
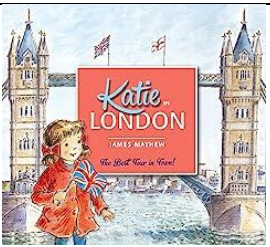
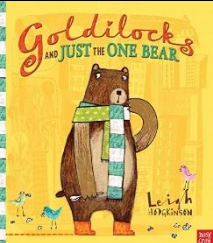
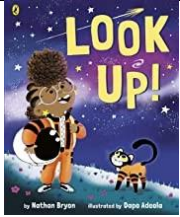


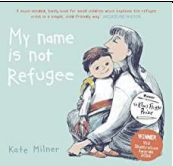


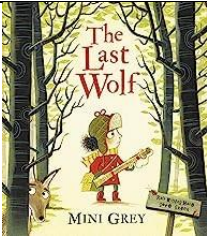

Year 1 – Year 6 Writing Progression Map


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Term	Focus and Outcome	Gateway Keys (non-negotiables/basic skills)	Mastery Keys (year group national curriculum expectations)	Feature Keys (vocabulary, manipulating sentences and tense, structure)	Wonderful Words																																						
Year 1																																											
Autumn 1	 <p>Outcome Recount: write a diary entry in first person</p>	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use capital letters for names of people and the personal pronoun 'I' 	<ul style="list-style-type: none"> Some simple description First person (based on own experiences) Begin to link events using and Events in order Past tense 	<p>Common Exception Words:</p> <table border="0"> <tr><td>she</td><td>was</td><td>so</td><td>one</td><td>do</td></tr> <tr><td>friend</td><td>me</td><td>said</td><td>say(s)</td><td>there</td></tr> <tr><td>and</td><td>you</td><td>the</td><td>to</td><td>be</td></tr> <tr><td>of</td><td></td><td></td><td></td><td></td></tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr><td>worried</td><td>around</td><td>unpredictable</td></tr> <tr><td>difficult</td><td>admittedly</td><td>gasped</td></tr> <tr><td>realised</td><td>comfortable</td><td>group</td></tr> <tr><td>wondered</td><td>mattered</td><td>sew</td></tr> <tr><td>ever</td><td>chaotic</td><td>spoil(ed)</td></tr> <tr><td>idea</td><td>wherever</td><td>exactly</td></tr> </table>	she	was	so	one	do	friend	me	said	say(s)	there	and	you	the	to	be	of					worried	around	unpredictable	difficult	admittedly	gasped	realised	comfortable	group	wondered	mattered	sew	ever	chaotic	spoil(ed)	idea	wherever	exactly
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Autumn 2	 <p>Outcome Non-fiction: write a non-chronological report</p>	<ul style="list-style-type: none"> Combine words to make sentences Use capital letters for names of people and the personal pronoun 'I' Leave spaces between words Begin to use capital letters and full stops 	<ul style="list-style-type: none"> Join words using and Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places Sequence sentences (link ideas or event by pronoun) <p>Opportunity to apply word skills:</p> <ul style="list-style-type: none"> Spell words containing phonemes already taught • Use plural noun suffixes -s and -es 	<ul style="list-style-type: none"> Write simple sentences linked to the topic Write in the present tense Link ideas through subject or pronoun 	<p>Common Exception Words:</p> <table border="0"> <tr><td>to</td><td>the</td><td>by</td><td>was</td><td>friend</td></tr> <tr><td>one</td><td>his</td><td>you</td><td>said</td><td>come</td></tr> <tr><td>they</td><td>he</td><td>my</td><td>go</td><td>here</td></tr> <tr><td>where</td><td></td><td></td><td></td><td></td></tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr><td>sights</td><td>tower</td><td>crests</td></tr> <tr><td>palace</td><td>old-fashioned</td><td>theatre</td></tr> <tr><td>London</td><td>tour</td><td>haunted</td></tr> <tr><td>jewels</td><td>bridge</td><td>castle</td></tr> <tr><td>dome</td><td>chimes</td><td></td></tr> </table>	to	the	by	was	friend	one	his	you	said	come	they	he	my	go	here	where					sights	tower	crests	palace	old-fashioned	theatre	London	tour	haunted	jewels	bridge	castle	dome	chimes				
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Spring 1		<ul style="list-style-type: none"> Compose a sentence orally before writing it Join words using and Use plural noun suffixes -s and -es Punctuate sentences using a capital letter and a full stop 	<ul style="list-style-type: none"> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks 	<ul style="list-style-type: none"> Use some story language Include and describe new characters Include and describe the setting 	<p>Common Exception Words</p> <table border="0"> <tr><td>the</td><td>said</td><td>my</td><td>here</td></tr> <tr><td>you</td><td>a</td><td>he</td><td>so</td></tr> <tr><td>we</td><td>was</td><td>me</td><td>there</td></tr> <tr><td>our</td><td>were</td><td>his</td><td>I</td></tr> </table>	the	said	my	here	you	a	he	so	we	was	me	there	our	were	his	I																						
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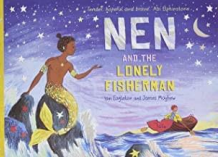
	 <p>Outcome Non-fiction: write a report about bears</p>	<ul style="list-style-type: none"> • Add suffixes where no change is needed to the root word e.g -ed, -er, -ing, -est • Change the meaning of verbs and adjectives by adding the prefix un- 	<ul style="list-style-type: none"> • Use a capital letter for places and days of the week • Punctuate sentences using a capital letter, full stop, question mark or exclamation mark 	<ul style="list-style-type: none"> • Include a beginning, middle and end • Past tense 	<p>Developing Vocabulary:</p> <table border="0"> <tr> <td>lolloping</td> <td>pottering</td> <td>cactus</td> <td>minute</td> </tr> <tr> <td>nip (into)</td> <td>familiar</td> <td>duvet</td> <td>twigs</td> </tr> <tr> <td>peeked</td> <td>penny</td> <td>wood</td> <td>off</td> </tr> <tr> <td>pleasant</td> <td>dropped</td> <td>bear</td> <td>leaves</td> </tr> <tr> <td>frothy</td> <td>plonked</td> <td>nodded</td> <td></td> </tr> </table>	lolloping	pottering	cactus	minute	nip (into)	familiar	duvet	twigs	peeked	penny	wood	off	pleasant	dropped	bear	leaves	frothy	plonked	nodded	
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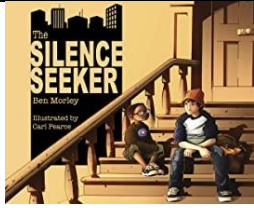
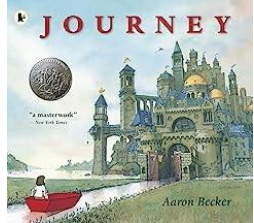
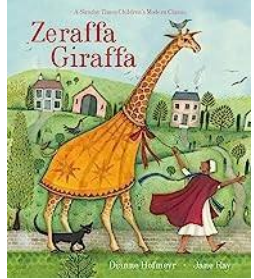
Year 2																																																			
Autumn 1	 <p>Outcome Recount: write a diary entry</p>	<ul style="list-style-type: none"> • Combine words to make sentences • Join words and clauses using and • Sequence sentences to form short narratives • Leave spaces between words 	<ul style="list-style-type: none"> • Use punctuation correctly – full stops, capital letters • Use expanded noun phrases to describe and specify • Use subordination (because) and coordination (and) 	<ul style="list-style-type: none"> • Include detail and description to inform the reader • Write in first person • Use consistent past tense • Order events with adverbs of time • Include personal comments and own viewpoint • Set the scene with a clear opening and establish the context • Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had! 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>every</td> <td>move(s)</td> <td>door(bell)</td> <td>find</td> </tr> <tr> <td>because</td> <td>most</td> <td>fast</td> <td>both</td> </tr> <tr> <td>who</td> <td>people</td> <td>any</td> <td>cold</td> </tr> <tr> <td>even</td> <td></td> <td></td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>telescope</td> <td>atmosphere</td> <td>defied</td> </tr> <tr> <td>fiery</td> <td>grumbles</td> <td>gravity</td> </tr> <tr> <td>famous</td> <td>speechless</td> <td>mission</td> </tr> <tr> <td>blasted</td> <td>binoculars</td> <td>flyers</td> </tr> <tr> <td>astronaut</td> <td>orbit</td> <td>victory</td> </tr> <tr> <td>life-forms</td> <td>Earth</td> <td>captured</td> </tr> <tr> <td>meteor</td> <td>space</td> <td>rare</td> </tr> <tr> <td>shower</td> <td>shuttle</td> <td>exotic</td> </tr> <tr> <td>incredible</td> <td>prepared</td> <td>comet</td> </tr> <tr> <td>trail</td> <td></td> <td></td> </tr> </table>	every	move(s)	door(bell)	find	because	most	fast	both	who	people	any	cold	even				telescope	atmosphere	defied	fiery	grumbles	gravity	famous	speechless	mission	blasted	binoculars	flyers	astronaut	orbit	victory	life-forms	Earth	captured	meteor	space	rare	shower	shuttle	exotic	incredible	prepared	comet	trail		
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Autumn 2		<ul style="list-style-type: none"> • Sequence sentences to form short narratives • Join words and clauses using and • Use subordination (because) 	<ul style="list-style-type: none"> • Use co-ordination (but, or) • Add -ly to turn adjectives into adverbs 	<ul style="list-style-type: none"> • Specific vocabulary linked to the topic • Clear and precise description 	<p>Common Exception Words</p> <table border="0"> <tr> <td>every</td> <td>Christmas</td> <td>parents</td> <td>kind</td> </tr> <tr> <td>find</td> <td>because</td> <td>kind(s)</td> <td>only</td> </tr> <tr> <td>mind</td> <td>father</td> <td>old</td> <td>eye</td> </tr> <tr> <td>last</td> <td>half(way)</td> <td>would</td> <td>again</td> </tr> </table>	every	Christmas	parents	kind	find	because	kind(s)	only	mind	father	old	eye	last	half(way)	would	again																														
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	 <p>Outcome Non-fiction: write a report</p>	<ul style="list-style-type: none"> Add suffixes to verbs where no change is needed to the root Write expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> Use commas to separate items in a list 	<ul style="list-style-type: none"> Present tense Title Sub-Headings Introduction Grouped information Facts from research 	Developing Vocabulary: faded explore twinkle moonlight bleary barn rooftops peered owl planets enormous deckchair supper necessary campfire wellington return telescope startled butting
Spring 1	 <p>Outcome Fiction: write a story with an adventure focus</p>	<ul style="list-style-type: none"> Use subordination (because) and coordination (and) Write expanded noun phrases to describe and specify Use punctuation correctly – full stop, capital letters Add suffixes to verbs where no change is needed to the root (Y1) 	<ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive) Use punctuation correctly - exclamation marks, question marks 	<ul style="list-style-type: none"> Use phrases from story language Create and describe characters Create and describe settings Use past tense consistently and correctly Write in 3rd person Sequence of events with beginning, middle and end 	Common Exception Words: every(where) would great break(ing) beautiful should last Developing Vocabulary: overlook venture encyclopaedia water perch tulips lumbered lilies havoc sank wreckage pond advice fields troublesome machine consult engine telephone tragic undercarriage
Spring 2	 <p>Outcome Recount: write a recount of events from character's point of view</p>	<ul style="list-style-type: none"> Write sentences with different forms: statement, question, exclamation, command Use subordination (because, when) Use present and past tenses correctly and consistently Use punctuation correctly – exclamation marks, question marks 	<ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce (so) that) Use present and past tenses correctly and consistently Use punctuation correctly – apostrophes for the possessive (singular) 	<ul style="list-style-type: none"> Include detail and description to inform the reader Write in 1st person Use consistent past tense Order events with adverbs of time Include personal comments and own viewpoint Set the scene with a clear opening and establish the context Finish with a closing statement with personal comment or summary e.g. What an amazing day we all had! 	Common Exception Words: again old would people only could hold told water should Developing Vocabulary: exciting weirdest interesting remind strange town language march refugee adult
Summer		<ul style="list-style-type: none"> Use the progressive form of verbs in the present and past tense Some use of subordination (because, when) and coordination (and, but) 	<ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones 	<ul style="list-style-type: none"> Include detail and description to inform the reader 	Common Exception Words: last could wild door behind eye(s) old child path find plant

