

# English - Writing

## Progression Map

### End of EYFS

End of EYFS		
Birth - Three	Literacy	<ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</li> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name</li> </ul>
Three and four year olds	Literacy	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately</li> </ul>
Reception	Literacy	<ul style="list-style-type: none"> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>

## KS1 Writing National Curriculum Expectations

### Transcription

#### Spelling (see English Appendix 1)

Pupils should be taught to:

- spell:
  - words containing each of the 40+ phonemes already taught
  - common exception words
  - the days of the week
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
  - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
  - using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
  - using the prefix un–
  - using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

#### Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

### Composition

Pupils should be taught to:

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

### Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:
- leaving spaces between words
- joining words and joining clauses using and
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar for year 1 in English Appendix 2
- use the grammatical terminology in English Appendix 2 in discussing their writing.

## KS2 Writing National Curriculum Expectations

### Transcription

#### Spelling (see English Appendix 1)

Pupils should be taught to:

- spell by:  
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  
learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  
learning to spell common exception words  
learning to spell more words with contracted forms  
learning the possessive apostrophe (singular) [for example, the girl's book]  
distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

#### Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### Composition

Pupils should be taught to:

develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:  
planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

### Vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in English Appendix 2 by:  
learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:  
sentences with different forms: statement, question, exclamation, command  
expanded noun phrases to describe and specify [for example, the blue butterfly]  
the present and past tenses correctly and consistently including the progressive form  
subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  
the grammar for year 2 in English Appendix 2  
some features of written Standard English
- use and understand the grammatical terminology in English Appendix 2 in discussing their writing.

## Intent

At Cranberry Academy, we believe that all children should recognise the value of writing. By the end of KS2, all children must be able to write fluently- understanding the related rules and conventions. It is our aim to teach children to be able to write accurately and meaningfully for a range of fiction and non-fiction purposes. Through the pathways to write programme, children will acquire and learn the skills to plan, draft and edit their written work. Children will support each other within this process, responding critically to their own and to others' writing. Handwriting, spelling and grammar will be explicitly taught to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. Children will eventually learn joined script and will present their writing in variety of ways for both Literacy lessons and the wider curriculum. Children will be given opportunities to write creatively drawing on their reading knowledge and for a purpose making writing enjoyable and developing their individual styles and confidence as young writers.



## Implementation

In order to achieve this, we teach writing through the pathways to write, poetry and spell programme which includes a combination of approaches and opportunities:

- ☐ Shared writing
- ☐ Guided writing
- ☐ Whole class modelled writing
- ☐ Independent writing
- ☐ Writing different text types and narrative styles.
- ☐ Writing across a variety of curriculum areas
- ☐ Handwriting Practice
- ☐ Spelling lessons
- ☐ Spelling, Punctuation and Grammar learning and application
- ☐ Writing from a variety of stimuli
- ☐ Planning, drafting, editing and presenting
- ☐ Using ICT
- ☐ Writing interventions



## Impact

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2 children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

## Progression Maps

### Pathways to Write – Progression Year 1 – Year 6

NC Focus	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar - Word</b>	<p>Use plural noun suffixes -s and -es</p> <p>Add suffixes to verbs where no change is needed to the root</p> <p>Change the meaning of verbs and adjectives by adding prefix un-</p>	<p>Form nouns using suffixes such as <i>-ness</i>, <i>-er</i> and by compounding [for example, <i>whiteboard</i>, <i>superman</i>]</p> <p>Form adjectives using suffixes such as <i>-ful</i>, <i>-less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</p> <p>Use the suffixes <i>-er</i>, <i>-est</i> in adjectives and use <i>-ly</i> in Standard English to turn</p>	<p>Form nouns with a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or con-sonant</p>	<p>Recognise the grammatical difference between plural and possessive <i>-s</i></p> <p>Use standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>	<p>Convert nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>]</p> <p>Use verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]</p>	<p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p>

		adjectives into adverbs				
<b>Grammar Sentence - Cohesion Detail</b>		Write expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i> ]		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> )	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	
<b>Grammar sentence - Cohesion Varying sentence types</b>	Combine words to make sentences  Leave spaces between words  Join words and clauses using <i>and</i>  Sequence sentences to form short narratives	Use subordination (using <i>when, if, that, because</i> ) and co-ordination (using <i>or, and, but</i> )  Write sentences with different forms: Statement, question, exclamation or command	Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i> ], adverbs [for example, <i>then, next, soon, therefore</i> ], or prepositions [for example, <i>before, after, during, in, because of</i> ]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>	Use relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun	
<b>Grammar Cohesion - Paragraphs</b>			Group related ideas into paragraphs  Use headings and sub-headings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
<b>Grammar Cohesion - Within paragraphs</b>			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]  Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid	Use devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i> ]	

