

## Writing Year 1 (Cycle A)

Autumn 1			
Topic	But Why Can't I? - Non-Fiction	The Highway Rat - Fiction	The Highway Rat - Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Sentences start with a capital letter.</li> <li>Sentences end with a piece of punctuation.</li> <li>Finger spaces go between words.</li> <li>Our phonics help us spell unfamiliar words.</li> <li>We always rehearse a sentence out loud before writing it down.</li> <li>Letters must be formed correctly.</li> <li>Letters can be written as lowercase letters or capital letters.</li> <li>Proper nouns, (names) start with a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences start with a capital letter and end with a piece of punctuation.</li> <li>Character descriptions provide the reader with an image of what the character is like.</li> <li>Adjectives are used to describe a noun.</li> <li>Proper nouns are names of people and places.</li> <li>Proper nouns begin with capital letters.</li> <li>We look at the initial letter first when we order words alphabetically.</li> <li>The alphabet has 26 letters which are in a set order.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences start with a capital letter.</li> <li>Stories must be sequenced correctly to make sense.</li> <li>Suffixes are added to the end of a word.</li> <li>Plural means more than one.</li> <li>The -s / es suffix can be used to show plurals.</li> <li>The past tense is about something that has already happened.</li> <li>The -ed suffix can be used to show past tense.</li> </ul>
End Point	All pupils will be able to identify individual letters and form them correctly. To embed the fundamentals of writing and consistently use finger spaces, full stops and capital letters. To compose simple sentences that are correctly punctuated and phonetically plausible. To use finger spaces between words and capital letters for proper nouns.	To use adjectives to label a character's features. To write a short character description, consisting of simple, coherent sentences that are punctuated correctly. To use an adjective to describe a given feature of a character. To order words alphabetically, based on the initial letter of a word.	To write a simple retelling of the story of the Highway Rat, using clear pictures to sequence key events with caption sentences for each image. To punctuate sentences correctly, sounding words out carefully, using phonetic knowledge and to leave finger spaces between words. To use an exclamation mark to show a sentence or phrase should be read with expression. To begin to understand that past tense means an event has already happened.
Autumn 2			
Topic	The Tiger Who Came to Tea – Non-Fiction	The Tiger Who Came to Tea – Non-Fiction	The Tiger Who Came to Tea – Non-Fiction
Key Concept	Newspaper Report	Instructions	Recount
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Sentences must be punctuated correctly to make sense.</li> <li>Newspapers are written to inform the reader about an event.</li> <li>Past tense means that an event has already happened.</li> <li>The present tense means an event happening right now.</li> <li>Some sounds are silent in words.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences must be punctuated correctly to make sense.</li> <li>Instructions are written to inform the reader of how to complete a task.</li> <li>Instructions must be written in order.</li> <li>Command sentences are bossy.</li> </ul>	<ul style="list-style-type: none"> <li>A recount is based on a real event.</li> <li>A recount is written in the first person.</li> <li>A recount is written in the past tense.</li> <li>The -ed suffix is used to show past tense which is something that has already happened.</li> <li>Recounts must be sequenced correctly to make sense.</li> <li>Time conjunctions help us sequence a recount.</li> </ul>
End Point	To write a simple report of an event based on the class experience. To use statement sentences accurately, in the past tense, to share information.	To write a sequential set of instructions based on a real-life task that the pupils will complete. To use simple command sentences to inform the reader on how to complete a task.	To write regular verbs in the past tense and use these consistently within a final piece. To write a simple recount of a first-hand experience. To write a recount in order, using basic time conjunctions.
Prior Knowledge	This is a new text type for pupils. In EYFS pupils will have created captions in the form of simple phrases and statement sentences for a given image.	In EYFS, pupils will have read instructions and written simple command sentences.	In EYFS, pupils will have written simple sentences about real events. They will have used the word 'I' to write about themselves.
Key Misconceptions	Pupils may not understand the difference in purpose when writing a non-fiction text. They may think they are telling a story rather than recounting events.	Pupils will need to be introduced to the concept of sentences being written for different purposes, this may result in misconceptions around what a command sentence is written for.	Pupils may not understand the difference between writing in the first person and the third person. Pupils may not understand the concept of tense and use this inconsistently, they may also think that the -ed suffix can be added to any word.
