characters	describing settings and characters
use some cohesive devices within paragraphs	use some cohesive devices within paragraphs	use some cohesive devices within paragraphs
use different verb forms mostly accurately	use different verb forms mostly accurately	use different verb forms mostly accurately
use co-ordinating and subordinating conjunctions.	use co-ordinating and subordinating conjunctions.	use co-ordinating and subordinating conjunctions.
Use mostly correctly:	Use mostly correctly:	Use mostly correctly:
capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction	capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction	capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction
to spell most words correctly (years 3/4 list)	to spell most words correctly (years 3/4 list)	to spell most words correctly (years 3/4 list)
to spell some words correctly* (years 5/6 Spelling list)	to spell some words correctly (years 5/4 list)	to spell some words correctly (years 5/6 Spelling list)
consistent, legible handwriting.	legible handwriting.	consistent, legible handwriting.
Writing Outcome	Writing Outcomes	Writing outcomes
To deliver a speech to motivate and inspire	Letter to Greta Thunberg	Letters/Diary entries
Newspaper report	Information Leaflet	Story
	NC Report	Newspaper report
	Speech	

Summer 13 weeks

Year 6 Writing Long Term Overview

		STEPED
i F	Most useful grammar:	Most useful grammar
	Can use relative clauses with a relative pronoun.	
	Can use the perfect form of verbs.	Can use relative clauses with a relative pronoun.
	Use expanded noun phrases to convey information concisely.	Can use the perfect form of verbs.
	Commas to avoid ambiguity.	Use expanded noun phrases to convey information concisely.
	Hyphens to avoid ambiguity.	Commas to avoid ambiguity.
	Brackets, dashes or commas to indicate parenthesis.	Hyphens to avoid ambiguity.
	Semi-colons, colons or dashes to mark independent clauses.	Brackets, dashes or commas to indicate parenthesis.
	Recognise vocabulary and structures that are appropriate for formal speech and writing, including	Semi-colons, colons or dashes to mark independent clauses.
	subjunctive form	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive
	Use semi colons, colons and dashes to mark boundaries between independent clauses.	form
		Use semi colons, colons and dashes to mark boundaries between independent clauses.
ŝ		
100		
Autumn 14 weeks	Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed	Key vocabulary: Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship
um	YEAR GROUP NON-NEGOTIABLES	YEAR GROUP NON-NEGOTIABLES
Autu	write for a range of purposes	write for a range of purposes
	use paragraphs to organise ideas	use paragraphs to organise ideas
	in narratives, describe settings and characters	in narratives, describe settings and characters
	in non-nonnative weiting use simple devices to structure the weiting and support the people (a c	in non-nonnative uniting use simple devices to structure the uniting and support the reader (a.e. bashing, sub-
	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub- headings, bullet points)
	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
	mostly correctly	
		spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling
	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* write legibly.	list* write legibly.
i —	Writing Outcomes	Writing Outcomes
	Narrative	Newspaper
		Balanced Argument
		Diary Entry





	MALALAYOUSAPZAI
Most useful grammar:	Most useful grammar:
Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicating degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Use semi-colons, colons or dashes to mark between independent clauses. Commas to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Commas to separate clauses
- Linking ideas across paragraphs using adverbials of time (for example, later), place [for example, nearby] and number (for example, secondly) or tense choices (for example, he had seen her before) - Brackets, dashes or commas to indicate parenthesis	Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information
 Use of commas to clarify meaning or avoid ambiguity Use of expanded noun phrases to convey complicated information concisely Devices to build cohesion within a paragraph (for example, then, after that, this, firstly) How words are related by meaning as synonyms and antonyms (for example, big, large, little) The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech 	Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey information concisely. Use modal verbs or adverbs to indicate degrees of possibility
Key vocabulary: segregated, turbulence, orbit, NASA (National Aeronautics and Space Administration), trajectories, wind tunnel	Key vocabulary: al-Qaeda, haram, Taliban, purdah, imam, inconvenient, peace, dialogue, rights, campaign, dyna, Pashto, pisho
YEAR GROUP NON-NEGOTIABLES write for a range of purposes	YEAR GROUP NON-NEGOTIABLES write for a range of purposes
use paragraphs to organise ideas	use paragraphs to organise ideas
in narratives, describe settings and characters	in narratives, describe settings and characters
in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*	<pre>spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*</pre>
write legibly.	write legibly.

		R & BRUCCIO
	Most useful grammar:	
	Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses. Key vocabulary: cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome <u>YEAR GROUP NON-NEGOTIABLES</u> write for a range of purposes	
	use paragraphs to organise ideas	
	in narratives, describe settings and characters	
	in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
	use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly	
	spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*	
	write legibly.	
	Writing Outcomes: Recount- Dairy, Newspaper report Explanation text - instructions	
Writing Outco memoir, non-c	r omes: chronological report, formal persuasive letter, diary entry, newspaper report	Writing Outcomes: Speech, biography, persuasive letter