				repetition		
<b>Grammar Cohesion - Between Paragraphs</b>			Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, <i>later that day, I heard the bad news.</i> ]	Link ideas across paragraphs using adverbials of time [for example, <i>later</i> ], place [for example, <i>nearby</i> ] and number [for example, <i>secondly</i> ] or tense choices [for example, he <i>had</i> seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]
<b>Grammar Cohesion - Tenses</b>		Use present and past tenses correctly and consistently  Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Use the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ]		Link ideas using tense choices  Use modal verbs [for example, <i>might, should, will, must</i> ] or adverbs [for example, <i>perhaps, surely</i> ] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i> ].  Use subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech
<b>Grammar - Punctuation</b>	Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences  Use commas to separate items in a list  Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials  Indicate apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i> ]  Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation	Use commas to clarify meaning or avoid ambiguity  Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>it's raining; I'm fed up</i> ]  Use the colon to introduce a list and use semi-colons within lists  Punctuate bullet points consistently




			within inverted commas: <i>The conductor shouted, "Sit down!"</i>	Use hyphens to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i> ]
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3 and 4</b>	<b>Year 5 and 6</b>
<b>Writing composition</b>	<p><u>Write sentences:</u> Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p><u>Develop positive attitudes towards and stamina for writing:</u> Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes</p> <p>Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence</p> <p><u>Make simple additions, revisions and corrections:</u> Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation</p>	<p><u>Plan writing:</u> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas</p> <p><u>Draft and write:</u> Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings</p> <p><u>Evaluate and edit:</u> Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Plan writing:</u> Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research</p> <p><u>Draft and write:</u> Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices</p> <p><u>Evaluate and edit:</u> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>



## Edit and improve progression overview


Year group	Edit	Symbol	Revise	Strategy
<b>Reception</b>	To be able to point to and read the words in their sentence.	Finger space. ∅  Circle around capital letter at start of sentence. ○		Teacher and pupil one to one
<b>KS1 Re drafting intention</b>	Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and re reading to check their meaning is clear.			
<b>Year 1</b>	To be able to identify missing full stops and add them in.  To be able to identify and correct capital letters.	Arrow to indicate missing full stop on the line. Λ  Circle around any and all letters that should or should not be capitalised. ○	To re-read my work to check that it makes sense and suggest changes.  To add the conjunction 'and' to extend sentences.	Use their phonic ability  Teacher and pupil  Peer to peer  Reading aloud to present.  Sentence-correction (starters)
<b>Year 2</b>	To be able to identify missing punctuation that signifies different forms of sentences (i.e. statement, question, exclamation, command.)  To be able to identify and correct incorrect spellings at a year 2 level (N.C.)	Arrow in the margin signifies a missing sentence type demarcation somewhere in that line. Λ  <i>sp</i> in the margin indicates there is a spelling error somewhere in that line.  Squiggly line in the margin to indicate that something on the line does not make sense to the reader.	To identify and change incorrect tense.  To add detail with conjunctions, adjectives and adverbs.  To evaluate their writing and suggest improvements.	Teacher and pupil one to one.  Peer to peer  Reading aloud to present.  Triad  Sentence – correction (starters)