Core Key Words	<ul style="list-style-type: none"> <li>report</li> <li>recount</li> <li>events</li> <li>headline</li> <li>tense</li> </ul>	<ul style="list-style-type: none"> <li>command</li> <li>sequence</li> <li>bossy</li> <li>non-fiction</li> <li>instruct</li> </ul>	<ul style="list-style-type: none"> <li>past tense</li> <li>first person</li> <li>time conjunction</li> <li>suffix</li> <li>sequence</li> </ul>
Spring 1			
Topic	The Gruffalo - Non-Fiction	The Gruffalo - Fiction	The Gruffalo - Non-Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Sentences start with a capital letter and end with a piece of punctuation.</li> <li>Explanation texts explain a process.</li> <li>Explanation texts must be read in order, to make sense.</li> <li>'and' is used to join sentences and ideas.</li> <li>Subject specific vocabulary improves our writing.</li> </ul>	<ul style="list-style-type: none"> <li>A story has a beginning, middle and ending.</li> <li>A story must be sequenced to make sense.</li> <li>The -ed suffix is used to show past tense.</li> <li>Adjectives are used to describe a noun.</li> <li>Adding description helps to engage the reader.</li> <li>The un- prefix can be added to the start of a word and changes its meaning to the opposite.</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports are written to inform the reader.</li> <li>Non-chronological reports do not need to be read in order.</li> <li>Information is organised under relevant headings.</li> <li>Non-chronological reports are written in the third person.</li> <li>Subject specific vocabulary improves our writing.</li> <li>Questions require an answer.</li> <li>Question sentences end with a question mark.</li> </ul>
End Point	To research a common British woodland creature and collect relevant vocabulary and knowledge to create a life cycle diagram, with appropriate captions for each stage, drawing on subject specific vocabulary. To understand that this is a non-fiction piece of writing, which informs the reader of a process. To begin to join sentences and ideas with the conjunction 'and'.	To plan a story collaboratively, and then use this plan to write a coherent narrative based on a woodland creature. To use a consistent tense within a final piece of writing and to begin to use adjectives to describe a noun.	To research a range of common British woodland creatures and collect relevant vocabulary and knowledge to write an informative non-chronological report where information is organised under relevant headings and subject specific vocabulary is used. Pupils will verbally pose accurate question sentences and begin to punctuate them with a question mark.
Spring 2			
Topic	Rosie Revere - Fiction	The Flying Machine - Poetry	Rosie Revere - Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>A letter is sent to a recipient.</li> <li>A letter is sent to share information with the recipient.</li> <li>Exclamation marks are used to show that the sentence should be read with excitement or surprise.</li> <li>Vocabulary should be selected carefully for a purpose.</li> <li>Command sentences are bossy.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry is written to entertain the reader; it is a style of reading and writing.</li> <li>Poems are imaginative and can be written by anyone.</li> <li>Poems do not need to rhyme.</li> <li>Rhyming words end with the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>Stories have a beginning, middle and ending.</li> <li>A story must be sequenced to make sense.</li> <li>'and' is used to join sentences and ideas.</li> <li>The -er and -est suffixes can be used to compare.</li> <li>The -ed suffix can be used to show the past tense.</li> </ul>

End Point	To write a letter from Aunt Rose to Rosie Revere, about her inventions. Pupils will use exclamation marks correctly within phrases and sentences and use a wider range of vocabulary for impact. To use command sentences accurately.	To enjoy, listen to and perform a range of poetry. Pupils will discuss features within the genre of poetry. They will understand that rhyming words end with the same sound.	To write an imaginative extension of the canon story, designing their own invention and planning a journey for Rosie using the basic structure of a story. Pupils will revisit the conjunction 'and', using it to join ideas and sentences together. They will use the –er and –est suffixes to make comparisons.