	 <p>Outcome Recount: write a letter in role</p>	<ul style="list-style-type: none"> Use punctuation correctly (as taught so far) Write sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Use punctuation correctly – apostrophes for contracted forms 	<ul style="list-style-type: none"> Use a range of sentence forms to address the reader Write in 1st person Include personal comments and own viewpoint Use openings and closings e.g. dear, opening statement to state why we are writing, from 	<p>Developing Vocabulary:</p> <table border="0"> <tr> <td>flung</td> <td>stalking</td> <td>awash</td> <td>earth</td> </tr> <tr> <td>supplies</td> <td>bracken</td> <td>nowadays</td> <td>land</td> </tr> <tr> <td>lurk</td> <td>trees</td> <td>pickings</td> <td>lynx</td> </tr> <tr> <td>pounce</td> <td>tump</td> <td>human</td> <td>grazing</td> </tr> <tr> <td>wander</td> <td>doorknob</td> <td>miles</td> <td>popgun</td> </tr> <tr> <td>endless</td> <td></td> <td></td> <td></td> </tr> </table>	flung	stalking	awash	earth	supplies	bracken	nowadays	land	lurk	trees	pickings	lynx	pounce	tump	human	grazing	wander	doorknob	miles	popgun	endless											
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Summer 2	 <p>Outcome Fiction: write a story with a moral focus</p>	<ul style="list-style-type: none"> Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones Use punctuation correctly – apostrophes for contracted forms 	<ul style="list-style-type: none"> Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words e.g -ment,- ful 	<ul style="list-style-type: none"> Use phrases from story language Create and describe characters Create and describe settings Sequence of events Section story into beginning, middle and end Use 3rd person consistently Use tenses appropriately 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>who</td> <td>people</td> <td>should(n't)</td> <td>could</td> </tr> <tr> <td>told</td> <td>old</td> <td>great</td> <td>because</td> </tr> <tr> <td>eye(s)</td> <td>prove</td> <td>sure</td> <td>again</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>continue</td> <td>humungous</td> <td>storm</td> <td>scoff</td> </tr> <tr> <td>mumbled</td> <td>hoisted</td> <td>shore</td> <td>whine</td> </tr> <tr> <td>impossible</td> <td>mural</td> <td>ledge</td> <td>pickle</td> </tr> <tr> <td>nervous</td> <td>drainpipes</td> <td>oak</td> <td>chap</td> </tr> <tr> <td>afternoon</td> <td>dawn</td> <td></td> <td>bridge</td> </tr> </table>	who	people	should(n't)	could	told	old	great	because	eye(s)	prove	sure	again	continue	humungous	storm	scoff	mumbled	hoisted	shore	whine	impossible	mural	ledge	pickle	nervous	drainpipes	oak	chap	afternoon	dawn		bridge
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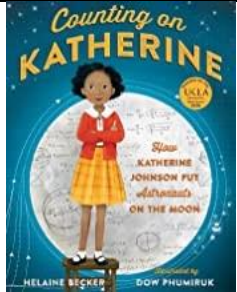
Year 3																					
Autumn 1	 <p>Outcome</p>	<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) 	<ul style="list-style-type: none"> Group related ideas into paragraphs Build a varied and rich vocabulary Use prepositions to express time, place and cause Introduce inverted commas to punctuate direct speech (one session) 	<ul style="list-style-type: none"> Write in the first person Use apostrophe in contractions Provide detail through use of prepositions to express time, place and cause 	<p><u>Common exception Words</u></p> <table border="0"> <tr> <td>accident(ally)</td> <td>extreme</td> </tr> <tr> <td>appear</td> <td>heard</td> </tr> <tr> <td>breath</td> <td>natural</td> </tr> <tr> <td>breathe</td> <td>often</td> </tr> <tr> <td>caught</td> <td>ordinary</td> </tr> <tr> <td>disappear</td> <td>recent</td> </tr> <tr> <td>early</td> <td>strength</td> </tr> <tr> <td>experience</td> <td>through</td> </tr> </table>	accident(ally)	extreme	appear	heard	breath	natural	breathe	often	caught	ordinary	disappear	recent	early	strength	experience	through
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	<p>Recount: write a letter in role recounting events of the story</p>	<ul style="list-style-type: none"> Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use progressive forms of verbs Use expanded noun phrases Write sentences with different forms: statement, command, question, exclamation 		<ul style="list-style-type: none"> Use a variety of sentence forms including statements and questions Write in consistent past and present tense including progressive forms Use some future tense verbs Use layout and structure of a letter Ensure chronological order to explain sequence of events 	<p>Developing Vocabulary:</p> <table> <tr><td>bleak</td><td>immigrant</td></tr> <tr><td>breadfruit</td><td>jazz</td></tr> <tr><td>British</td><td>mangoes</td></tr> <tr><td>Empire</td><td>pier</td></tr> <tr><td>disembark</td><td>saxophone</td></tr> <tr><td>guavas</td><td>skyscraper</td></tr> <tr><td>humid</td><td>Trinidad</td></tr> <tr><td>racism</td><td>veranda</td></tr> <tr><td></td><td>Windrush</td></tr> </table>	bleak	immigrant	breadfruit	jazz	British	mangoes	Empire	pier	disembark	saxophone	guavas	skyscraper	humid	Trinidad	racism	veranda		Windrush																								
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Autumn 2	 <p>Outcome Fiction: write a fantasy story based on a classic tale</p>	<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and coordination (or, and, but) Use present and past tenses consistently and correctly Use noun phrases and prepositions to add detail Group related ideas into paragraphs 	<ul style="list-style-type: none"> Use conjunctions to express time, place and cause Use adverbs to express time Use a or an according to whether the next word begins with a vowel or consonant In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Use small details to describe characters Establish the setting in the first line Include a setting to create atmosphere Use imagery for description Use 1 st or 3 rd person consistently Use tenses appropriately Sequence story and use paragraphs 	<p>Common Exception Words:</p> <table> <tr><td>accident</td><td>imagine</td><td>separate</td></tr> <tr><td>answer</td><td>island</td><td>special</td></tr> <tr><td>dis/appear</td><td>opposite</td><td>strange</td></tr> <tr><td>believe</td><td>ordinary</td><td>thought</td></tr> <tr><td>breath/e</td><td>peculiar</td><td>guard</td></tr> <tr><td>caught</td><td>possible</td><td>heard</td></tr> <tr><td>different</td><td>remember</td><td>heart</td></tr> <tr><td>forward</td><td></td><td></td></tr> </table> <p>Developing Vocabulary:</p> <table> <tr><td>brimming</td><td>melody</td><td>irate</td></tr> <tr><td>briny</td><td>quest</td><td>pursuit</td></tr> <tr><td>contentment</td><td>rickety</td><td>tempest</td></tr> <tr><td>delve</td><td>serene</td><td>tranquil</td></tr> <tr><td>etched</td><td>smothered</td><td>turmoil</td></tr> <tr><td>horizon</td><td></td><td>wharf</td></tr> </table>	accident	imagine	separate	answer	island	special	dis/appear	opposite	strange	believe	ordinary	thought	breath/e	peculiar	guard	caught	possible	heard	different	remember	heart	forward			brimming	melody	irate	briny	quest	pursuit	contentment	rickety	tempest	delve	serene	tranquil	etched	smothered	turmoil	horizon		wharf