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<b>KS2 Re drafting intension</b>	Pupils should understand, through being shown the different forms writing can take, the skills and processes that are essential for writing including drafting and re reading to check their meaning is clear, including doing so as the writing develops. Pupils should also be taught to monitor whether their own writing makes sense.			
<b>Year 3 and Year 4</b>	<p>To be able to identify missing capital letters for proper nouns.</p> <p>To be able to identify errors in dialogue including use of punctuation.</p> <p>To be able to identify errors or missing commas for fronted adverbials and noun phrases.</p> <p>To be able to identify and use correctly apostrophes for contraction and possession.</p> <p>To be able to identify and correct incorrect spellings at a year 3/4 level (N.C.)</p>	<p>Speech bubble in the margin to indicate that within the dialogue there is a technical error.</p>  <p>Inverted arrow for commas and possessive apostrophes. <b>V</b></p> <p>Teacher <del>Ruled pencil</del> through unnecessary text.</p>	<p>To identify and change incorrect tense using present perfect.</p> <p>To be able to remove, add or change-Conjunctions, Fronted adverbials. Noun phrases</p> <p>To recognise cohesive devices such as pronouns, synonyms.</p>	<p>Peer to peer</p> <p>Triad</p> <p>Slow writing (one line miss a line)</p> <p>Editing strips, with highlighting</p> <p>Editing tables focusing on a specific element from edit or revise.</p> <p>COPS and ARMS</p>
<b>Year 5 and year 6</b>	<p>To be able to identify missing commas for clarity</p> <p>To be able to identify and correct incorrect spellings at a year 5/6 level (N.C.)</p>	<p>No new symbols all taught above.</p> <p><del>Ruled pencil</del> through unnecessary text.</p>	<p>To recognise incorrect tense and change it accordingly.</p> <p>To be able to identify and vary the use of clause structures with a range of 5/6 relevant punctuation (N.C.)</p> <p>To remove, add or change figurative language for impact.</p>	<p>Peer to peer</p> <p>Triad</p> <p>Slow writing (one line miss a line)</p> <p>Editing strips, highlighted work.</p> <p>Editing tables focusing on a specific element from edit or revise.</p>

## Grammatical Terminology: Vocabulary Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• letter</li> <li>• capital letter</li> <li>• word</li> <li>• singular</li> <li>• plural</li> <li>• sentence</li> <li>• punctuation</li> <li>• full stop</li> <li>• question mark</li> <li>• exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>• noun</li> <li>• noun phrase</li> <li>• statement</li> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• compound</li> <li>• adjective</li> <li>• verb</li> <li>• suffix</li> <li>• adverb</li> <li>• tense (past, present)</li> <li>• apostrophe</li> <li>• comma</li> </ul>	<ul style="list-style-type: none"> <li>• adverb</li> <li>• preposition conjunction</li> <li>• word family</li> <li>• prefix</li> <li>• clause</li> <li>• subordinate clause</li> <li>• direct speech</li> <li>• consonant</li> <li>• consonant letter vowel</li> <li>• vowel letter</li> <li>• inverted commas (or 'speech marks')</li> </ul>	<ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun</li> <li>• possessive pronoun</li> <li>• adverbial</li> </ul>	<ul style="list-style-type: none"> <li>• modal verb</li> <li>• relative pronoun</li> <li>• relative clause</li> <li>• parenthesis</li> <li>• bracket</li> <li>• dash</li> <li>• cohesion</li> <li>• ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• subject</li> <li>• object</li> <li>• active</li> <li>• passive</li> <li>• synonym</li> <li>• antonym</li> <li>• ellipsis</li> <li>• hyphen</li> <li>• colon</li> <li>• semi-colon</li> <li>• bullet points</li> </ul>