<b>Summer 1</b>			
Topic	<b>The Hunter- Poetry</b>	<b>The Hunter- Fiction</b>	<b>The Hunter- Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Poetry is written to entertain the reader.</li> <li>Kenning poems have 4 lines with 2 words on each line.</li> <li>Calligrams are poems that take the shape of the subject of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>A story has a beginning, middle and ending.</li> <li>A story must be sequenced to make sense.</li> <li>The –ed suffix is used to show past tense.</li> <li>Adjectives are used to describe a noun.</li> <li>Adding description helps to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Diaries are written in the first person.</li> <li>Diaries are often a recount of events.</li> <li>A diary is a personal piece of writing.</li> <li>There are 7 days of the week</li> </ul>
End Point	To enjoy, listen to and perform a range of poetry. Pupils will discuss features within the genre of poetry. To write a simple poem that follows set criteria, selecting either a kenning poem or calligram poem.	To write a simple rescue story heavily based on the canon text. Pupils write simple, coherent sentences to form a short narrative. Pupils will select one element to change within their planning. To use a range of adjective within their writing to add description and detail. They will consistently add the –ed suffix when the root word does not need to be changed.	To write a diary entry based on research undertaken during the KS1 history unit of work (Sir David Attenborough). The diary should be based on event that has sparked interest within the class, e.g. when he was knighted by the queen. The diary will be sequence over a period of days, so pupils have the opportunity to spell the days of the week. They will continue to broaden their vocabulary choices.
<b>Summer 2</b>			
Topic	<b>Rainforest Adventure- Non-Fiction</b>	<b>Rainforest Adventure- Fiction</b>	<b>Rainforest Adventure- Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Non chronological reports are written to inform the reader.</li> <li>Non-chronological reports do not need to be read in order.</li> <li>Information is organised under relevant headings.</li> <li>Non-chronological reports are written in the third person.</li> <li>Subject specific vocabulary improves our writing.</li> <li>Questions require an answer.</li> <li>Question sentences end with a question mark.</li> </ul>	<ul style="list-style-type: none"> <li>A setting description helps the reader build a mental picture in their head.</li> <li>Sentences must be punctuated to make sense.</li> <li>Adjectives are used to describe a noun.</li> <li>A noun is a person, place, object or thing.</li> <li>We have 5 senses, sight, hearing, touch, taste and smell.</li> <li>Our senses help us describe a setting.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences must be punctuated to make sense.</li> <li>Stories have a beginning, middle and ending.</li> <li>A story must be sequenced to make sense.</li> <li>The –ed suffix is used to show the past tense.</li> <li>Suffixes change the meaning of root words.</li> <li>Conjunctions join ideas and sentences.</li> <li>Adjectives are used to describe a noun.</li> <li>A setting description adds detail and interest to a story.</li> </ul>
End Point	Based on research within the classroom, pupils will write a non-chronological report about the 4 layers of the rainforest, using headings to order their writing. Pupils will use question sentences and some subject specific vocabulary to enhance their writing. Pupils will understand they are writing a non-fiction piece which will inform the reader.	To write a setting description of a rainforest scene, based on the canon text and wider reading. To use the 5 senses to describe the setting, punctuating sentences accurately.	To write an adventure story based on the canon text, creating a shared plan with carefully selected variables from the original text. To accurately use a range of suffixes taught in Year 1. To use 'and' along with other simple conjunctions to join ideas and sentences within their writing. To write in the past tense consistently.

**Writing Year 2 (Cycle A)**

<b>Autumn 1</b>			
Topic	<b>But Why Can't I? - Non-Fiction</b>	<b>The Highway Rat - Fiction</b>	<b>The Highway Rat - Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Sentences must be punctuated to make sense.</li> <li>Our phonics help us spell unfamiliar words.</li> <li>We always rehearse a sentence out loud before writing it down.</li> <li>Letters must be formed correctly.</li> <li>Proper nouns start with a capital letter.</li> <li>Letters can be written as lowercase letters or capital letters.</li> <li>The word I is a pronoun and should be written using a capital letter.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences must be punctuated to make sense.</li> <li>Character descriptions provide the reader with</li> <li>Apostrophes can be used to contract words. a detailed image of what the character is like.</li> <li>Nouns are the names of a person, place or thing.</li> <li>A determiner tells you how many of something there are, e.g., the, a, many, some</li> <li>Adjectives describe a noun.</li> <li>Expanded noun phrases include a determiner, an adjective and a noun in this order.</li> <li>Proper nouns are names of people and places.</li> <li>Proper nouns begin with capital letters.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences must be punctuated to make sense.</li> <li>Exclamation sentences begin with how or what and end with an exclamation mark.</li> <li>Stories must be sequenced correctly to make sense.</li> <li>Suffixes change the meaning of the root word.</li> <li>The –s / es suffix can be used to show plurals, which means more than one.</li> <li>The –ed suffix can be used to show past tense.</li> </ul>
End Point	To embed the fundamentals of writing and consistently use finger spaces, correct letter formation, full stops and capital letters. To compose sentences that are for a specific purpose and create a list of class rules based on the canon text. To use finger spaces between words and capital letters for proper nouns.	To use expanded noun phrases to describe a character' appearance and personality. To write a character description, consisting of coherent sentences that are punctuated correctly. To understand that a character description enhances the story for the reader.	To write a simple retelling of the Highway Rat, using clear pictures to ensure the story is sequenced correctly. To use exclamatory sentences to show a sentence or phrase should be read with expression. To use tense consistently throughout a narrative piece.