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Spring 1	 <p>Outcome Fiction: write a story set in the Stone Age</p>	<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use a range of co-ordinating and subordinating conjunctions Create characters, settings and plot in narrative 	<ul style="list-style-type: none"> Form nouns with a range of prefixes Use present and past tenses correctly and consistently including progressive and present perfect forms Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) Build a varied and rich vocabulary 	<ul style="list-style-type: none"> Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently Use tenses appropriately Add historical detail to characters, setting and events 	<p>Common Exception Words:</p> <table> <tr><td>actual</td><td>eight</td><td>certain</td></tr> <tr><td>busy</td><td>forward</td><td>circle</td></tr> <tr><td>calendar</td><td>fruit</td><td>suppose</td></tr> <tr><td>centre</td><td>group</td><td>perhaps</td></tr> <tr><td>century</td><td>history</td><td>women</td></tr> <tr><td>describe</td><td>interest</td><td></td></tr> </table> <p>Developing Vocabulary:</p> <table> <tr><td>wander</td><td>spearhead</td><td>stew</td></tr> <tr><td>chip</td><td>grindstone</td><td>flint</td></tr> <tr><td>trim</td><td>leather</td><td>spear</td></tr> <tr><td>wriggle</td><td>ornament</td><td>stumble</td></tr> <tr><td>flicker</td><td>archaeologist</td><td>relief</td></tr> <tr><td>furious</td><td>skinning</td><td>strike</td></tr> <tr><td>pierce</td><td>smoke</td><td></td></tr> </table>	actual	eight	certain	busy	forward	circle	calendar	fruit	suppose	centre	group	perhaps	century	history	women	describe	interest		wander	spearhead	stew	chip	grindstone	flint	trim	leather	spear	wriggle	ornament	stumble	flicker	archaeologist	relief	furious	skinning	strike	pierce	smoke				
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Spring 1	 <p>Outcome Fiction: rewrite the story in third person with dialogue</p>	<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use some inverted commas to punctuate direct speech Use conjunctions, adverbs and prepositions to express time, place and cause Create characters, settings and plot in narrative Group related ideas into paragraphs 	<ul style="list-style-type: none"> Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive and present perfect forms Build a varied and rich vocabulary Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) 	<ul style="list-style-type: none"> Use small details to describe characters Include a setting to create atmosphere Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently Use tenses appropriately 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>address</td> <td>question</td> <td>library</td> <td>build</td> </tr> <tr> <td>answer</td> <td>remember</td> <td>minute</td> <td>busy</td> </tr> <tr> <td>arrive</td> <td>suppose</td> <td>probably</td> <td>heard</td> </tr> <tr> <td>bicycle</td> <td>group</td> <td>early</td> <td>thought</td> </tr> <tr> <td>breath/e</td> <td>centre</td> <td>enough</td> <td>promise</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>asylum</td> <td>sanctuary</td> <td>isolated</td> </tr> <tr> <td>biggies</td> <td>seeker silence</td> <td>laundry</td> </tr> <tr> <td>bottle banks</td> <td>skyline</td> <td>mischievous</td> </tr> <tr> <td>communication</td> <td>up-to-no-goods</td> <td>bustling</td> </tr> <tr> <td>down-and-outs</td> <td>flyover</td> <td>canal</td> </tr> <tr> <td>dump</td> <td>ventured</td> <td>city makers</td> </tr> <tr> <td>intimidating</td> <td></td> <td></td> </tr> </table>	address	question	library	build	answer	remember	minute	busy	arrive	suppose	probably	heard	bicycle	group	early	thought	breath/e	centre	enough	promise	asylum	sanctuary	isolated	biggies	seeker silence	laundry	bottle banks	skyline	mischievous	communication	up-to-no-goods	bustling	down-and-outs	flyover	canal	dump	ventured	city makers	intimidating					
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Summer 1	 <p>Outcome Fiction: write an adventure story</p>	<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Group related ideas into paragraphs Build an increasing range of sentence structures Use adverbs to express time, place and cause 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Group related ideas into paragraphs Use a or an according to whether the next word begins with a vowel or a consonant 	<ul style="list-style-type: none"> Use small details to describe characters Include a setting to create atmosphere Sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd person consistently Use tenses appropriately 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>bicycle</td> <td>naughty</td> <td>quarter</td> </tr> <tr> <td>decide</td> <td>position</td> <td>mention</td> </tr> <tr> <td>eighth</td> <td>possess</td> <td>minute</td> </tr> <tr> <td>experiment</td> <td>probably</td> <td>island straight</td> </tr> <tr> <td>guard</td> <td>occasionally</td> <td></td> </tr> <tr> <td>regular</td> <td></td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>isolated</td> <td>atmosphere</td> <td>canal</td> </tr> <tr> <td>excluded</td> <td>dialogue</td> <td>lock</td> </tr> <tr> <td>billowing</td> <td>citadel</td> <td>pennant</td> </tr> <tr> <td>elegant</td> <td>aqueduct</td> <td>hunch</td> </tr> <tr> <td>magnificent</td> <td>archway</td> <td>dome</td> </tr> <tr> <td>crouch</td> <td>sneer</td> <td>spire</td> </tr> <tr> <td>fidget</td> <td></td> <td></td> </tr> </table>	bicycle	naughty	quarter	decide	position	mention	eighth	possess	minute	experiment	probably	island straight	guard	occasionally		regular			isolated	atmosphere	canal	excluded	dialogue	lock	billowing	citadel	pennant	elegant	aqueduct	hunch	magnificent	archway	dome	crouch	sneer	spire	fidget							
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Summer 2	 <p>Outcome Persuasion: write a leaflet</p>	<ul style="list-style-type: none"> Full stops, capital letters, exclamation marks, question marks, commas and apostrophes Use prepositions to express time, place and cause Group related ideas in paragraphs 	<ul style="list-style-type: none"> Build an increasing range of sentence structures In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation Use present and past tenses correctly and consistently including the progressive and present perfect forms 	<ul style="list-style-type: none"> Use persuasive language e.g. alliteration, repetition. Write in logical order Use 2nd person or 3rd person to talk directly to the reader Select organisational features e.g. opening statement, sub-headings. 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>address</td> <td>opposite</td> <td>medicine</td> <td>library</td> </tr> <tr> <td>business</td> <td>particular</td> <td>opposite</td> <td>promise</td> </tr> <tr> <td>complete</td> <td>popular</td> <td>medicine</td> <td>purpose</td> </tr> <tr> <td>difficult</td> <td>possession</td> <td>reign</td> <td>occasion</td> </tr> <tr> <td>exercise</td> <td>pressure</td> <td>height</td> <td>material</td> </tr> <tr> <td>famous</td> <td></td> <td></td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>epic</td> <td>felucca</td> <td>cobblestones</td> <td>balmy</td> </tr> <tr> <td>see-sawed</td> <td>awning</td> <td>Pasha</td> <td>pivot</td> </tr> <tr> <td>sip</td> <td>amulet</td> <td>acacia</td> <td>mistral</td> </tr> <tr> <td>glimpse</td> <td>taffeta</td> <td>rustle</td> <td>soiree</td> </tr> <tr> <td>salon</td> <td>vineyard</td> <td>astonishing</td> <td>mosaic</td> </tr> </table>	address	opposite	medicine	library	business	particular	opposite	promise	complete	popular	medicine	purpose	difficult	possession	reign	occasion	exercise	pressure	height	material	famous				epic	felucca	cobblestones	balmy	see-sawed	awning	Pasha	pivot	sip	amulet	acacia	mistral	glimpse	taffeta	rustle	soiree	salon	vineyard	astonishing	mosaic
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Year 4