## Our Long Term Overview

Pathways Text and outcome overview – English 22 – 23							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Book Unit	<b>The Gingerbread Man</b> <b>Outcome:</b> Oral retelling, drawn images and label writing.	<b>I'm going to eat this ant</b> <b>Outcome:</b> Lists	<b>Naughty Bus</b> <b>Outcome:</b> Recount	<b>The journey</b> <b>Outcome:</b> Retell/re write the story	<b>Silly Doggy</b> <b>Outcome:</b> Retell/re write the story	<b>Supertato</b> <b>Outcome:</b> Wanted poster with character description
	Poetry Unit	<b>A bundle of Rhymes!</b> <b>Outcome:</b> Recite rhymes		<b>Into the Pond!</b> <b>Outcome:</b> Caption		<b>Behold</b> <b>Outcome:</b> Class observation poem	
Year 1	Book Unit	<b>Lost and Found</b> <b>Outcome:</b> Adventure Story	<b>Nibbles</b> <b>Outcome:</b> Recount Diary	<b>Lion Inside</b> <b>Outcome:</b> Fiction Story	<b>The Curious case of the missing mammoth</b> <b>Outcome:</b> Fiction Story	<b>Toys in Space</b> <b>Outcome:</b> Fiction Story	<b>Goldilocks and just one bear</b> <b>Outcome:</b> Non Chronological report
	Poetry Unit	<b>Sea Songs</b> <b>Outcome:</b> Riddles and list poems		<b>If I had a beak</b> <b>Outcome:</b> Descriptive sense poem		<b>I spun a star</b> <b>Outcome:</b> List Poem	
Year 2	Book Unit	<b>Troll Swap</b> <b>Outcome:</b> Fiction	<b>The owl who was afraid of the dark</b> <b>Outcome:</b> Non-chronological report	<b>Dragon Machine</b> <b>Outcome:</b> Fiction adventure	<b>Major Glad, Major Dizzy</b> <b>Outcome:</b> Recount diary entry	<b>The last wolf</b> <b>Outcome:</b> Letter	<b>Grandad's Secret Giant</b> <b>Outcome:</b> Fiction moral focus
	Poetry Unit	<b>Zebra Questions</b> <b>Outcome:</b> A portrait style riddle		<b>A railway Carriage</b> <b>Outcome:</b> Rhyming 'birds eye view' poem		<b>Father and I in the woods</b> <b>Outcome:</b> Nature themed shape poem	
Year 3	Book Unit	<b>Seal Surfer</b> <b>Outcome:</b> Recount letter	<b>Winter's Child</b> <b>Outcome:</b> Fiction fantasy	<b>Stone Age Boy</b> <b>Outcome:</b> Fiction historical narrative	<b>Big Blue Whale</b> <b>Outcome:</b> Information text	<b>Journey</b> <b>Outcome:</b> Fiction: adventure story	<b>Zeraffa Giraffa</b> <b>Outcome:</b> Persuasion leaflet
	Poetry Unit	<b>The Shell</b>		<b>The River's Tale</b>		<b>Saw a peacock</b>	

		<b>Outcome:</b> Senses Poem		<b>Outcome:</b> Descriptive Poem		<b>Outcome:</b> Nonsense Poem	
<b>Year 4</b>	<b>Book Unit</b>	<b>Gorilla</b> <b>Outcome:</b> Fantasy Story	<b>Leon and the place between</b> <b>Outcome:</b> Recount diary	<b>Escape from Pompeii</b> <b>Outcome:</b> Historical Narrative	<b>When the giant stired</b> <b>Outcome:</b> Adventure story	<b>Where the forest meets the sea</b> <b>Rainforests in 30 seconds</b> <b>Outcome:</b> Non-chronological report	<b>Blue John</b> <b>Outcome:</b> Letters & Explanation
	<b>Poetry Unit</b>	<b>Family Album</b> <b>Outcome:</b> Free-verse narrative poem		<b>The Roman Centurion Song</b> <b>Outcome:</b> Cinquain poems		<b>Look!</b> <b>Outcome:</b> List Poem	
<b>Year 5</b>	<b>Book Unit</b>	<b>Queen of the falls</b> <b>Outcome:</b> Recount series of diary entries	<b>The lost happy endings</b> <b>Outcome:</b> Fiction traditional tale	<b>Arthur and the golden rope</b> <b>Outcome:</b> Fiction myth	<b>The darkest dark</b> <b>Outcome:</b> Recount biography	<b>The paperbag prince</b> <b>Outcome:</b> Persuasion/ information hybrid leaflet	<b>The Hunter</b> <b>Outcome:</b> Fiction journey story
	<b>Poetry Unit</b>	<b>The song of Hiawatha</b> <b>Outcome:</b> Narrative Poem		<b>Viking Kennings &amp; spells</b> <b>Outcome:</b> Songs and word play		<b>The sun in me</b> <b>Outcome:</b> Free verse song	
<b>Year 6</b>	<b>Book Unit</b>	<b>Star of Fear, Star of Hope</b> <b>Outcome:</b> Flashback story & Information text.	<b>Can we save the tigers?</b> <b>Outcome:</b> Information and explanation hybrid text.	<b>Selfish Giant</b> <b>Outcome:</b> Fiction	<b>Jemmy Button</b> <b>The island</b> <b>Outcome:</b> Journalistic writing & discussion	<b>Manfish</b> <b>Outcome:</b> Fiction narrative & Biography	<b>Sky Chasers</b> <b>Outcome:</b> Narrative
	<b>Poetry Unit</b>	<b>Blitz!</b> <b>Outcome:</b> A narrative poem		<b>Guarding Secrets</b> <b>Outcome:</b> Free Verse poem		<b>For Forest</b> <b>Outcome:</b> Create own poem	