<b>Autumn 2</b>			
Topic	<b>The Tiger Who Came to Tea – Non-Fiction</b>	<b>The Tiger Who Came to Tea – Non-Fiction</b>	<b>The Tiger Who Came to Tea – Non-Fiction</b>

Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Newspapers are written to inform the reader about an event.</li> <li>Past tense means that an event has already happened.</li> <li>The present tense means an event is happening right now.</li> <li>Verbs are action words.</li> <li>Adverbs describe actions and often end in –ly.</li> <li>Nouns are the names of a person, place or thing.</li> <li>A determiner tells you how many of something there are, e.g., the, a, many, some</li> <li>Adjectives describe a noun.</li> <li>Expanded noun phrases include a determiner, an adjective and a noun in this order.</li> <li>Full and less suffixes can be added to root words to change their meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Instructions are written to inform the reader of how to complete a task.</li> <li>Instructions must be written in order.</li> <li>Command and statement sentences are used within instructional writing.</li> <li>Imperative verbs are bossy verbs.</li> <li>Time conjunctions are used to order instructions.</li> <li>Commas are used to separate items within a list.</li> </ul>	<ul style="list-style-type: none"> <li>A recount is based on a real event.</li> <li>A recount is written in the first person.</li> <li>A recount is written in the past tense.</li> <li>The –ed suffix is used to show past tense which is something that has already happened.</li> <li>Irregular past tense verbs do not follow the –ed suffix rule, e.g., went, ate.</li> <li>Time conjunctions help us sequence a recount.</li> </ul>
End Point	To write a simple report of an event based on the class experience. To use statement sentences accurately to share information. To use a wider range of suffixes within their writing.	To write a sequential set of instructions, using a wider range of punctuation, based on a real-life task that the pupils will complete. To use command sentences and imperative verbs to inform the reader on how to complete a task.	To consistently and accurately use regular and irregular past tense verbs to describe a first-hand experience that has already happened. To use a wider range of time conjunctions to sequence the event.
<b>Spring 1</b>			
Topic	<b>The Gruffalo – Non-Fiction</b>	<b>The Gruffalo - Fiction</b>	<b>The Gruffalo – Non-Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Sentences should be correctly punctuated to make sense.</li> <li>Explanation texts explain a process and inform the reader.</li> <li>Explanation texts must be read in order, to make sense.</li> <li>Conjunctions can be both subordinating and coordinating.</li> <li>Subject specific vocabulary enhances non-fiction writing by fully informing the reader.</li> </ul>	<ul style="list-style-type: none"> <li>A story must be sequenced to make sense.</li> <li>The –ed suffix is used to show past tense.</li> <li>Adding description helps to engage the reader and can be achieved by using adjectives and expanded noun phrases.</li> <li>The un- prefix is added to the start of a root word and changes its meaning to the antonym.</li> <li>Adverbs describe verbs and often end in –ly.</li> <li>Apostrophes can be used to show possession.</li> <li>Planning involves recording and changing ideas to help shape your writing.</li> </ul>	<ul style="list-style-type: none"> <li>Non-chronological reports are written to inform the reader and are written in the third person.</li> <li>Non-chronological reports do not need to be read in order.</li> <li>Questions are often used to form the headings within a non-chronological report and then information is organised under these headings.</li> <li>The –er and –est suffixes are used to compare.</li> <li>Subject specific vocabulary enhances non-fiction writing by fully informing the reader.</li> </ul>
End Point	To research a common British woodland animal and collect relevant vocabulary and knowledge to write an explanation of a process such as the life cycle of a frog using subject specific vocabulary. To understand the purpose of an explanation text. Although pupils do not need to explain the terms, they should use a range of conjunctions, both subordinating and coordinating.	To write a coherent narrative based on around a woodland creature (which may be the Gruffalo or a supplementary text) with the opportunity to incorporate their own ideas. To select and use the appropriate tense consistently throughout the story.	To research a range of common British woodland animals and collect relevant vocabulary and knowledge to write an informative non-chronological report where information is organised under relevant headings and a range of subject specific vocabulary is used. Pupils will compose question sentences to form the headings and punctuate these correctly.