Autumn 1



Outcome
Non-Fiction: Write a fact file.

- Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs
- Use past and present tenses correctly and consistently including the present perfect tense

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Use fronted adverbials
- Use paragraphs to organise information and ideas around a theme (to organise and sequence more extended narrative structures)
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use commas after fronted adverbials

Information text:

- Use specific vocabulary
- e.g. NASA, and some technical vocabulary e.g. mathematician, calculations
- Use description to compare and contrast e.g. Johnson is greatest unsung heroes of the 21st century
- Write with clear and precise description
- Use layout features e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams

Recount:

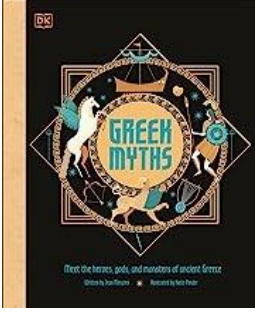
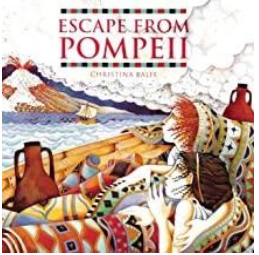
- Engage the reader through detailed description
- Include eyewitness accounts as quotes using direct speech punctuation
- Write an introductory paragraph including the 5Ws – who, what, where, when, why and how


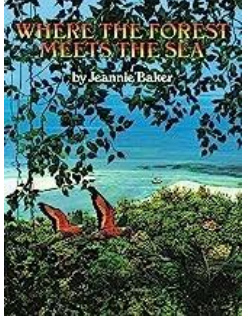
Common Exception Words:


believe	interest
century	knowledge
consider	learn
different	popular
difficult	possible
earth	question
eight	remember
famous	separate
favourite	special
history	strength
important	woman/women

Developing Vocabulary:

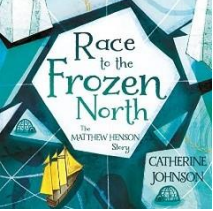
grave	agency
peril	spaceship
astronaut	destination
mission	energy
project	design
explosion	orbit
feat	flight
celebrate	path
research	fuel
mathematician	slingshot
universe	gravity

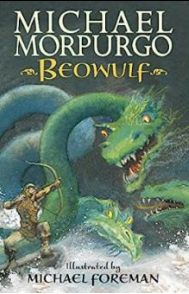

Autumn 2	 <p>Outcome Fiction: Make a mini-book of their own adventure.</p>	<ul style="list-style-type: none"> Develop character and setting Group related ideas into paragraphs Use conjunctions to express time, place and cause Build an increasing range of sentence structures Use fronted adverbials 	<ul style="list-style-type: none"> Use Standard English forms for verb inflections Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although Indicate possession by using the possessive apostrophe with plural nouns Recognise the difference between plural and possessive 's' Build a varied and rich vocabulary 	<ul style="list-style-type: none"> Create characters which behave in superhuman ways with unusual powers or strong characteristics Include a hero and a negative character Use small details to describe characters and evoke a response Dramatic settings portrayed through description Use 1st or 3rd person consistently Use tenses appropriately Sequence stories in different stages: introduction, build up, climax, resolution Fast-moving narration of action 	<p>Common Exception Words</p> <table border="0"> <tr> <td>although</td> <td>heard</td> </tr> <tr> <td>answer</td> <td>important(ly)</td> </tr> <tr> <td>arrive(d)</td> <td>island</td> </tr> <tr> <td>believe(-ing)</td> <td>notice(d)</td> </tr> <tr> <td>continue</td> <td>particular</td> </tr> <tr> <td>decide</td> <td>possess</td> </tr> <tr> <td>difficult</td> <td>possession</td> </tr> <tr> <td>enough</td> <td>special</td> </tr> <tr> <td>group</td> <td>surprise</td> </tr> <tr> <td>guard(ed)</td> <td>thought</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>banquet</td> <td>picturesque</td> <td>tentacles</td> </tr> <tr> <td>beached</td> <td>plundered</td> <td>triumph</td> </tr> <tr> <td>challenge</td> <td>poisonous</td> <td>maniacs</td> </tr> <tr> <td>democracy</td> <td>prophet</td> <td>mythical</td> </tr> <tr> <td>fatal</td> <td>retreat</td> <td>odyssey</td> </tr> <tr> <td>glimpse</td> <td>sinuous</td> <td>warrior</td> </tr> <tr> <td>Grecian</td> <td>squadrons</td> <td>tempted</td> </tr> <tr> <td>irresistible</td> <td></td> <td></td> </tr> </table>	although	heard	answer	important(ly)	arrive(d)	island	believe(-ing)	notice(d)	continue	particular	decide	possess	difficult	possession	enough	special	group	surprise	guard(ed)	thought	banquet	picturesque	tentacles	beached	plundered	triumph	challenge	poisonous	maniacs	democracy	prophet	mythical	fatal	retreat	odyssey	glimpse	sinuous	warrior	Grecian	squadrons	tempted	irresistible		
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Spring 1	 <p>Outcome Fiction: Write a historical narrative.</p>	<ul style="list-style-type: none"> Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use conjunctions, adverbs and prepositions to express time, place and cause Create characters, settings and plot in narrative Group related ideas into paragraphs 	<ul style="list-style-type: none"> Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English for verb inflections Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) Use and punctuate direct speech (using dialogue to show the relationship between characters) 	<ul style="list-style-type: none"> Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently Use tenses appropriately Add historical detail to describe characters, setting and events 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>accident</td> <td>history</td> <td>thought</td> </tr> <tr> <td>believe</td> <td>perhaps</td> <td>woman</td> </tr> <tr> <td>century</td> <td>probably</td> <td>experiment</td> </tr> <tr> <td>continue</td> <td>recent</td> <td>extreme</td> </tr> <tr> <td>earth</td> <td>reign</td> <td>women</td> </tr> <tr> <td>eight</td> <td></td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>haggle</td> <td>Roman</td> <td>eruption</td> </tr> <tr> <td>protector</td> <td>forum</td> <td>earthquake</td> </tr> <tr> <td>looming</td> <td>tremor</td> <td>bolt</td> </tr> <tr> <td>quiver</td> <td>pumice</td> <td>muffle</td> </tr> <tr> <td>awning</td> <td>molten</td> <td>barren</td> </tr> <tr> <td>bray</td> <td>citizen</td> <td>excavate</td> </tr> </table>	accident	history	thought	believe	perhaps	woman	century	probably	experiment	continue	recent	extreme	earth	reign	women	eight			haggle	Roman	eruption	protector	forum	earthquake	looming	tremor	bolt	quiver	pumice	muffle	awning	molten	barren	bray	citizen	excavate								
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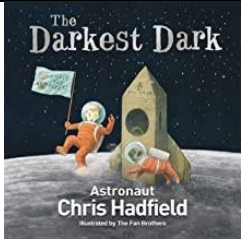

Spring 2	 <p>Outcome Fiction: Write an adventure story from POV of the boy.</p>	<ul style="list-style-type: none"> Use past and present tenses correctly and consistently Sequence events • Section story into beginning, middle and end Use third person consistently Write expanded noun phrases (Y2) Use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use and punctuate direct speech Use commas after fronted adverbials 	<ul style="list-style-type: none"> Sequence stories in different stages: introduction, build-up, climax, resolution Create dialogue between characters that shows their relationship with each other Use first or third person consistently Use small details to describe characters and for time, place and mood 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>appear</td> <td>group</td> <td>special</td> <td>perhaps</td> </tr> <tr> <td>build</td> <td>heard</td> <td>thought</td> <td>through</td> </tr> <tr> <td>busy</td> <td>island</td> <td>difficult</td> <td>describe</td> </tr> <tr> <td>caught</td> <td>natural</td> <td>early</td> <td>different</td> </tr> <tr> <td>decide</td> <td>notice</td> <td>favourite</td> <td>possible</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>abandoned</td> <td>islet</td> <td>wave</td> </tr> <tr> <td>archipelago</td> <td>pumice</td> <td>volcanic</td> </tr> <tr> <td>atoll</td> <td>reef</td> <td>geyser</td> </tr> <tr> <td>decaying</td> <td>remote</td> <td>hospitable</td> </tr> <tr> <td>erupting</td> <td>seismograph</td> <td>indigenous</td> </tr> <tr> <td>evacuate</td> <td>shrouded</td> <td>volcanologist</td> </tr> <tr> <td>geothermal</td> <td>tidal</td> <td></td> </tr> </table>	appear	group	special	perhaps	build	heard	thought	through	busy	island	difficult	describe	caught	natural	early	different	decide	notice	favourite	possible	abandoned	islet	wave	archipelago	pumice	volcanic	atoll	reef	geyser	decaying	remote	hospitable	erupting	seismograph	indigenous	evacuate	shrouded	volcanologist	geothermal	tidal				
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Summer 1	 <p>Outcome Non-fiction: Write an information board.</p>	<ul style="list-style-type: none"> Revise use of simple organisational devices in non-narrative material • Write in the present tense Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases 	<ul style="list-style-type: none"> Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use paragraphs to organise information and ideas around a theme Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular Recognise the grammatical difference between plural and possessive 's' 	<ul style="list-style-type: none"> Use specific vocabulary, e.g. fruit bats, and some technical vocabulary, e.g. nocturnal, mammal Use precision in technical vocabulary Write in present tense Use layout features, e.g. questions to draw in the reader, headings and sub-headings, paragraphs to group related ideas, diagrams 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>actually</td> <td>imagine</td> <td>learn</td> <td>fruit</td> </tr> <tr> <td>appear</td> <td>important</td> <td>natural</td> <td>group</td> </tr> <tr> <td>arrive</td> <td>perhaps</td> <td>notice</td> <td>though</td> </tr> <tr> <td>caught</td> <td>straight</td> <td>favourite</td> <td>guide</td> </tr> <tr> <td>disappear(ing)</td> <td>surprise</td> <td></td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>Aboriginal</td> <td>habitat</td> <td>understorey</td> </tr> <tr> <td>antennae</td> <td>mahogany</td> <td>unfurls</td> </tr> <tr> <td>cacophony</td> <td>mammals</td> <td>vines</td> </tr> <tr> <td>camouflaged</td> <td>predator</td> <td>endangered</td> </tr> <tr> <td>canopy</td> <td>rare</td> <td>environment</td> </tr> <tr> <td>conservation</td> <td>species</td> <td>glimpse</td> </tr> <tr> <td>creek</td> <td>survive</td> <td>tropical</td> </tr> <tr> <td>Dreamtime</td> <td>territorial</td> <td>ecotourism</td> </tr> </table>	actually	imagine	learn	fruit	appear	important	natural	group	arrive	perhaps	notice	though	caught	straight	favourite	guide	disappear(ing)	surprise			Aboriginal	habitat	understorey	antennae	mahogany	unfurls	cacophony	mammals	vines	camouflaged	predator	endangered	canopy	rare	environment	conservation	species	glimpse	creek	survive	tropical	Dreamtime	territorial	ecotourism
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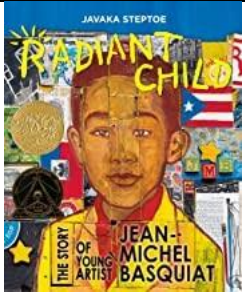
Summer 2	 <p>Outcome Recount: Write a letter</p>	<ul style="list-style-type: none"> • Full stops, capital letters, exclamation marks, question marks, commas and apostrophes • Group related ideas into paragraphs • Use past and present tense consistently • Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> • Build a rich and varied vocabulary and an increasing range of sentence structures • Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms • Use paragraphs to organise information and ideas around a theme Integrated as revision: The grammatical difference between plural and possessive s 	<p>Explanation</p> <ul style="list-style-type: none"> • Use language to explain a process or how something works • Use some technical vocabulary • Use simple present tense • Use words /phrases to make sequential, causal or logical connections e.g. because, as a result of • Use organisational features e.g. opening statement, paragraphs, steps explained in logical order, diagrams and flowchart Letter • Choose sentence forms to address the reader directly • Use fronted adverbials to introduce paragraphs • Use layout features including an address/date, suitable closing 	<p>Common Exception Words:</p> <table border="0"> <tr><td>accidentally</td><td>length</td></tr> <tr><td>address</td><td>naughty</td></tr> <tr><td>breath</td><td>peculiar</td></tr> <tr><td>breathe</td><td>possess</td></tr> <tr><td>experiment</td><td>possession</td></tr> <tr><td>forward(s)</td><td>pressure</td></tr> <tr><td>guard</td><td>promise</td></tr> <tr><td>interest</td><td>straight</td></tr> <tr><td>knowledge</td><td>therefore</td></tr> <tr><td>learn</td><td></td></tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr><td>surge</td><td>glacier</td></tr> <tr><td>gush</td><td>cavern</td></tr> <tr><td>billow</td><td>stalactites</td></tr> <tr><td>chamber</td><td>stalagmites</td></tr> <tr><td>snatch</td><td>formation</td></tr> <tr><td>mould</td><td>pools</td></tr> <tr><td>clasp</td><td>amethyst</td></tr> <tr><td>enchantment</td><td>amber</td></tr> <tr><td>sprawl</td><td>grotto</td></tr> <tr><td>ebony</td><td>ledge</td></tr> </table>	accidentally	length	address	naughty	breath	peculiar	breathe	possess	experiment	possession	forward(s)	pressure	guard	promise	interest	straight	knowledge	therefore	learn		surge	glacier	gush	cavern	billow	stalactites	chamber	stalagmites	snatch	formation	mould	pools	clasp	amethyst	enchantment	amber	sprawl	grotto	ebony	ledge
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Year 5

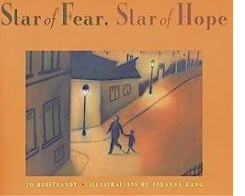
Autumn 1	 <p>Outcome Recount: Write a series of diary entries.</p>	<ul style="list-style-type: none"> • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbial, apostrophes for contraction and possession). • Use fronted adverbials • Use a variety of verb forms consistently and correctly. • Organise paragraphs around a theme. 	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing. • Organise paragraphs around a theme with a focus on more complex narrative structures. • Use commas after fronted adverbials • Use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> • Engage reader through use of description, feelings and opinions. • Use adverbs and fronted adverbials (with doubt in my mind, anxiously, afterwards). • Use rhetorical questions to engage reader. • Use consistent first person. • Write in consistent tense including progressive and perfect forms. • Include the 5 Ws – who, what, where, when, why and how. 	<p>Common Exception Words:</p> <table border="0"> <tr><td>accompany</td><td>language</td><td>determined</td></tr> <tr><td>communicate</td><td>appreciate</td><td>government</td></tr> <tr><td>opportunity</td><td>sufficient</td><td>individual</td></tr> <tr><td>achieve</td><td>curiosity</td><td>physical</td></tr> <tr><td>environment</td><td>muscle</td><td>prejudice</td></tr> <tr><td>competition</td><td>recommend</td><td>thorough</td></tr> <tr><td>equipment</td><td>temperature</td><td></td></tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr><td>adrift</td><td>expedition</td><td>crevasses</td><td>horizon</td></tr> <tr><td>wharf</td><td>hardship</td><td>caribou</td><td>compass</td></tr> <tr><td>dock</td><td>frostbite</td><td>base</td><td>dockside</td></tr> <tr><td>masts</td><td>polar ice cap</td><td>camp</td><td>valet</td></tr> <tr><td>clipper</td><td>cabin boy</td><td>rigging</td><td>charts</td></tr> <tr><td>navy</td><td>carpentry</td><td>harbour</td><td>glacier</td></tr> <tr><td>Inuit</td><td>navigation</td><td>ashore</td><td>plains</td></tr> <tr><td>igloo</td><td>navigate</td><td>ridges</td><td></td></tr> </table>	accompany	language	determined	communicate	appreciate	government	opportunity	sufficient	individual	achieve	curiosity	physical	environment	muscle	prejudice	competition	recommend	thorough	equipment	temperature		adrift	expedition	crevasses	horizon	wharf	hardship	caribou	compass	dock	frostbite	base	dockside	masts	polar ice cap	camp	valet	clipper	cabin boy	rigging	charts	navy	carpentry	harbour	glacier	Inuit	navigation	ashore	plains	igloo	navigate	ridges	
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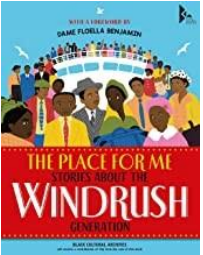
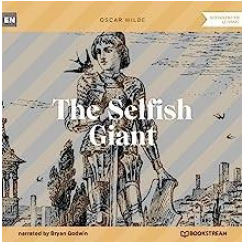
Autumn 2	 <p>Outcome Fiction: Write a further adventure.</p>	<ul style="list-style-type: none"> Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although) 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use of inverted commas and other punctuation to punctuate direct speech 	<ul style="list-style-type: none"> Develop and keep characters consistent through description Develop settings through description and link this with the characters or plot A struggle between good and evil Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language Traditional story opening and ending Use paragraphs to vary pace and emphasis Use dialogue to move action forward. 	<p>Common Exception Words:</p> <table border="0"> <tr><td>aggressive</td><td>foreign</td></tr> <tr><td>ancient</td><td>harass</td></tr> <tr><td>appreciate</td><td>privilege</td></tr> <tr><td>community</td><td>soldier</td></tr> <tr><td>conscience</td><td>suggest</td></tr> <tr><td>equip (-ped, -ment)</td><td>symbol</td></tr> <tr><td>especially</td><td></td></tr> </table> <p>Developing Vocabulary</p> <table border="0"> <tr><td>avenger</td><td>grief</td></tr> <tr><td>banquet</td><td>lair</td></tr> <tr><td>barricaded</td><td>merciless</td></tr> <tr><td>callous</td><td>perilous</td></tr> <tr><td>chainmail</td><td>prosperity</td></tr> <tr><td>companions</td><td>savage</td></tr> <tr><td>courage</td><td>seized</td></tr> <tr><td>descendants</td><td>stalked</td></tr> <tr><td>despair</td><td>vengeful</td></tr> <tr><td>enraged</td><td>vile</td></tr> <tr><td>enthralled</td><td>wrenched</td></tr> </table>	aggressive	foreign	ancient	harass	appreciate	privilege	community	soldier	conscience	suggest	equip (-ped, -ment)	symbol	especially		avenger	grief	banquet	lair	barricaded	merciless	callous	perilous	chainmail	prosperity	companions	savage	courage	seized	descendants	stalked	despair	vengeful	enraged	vile	enthralled	wrenched			
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Spring 1	 <p>Outcome Fiction: Write a myth.</p>	<ul style="list-style-type: none"> Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Link ideas across paragraphs using adverbials Use of inverted commas and other punctuation to punctuate direct speech (Y4) 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing 	<ul style="list-style-type: none"> Vary story openings: start with dialogue, action or description Use paragraphs to vary pace and emphasis Use dialogue to move action forward Create a plot: a journey, a quest or a series of trials for the hero Create characters which behave in superhuman ways with unusual powers or strong characteristics Create a magic object which may symbolise something 	<p>Common Exception Words:</p> <table border="0"> <tr><td>attached</td><td>marvellous</td><td>symbol</td></tr> <tr><td>category</td><td>mischievous</td><td>twelfth</td></tr> <tr><td>committee</td><td>privilege</td><td>foreign</td></tr> <tr><td>definite</td><td>relevant</td><td>interrupt</td></tr> <tr><td>exaggerate</td><td>rhythm</td><td>lightning</td></tr> <tr><td>excellent</td><td>stomach</td><td>yacht</td></tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr><td>elements</td><td>ravines</td><td>warrior</td></tr> <tr><td>mighty</td><td>molten</td><td>cauldron</td></tr> <tr><td>bounded</td><td>embers</td><td>endurance</td></tr> <tr><td>gravely</td><td>townsfolk</td><td>fruitful</td></tr> <tr><td>ravaged</td><td>meddler</td><td>valiant</td></tr> <tr><td>realms</td><td>ffjord</td><td>talon</td></tr> <tr><td>peril</td><td></td><td></td></tr> </table>	attached	marvellous	symbol	category	mischievous	twelfth	committee	privilege	foreign	definite	relevant	interrupt	exaggerate	rhythm	lightning	excellent	stomach	yacht	elements	ravines	warrior	mighty	molten	cauldron	bounded	embers	endurance	gravely	townsfolk	fruitful	ravaged	meddler	valiant	realms	ffjord	talon	peril		
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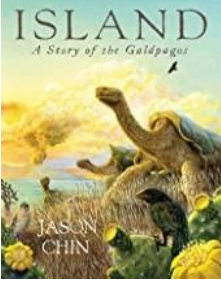

Spring 2	 <p>Outcome Recount: Write a biography.</p>	<ul style="list-style-type: none"> Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun 	<ul style="list-style-type: none"> Variety of verb forms used correctly and consistently Use commas to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials and tense choices Use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Engage reader through use of description, feelings and opinions Include the 5Ws – who, what, where, when, why and how - and conclude with a clear summary Use real life facts, including dates and place names Use thematic language specific to the subject Use formal language appropriately 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>according</td> <td>government</td> <td>soldier</td> </tr> <tr> <td>amateur</td> <td>leisure</td> <td>system</td> </tr> <tr> <td>communicate</td> <td>physical</td> <td>existence</td> </tr> <tr> <td>equipment</td> <td>programme</td> <td>forty</td> </tr> <tr> <td>frequently</td> <td>develop</td> <td>vehicle</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>declared</td> <td>astronaut</td> <td>moonless</td> </tr> <tr> <td>depended</td> <td>gravity</td> <td>orbited</td> </tr> <tr> <td>gathered</td> <td>lunar</td> <td>resilient</td> </tr> <tr> <td>experiment</td> <td>atmosphere</td> <td>aspiration</td> </tr> <tr> <td>darkness</td> <td>universe</td> <td>impossible</td> </tr> <tr> <td>explore</td> <td>galaxy</td> <td>military</td> </tr> <tr> <td>exploration</td> <td>spherical</td> <td></td> </tr> </table>	according	government	soldier	amateur	leisure	system	communicate	physical	existence	equipment	programme	forty	frequently	develop	vehicle	declared	astronaut	moonless	depended	gravity	orbited	gathered	lunar	resilient	experiment	atmosphere	aspiration	darkness	universe	impossible	explore	galaxy	military	exploration	spherical							
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Summer 1	 <p>Outcome Persuasion/information: Write an information leaflet.</p>	<ul style="list-style-type: none"> Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Organise paragraphs around a theme Use expanded noun phrases to convey complicated information concisely Use relative clauses to add detail and description Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4) 	<ul style="list-style-type: none"> Use modal verbs to indicate degrees of possibility Use devices to build cohesion within a paragraph Choose the appropriate register Use brackets, dashes or commas to indicate parenthesis (recap) Enhance meaning through selecting appropriate grammar and vocabulary 	<ul style="list-style-type: none"> Use precise word choices. Use emotive language including use of modals and adverbs for possibility (e.g. <i>surely, every right-thinking person would</i>) Use persuasive language: quotes and rhetorical questions Directly appeal to the reader Support points using persuasive examples and provide evidence Provide well-developed factual information for the reader Include a summarising statement 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>apparent</td> <td>explanation</td> <td>signature</td> </tr> <tr> <td>appreciate</td> <td>guarantee</td> <td>sincerely</td> </tr> <tr> <td>average</td> <td>interfere</td> <td>thorough</td> </tr> <tr> <td>awkward</td> <td>occupy</td> <td>correspond</td> </tr> <tr> <td>bargain</td> <td>parliament</td> <td>criticise</td> </tr> <tr> <td>cemetery</td> <td>pronunciation</td> <td>controversy</td> </tr> <tr> <td>conscious</td> <td>secretary</td> <td>environment</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>algae</td> <td>environment</td> <td>colonies</td> </tr> <tr> <td>exoskeleton</td> <td>pollution</td> <td>reef</td> </tr> <tr> <td>invertebrates</td> <td>existence</td> <td>temperature</td> </tr> <tr> <td>bleaching</td> <td>tropical</td> <td>polyps</td> </tr> <tr> <td>symbiotic</td> <td>microscopic</td> <td>predator</td> </tr> <tr> <td>spawn</td> <td>nutrients</td> <td>vibrant</td> </tr> <tr> <td>gametes</td> <td>urchin</td> <td></td> </tr> </table>	apparent	explanation	signature	appreciate	guarantee	sincerely	average	interfere	thorough	awkward	occupy	correspond	bargain	parliament	criticise	cemetery	pronunciation	controversy	conscious	secretary	environment	algae	environment	colonies	exoskeleton	pollution	reef	invertebrates	existence	temperature	bleaching	tropical	polyps	symbiotic	microscopic	predator	spawn	nutrients	vibrant	gametes	urchin	
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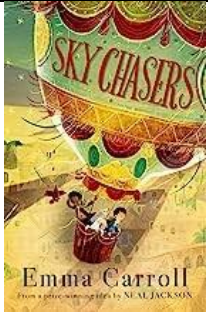
Summer 2	 <p>Outcome Non-Fiction: Write an information text.</p>	<ul style="list-style-type: none"> Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) Use a variety of verb forms consistently and correctly (Including progressive and present perfect) Organise paragraphs around a theme Use a range of sentences with more than one clause (when, if, because, although) Use fronted adverbials 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices 	<ul style="list-style-type: none"> Use precise word choices Select language to appeal to the reader Use a formal tone Provide well-developed factual information for the reader Manipulate style for specific purpose and audience Write an introduction 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>convenience</td> <td>individual</td> <td>opportunity</td> </tr> <tr> <td>conscious</td> <td>language</td> <td>persuade</td> </tr> <tr> <td>desperate</td> <td>necessary</td> <td>prejudice</td> </tr> <tr> <td>determined</td> <td>nuisance</td> <td>hindrance</td> </tr> <tr> <td>environment</td> <td>occur</td> <td>identity</td> </tr> <tr> <td>especially</td> <td>harass</td> <td>suggest</td> </tr> <tr> <td>frequently</td> <td></td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>unique</td> <td>activism</td> <td>inspires</td> </tr> <tr> <td>phenomenon</td> <td>tag/tagged</td> <td>symbolises</td> </tr> <tr> <td>masterpiece</td> <td>exhilarating</td> <td>collage</td> </tr> <tr> <td>patchwork</td> <td>expressive</td> <td>graffiti</td> </tr> <tr> <td>concrete jungle</td> <td>captivating</td> <td>dwells</td> </tr> <tr> <td>represents</td> <td>influential</td> <td>radiant</td> </tr> <tr> <td>contemporary</td> <td></td> <td></td> </tr> </table>	convenience	individual	opportunity	conscious	language	persuade	desperate	necessary	prejudice	determined	nuisance	hindrance	environment	occur	identity	especially	harass	suggest	frequently			unique	activism	inspires	phenomenon	tag/tagged	symbolises	masterpiece	exhilarating	collage	patchwork	expressive	graffiti	concrete jungle	captivating	dwells	represents	influential	radiant	contemporary		
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Year 6

Autumn 1	 <p>Outcome Fiction: Story with a flashback</p>	<ul style="list-style-type: none"> Use devices to build cohesion within a paragraph Link ideas across paragraphs using adverbials of time, place and number Use of inverted commas and other punctuation to punctuate direct speech Use Y5 standard punctuation Use consistent and correct tense 	<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use passive verbs Link ideas across paragraphs using a wider range of cohesive devices Integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> Use small details for characters to amuse, entertain or create drama. Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length and figurative language. Manipulative tense and verb forms Manipulate structure using a flashback. Use paragraphs to vary pace and emphasis. 	<p>Comon Exception Words:</p> <table border="0"> <tr> <td>aggressive</td> <td>recognise</td> <td>queue</td> </tr> <tr> <td>cemetery</td> <td>restaurant</td> <td>necessary</td> </tr> <tr> <td>convenience</td> <td>sacrifice</td> <td>neighbour</td> </tr> <tr> <td>desperate</td> <td>soldier</td> <td>prejudice</td> </tr> <tr> <td>immediately</td> <td>occupy</td> <td>symbol</td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>friction</td> <td>Jew</td> <td>conflict</td> </tr> <tr> <td>benevolence</td> <td>Jewish</td> <td>dispute</td> </tr> <tr> <td>compassion</td> <td>holocaust</td> <td>timidly</td> </tr> <tr> <td>angst</td> <td>Nazi occupation</td> <td>pounding</td> </tr> <tr> <td>authority</td> <td>apartment</td> <td>invaded</td> </tr> <tr> <td>Madame</td> <td>thread</td> <td>community</td> </tr> <tr> <td>Monsieur</td> <td>keyhole</td> <td></td> </tr> </table>	aggressive	recognise	queue	cemetery	restaurant	necessary	convenience	sacrifice	neighbour	desperate	soldier	prejudice	immediately	occupy	symbol	friction	Jew	conflict	benevolence	Jewish	dispute	compassion	holocaust	timidly	angst	Nazi occupation	pounding	authority	apartment	invaded	Madame	thread	community	Monsieur	keyhole	
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Autumn 2	 <p>Outcome Non-Fiction: A hybrid leaflet</p>	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Apply persuasive language • Use passive verbs • Link ideas across paragraphs using a wider range of cohesive devices • Use clear organisational features 	<ul style="list-style-type: none"> • Enhance meaning through selecting appropriate grammar and vocabulary. • Use modal verbs and adverbs to indicate degrees of possibility. • Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Select language to appeal to the reader • Use concise word choices. • Clarify technical vocabulary • Adapt formality to suit purpose and audience • Provide well-developed factual information for the reader • Manipulate style for specific purpose and audience (hybrid text) • Include a summarising statement 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>according</td> <td>foreign</td> <td>conscience</td> </tr> <tr> <td>achieve</td> <td>government</td> <td>determined</td> </tr> <tr> <td>appreciate</td> <td>harass</td> <td>prejudice</td> </tr> <tr> <td>committee</td> <td>identity</td> <td>queue</td> </tr> <tr> <td>communicate</td> <td>individual</td> <td>sacrifice</td> </tr> <tr> <td>controversy</td> <td>neighbour</td> <td>explanation</td> </tr> <tr> <td>community</td> <td>opportunity</td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>originally</td> <td>extraordinary</td> <td>colonise</td> </tr> <tr> <td>especially</td> <td>immigrant</td> <td>discrimination</td> </tr> <tr> <td>including</td> <td>abolitionists</td> <td>enslave</td> </tr> <tr> <td>definitely</td> <td>institutional racism</td> <td>empire</td> </tr> <tr> <td>probably</td> <td>segregation</td> <td>nationality</td> </tr> <tr> <td>wrongly</td> <td>unfortunately</td> <td>Windrush</td> </tr> <tr> <td>citizen</td> <td></td> <td></td> </tr> </table>	according	foreign	conscience	achieve	government	determined	appreciate	harass	prejudice	committee	identity	queue	communicate	individual	sacrifice	controversy	neighbour	explanation	community	opportunity		originally	extraordinary	colonise	especially	immigrant	discrimination	including	abolitionists	enslave	definitely	institutional racism	empire	probably	segregation	nationality	wrongly	unfortunately	Windrush	citizen								
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Spring 1	 <p>Outcome Fiction: A classic narrative</p>	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. • Integrate dialogue to convey character and advance the action. • Select appropriate grammar and vocabulary. • Use brackets, dashes or commas to indicate parenthesis (Y5). • Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4). 	<ul style="list-style-type: none"> • Distinguish between the language of speech and writing. • Recognise vocabulary and structures for formal speech and writing, including subjunctive forms. • Use passive verbs • Use semi-colons to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> • Use language carefully to influence the reader's opinion of a character, place or situation. • Use archaic language • Use paragraphs to vary place and emphasis. • Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood. • Give clues to the reader about when the story takes place – what characters are wearing, buildings, horse drawn carriage rather than cars etc. 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>ancient</td> <td>hindrance</td> <td></td> </tr> <tr> <td>awkward</td> <td>interrupt</td> <td></td> </tr> <tr> <td>community</td> <td>nuisance</td> <td></td> </tr> <tr> <td>correspond</td> <td>privilege</td> <td></td> </tr> <tr> <td>determined</td> <td>rhyme</td> <td></td> </tr> <tr> <td>familiar</td> <td>rhythm</td> <td></td> </tr> <tr> <td>forty</td> <td>stomach</td> <td></td> </tr> <tr> <td>harass</td> <td>vegetable</td> <td></td> </tr> </table> <p>Developing Vocabulary</p> <table border="0"> <tr> <td>bore</td> <td>hastened</td> <td></td> </tr> <tr> <td>rattled</td> <td>slay</td> <td></td> </tr> <tr> <td>ceased</td> <td>ogre</td> <td></td> </tr> <tr> <td>blossoms</td> <td>trespasser</td> <td></td> </tr> <tr> <td>bitterly</td> <td>casement</td> <td></td> </tr> <tr> <td>longed</td> <td>wound</td> <td></td> </tr> <tr> <td>admired</td> <td>awe</td> <td></td> </tr> <tr> <td>merely</td> <td></td> <td></td> </tr> </table>	ancient	hindrance		awkward	interrupt		community	nuisance		correspond	privilege		determined	rhyme		familiar	rhythm		forty	stomach		harass	vegetable		bore	hastened		rattled	slay		ceased	ogre		blossoms	trespasser		bitterly	casement		longed	wound		admired	awe		merely		
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Spring 2	 <p>Outcome Recount: A journalistic Report.</p>	<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary. • Distinguish between the language of speech and writing. • Use a wide range of devices to build cohesion. • Use Y5 standard punctuation correctly. • Use semi-colons to mark boundaries between independent clauses. 	<ul style="list-style-type: none"> • Use passive verbs. • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use a wide range of devices to build cohesion • Use organisational and presentational devices to structure text • Use colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> • Add details of the 5Ws throughout piece – who, what, where, when, why and how. • Direct address to the reader through questions as subheadings. • Use quotes from people to provide opinions and information. • Use passive voice for ambiguity. • Use appropriate formality for intended audience. • Use layout features of a journalistic report, including headline, photographs and captions and ending with a summary, comment or question. 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>accommodate</td> <td>occur</td> <td></td> </tr> <tr> <td>apparent</td> <td>physical</td> <td></td> </tr> <tr> <td>average</td> <td>pronunciation</td> <td></td> </tr> <tr> <td>environment</td> <td>relevant</td> <td></td> </tr> <tr> <td>excellent</td> <td>system</td> <td></td> </tr> <tr> <td>existence</td> <td>temperature</td> <td></td> </tr> <tr> <td>explanation</td> <td>thorough</td> <td></td> </tr> <tr> <td>individual</td> <td>variety</td> <td></td> </tr> </table> <p>Developing Vocabulary :</p> <table border="0"> <tr> <td>revolutionary</td> <td>natural selection</td> <td>evolution</td> </tr> <tr> <td>emerge</td> <td>extinction</td> <td>endemic</td> </tr> <tr> <td>transform</td> <td>descendants</td> <td>seamount</td> </tr> <tr> <td>exchange</td> <td>terrain</td> <td>flourish</td> </tr> <tr> <td>magnificent</td> <td>elevation</td> <td>frequent</td> </tr> <tr> <td>stirring</td> <td>colony/colonise</td> <td>several</td> </tr> </table>	accommodate	occur		apparent	physical		average	pronunciation		environment	relevant		excellent	system		existence	temperature		explanation	thorough		individual	variety		revolutionary	natural selection	evolution	emerge	extinction	endemic	transform	descendants	seamount	exchange	terrain	flourish	magnificent	elevation	frequent	stirring	colony/colonise	several		
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Summer 1	 <p>Outcome Persuasion: A persuasive speech.</p>	<ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Organise paragraphs around a theme • Use fronted adverbials • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • Use punctuation at Y4 standard correctly (full stops, capital letters, exclamation marks, question marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession) 	<ul style="list-style-type: none"> • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) • Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation • Use a colon to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity 	<p>Information</p> <ul style="list-style-type: none"> • Use precise word choices • Clarify technical vocabulary • Use a formal tone • Provide well-developed factual information for the reader • Include a summarising statement Persuasion • Use emotive language including use of modals and adverbs for possibility (e.g. surely, every right-thinking person would) • Directly appeal to the reader • Support points using persuasive examples and provide evidence • Create authority through a formal style where appropriate • Pre-empt reader objections e.g. you may disagree but... 	<p>Common Exception Words:</p> <table border="0"> <tr> <td>communicate</td> <td>government</td> <td></td> </tr> <tr> <td>community</td> <td>necessary</td> <td></td> </tr> <tr> <td>conscience</td> <td>parliament</td> <td></td> </tr> <tr> <td>convenience</td> <td>persuade</td> <td></td> </tr> <tr> <td>disastrous</td> <td>sacrifice</td> <td></td> </tr> <tr> <td>environment</td> <td>sufficient</td> <td></td> </tr> <tr> <td>especially</td> <td>temperature</td> <td></td> </tr> <tr> <td>existence</td> <td>variety</td> <td></td> </tr> </table> <p>Developing Vocabulary:</p> <table border="0"> <tr> <td>atmosphere</td> <td>greenhouse gases</td> </tr> <tr> <td>biodegradable</td> <td>impact</td> </tr> <tr> <td>carbon dioxide</td> <td>microplastic</td> </tr> <tr> <td>carbon emissions</td> <td>particle</td> </tr> <tr> <td>carbon footprint</td> <td>placard</td> </tr> <tr> <td>citizen</td> <td>polymer</td> </tr> <tr> <td>climate</td> <td>reliance</td> </tr> <tr> <td>crisis</td> <td>strike</td> </tr> <tr> <td>debris</td> <td>sustainability</td> </tr> <tr> <td>fossil fuels</td> <td>synthetic</td> </tr> </table>	communicate	government		community	necessary		conscience	parliament		convenience	persuade		disastrous	sacrifice		environment	sufficient		especially	temperature		existence	variety		atmosphere	greenhouse gases	biodegradable	impact	carbon dioxide	microplastic	carbon emissions	particle	carbon footprint	placard	citizen	polymer	climate	reliance	crisis	strike	debris	sustainability	fossil fuels	synthetic
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Outcome
Fiction: An adventure story.

- Use expanded noun phrases to convey complicated information concisely
- Select appropriate grammar and vocabulary
- Integrate dialogue to convey character and advance the action
- Use a wide range of devices to build cohesion

- Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
- Identify the audience for and purpose of writing
- Choose the appropriate register
- Use semi-colons, colons or dashes to mark boundaries between independent clauses

- Use language carefully to influence the reader's opinion of a character, place or situation
- Use powerful and varied verbs for action • Use paragraphs to vary pace and emphasis
- Use dialogue to explain the plot, reveal new information, show character or relationships or to convey mood
- Combine action, dialogue and description

Common Exception Words:

appreciate	leisure	recommend
attached	lightning	suggest
available	marvellous	twelfth
bruise	mischievous	identity
curiosity	opportunity	language
definite	profession	

Developing Vocabulary

inventor	espionage	papermill
obsession	mechanics	airborne
contraption	pickpocket	rooster
setback	prototype	poultry
ingenuity	aeronautical	orphan
experiment	triumph	contraption
elation	deceit	