<b>Spring 2</b>			
Topic	<b>Rosie Revere – Non-Fiction</b>	<b>The flying Machine - Poetry</b>	<b>Rosie Revere - fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>A letter is sent to a recipient.</li> <li>Persuasive writing shares a view or opinion from the writer that they want others to agree with.</li> <li>Exclamation marks are used to show that the sentence should be read with excitement or surprise.</li> <li>Command sentences tell others to do something.</li> <li>Different sentence types: exclamatory, questions, commands and statements.</li> <li>Vocabulary should be selected for a purpose and for the impact it has on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Poetry is written to entertain the reader.</li> <li>Each line of a poem starts with a capital letter.</li> <li>Poetry is written to entertain the reader and is a style of reading and writing.</li> <li>Poems are imaginative and can be written by anyone.</li> <li>Rhyming words end with the same sound.</li> <li>Rhyming couplets are two lines that end with rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>Stories have a beginning, middle and ending.</li> <li>A story must be sequenced to make sense.</li> <li>Conjunctions are used to join ideas together.</li> <li>Conjunctions can be both coordinating and subordinating.</li> <li>Past tense means actions that have already taken place.</li> <li>Suffixes –ful and –less can be added to root words to change their meaning.</li> <li>Apostrophes are used to show possession.</li> </ul>
End Point	To write a persuasive letter from Aunt Rose to Rosie to persuade her to share her inventions instead of keeping them secret. Pupils will build upon understanding of different sentence types and use persuasive vocabulary to impact the reader in a persuasive manner. Pupils will use a range of sentence types, including command sentences.	To enjoy, listen to and perform a range of poetry. As a class, write a poem with some pupils forming independent poems. Pupils will discuss features within the genre of poetry. Pupils may be able to match and write rhyming words within a poem.	To write an imaginative extension of the canon book by designing an invention and planning an adventure for Rosie using basic story structure. Using a range of conjunctions, pupils will write sentences that are grammatically correct and punctuated accurately.
<b>Summer 1</b>			
Topic	<b>The Hunter- Poetry</b>	<b>The Hunter- Fiction</b>	<b>The Hunter- Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Poetry is written to entertain the reader and is a style of reading and writing.</li> <li>Rhyming words end with the same sound.</li> <li>Kenning poems have four lines with two words on each line.</li> <li>Kenning poems are poems which do not use the name of an animal or object in the poem.</li> <li>Calligram poems are poems which take the shape of the subject of the poem.</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases include a determiner, adjective and noun.</li> <li>There are four different sentence types.</li> <li>Varying your sentence type can add interest to your writing.</li> <li>Suffixes can be added to change the meaning of root words.</li> <li>Past tense verbs describe actions that have already happened.</li> </ul>	<ul style="list-style-type: none"> <li>Diaries are written in the first person.</li> <li>They are often a recount of events.</li> <li>A diary is a personal piece of writing.</li> <li>Progressive form of verbs in the present and past tense mark actions in progress.</li> <li>A range of tenses can be used when writing diary entries.</li> </ul>
End Point	To enjoy, listen to and perform a range of poetry. As a class, write a poem with some pupils forming independent poems. Pupils will discuss features within the genre of poetry. To write a poem that follows a set criterion. Pupils will select either a kenning poem or a calligram poem to write.	To write a rescue story based on the canon text. Pupils will select variants to adapt within their story plan. Pupils will draw upon their wider reading to inform their vocabulary choices making appropriate choices. To display an understanding of the spelling patterns required when adding a range of suffixes taught in KS1.	To write a diary entry based on research undertaken during the KS1 history topic (Sir David Attenborough) using a range of tenses correctly. The diary should be based on an event that has sparked interest within the class.
<b>Summer 2</b>			
Topic	<b>The Hunter- Non-Fiction</b>	<b>Rainforest Adventure- Fiction</b>	<b>Rainforest Adventure- Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>Non chronological reports are written to inform the reader.</li> <li>Non-chronological reports do not need to be read in order.</li> </ul>	<ul style="list-style-type: none"> <li>A setting description helps the reader build a mental picture in their head.</li> <li>Sentences must be punctuated to make sense.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences must be punctuated to make sense.</li> <li>Stories have a beginning, middle and ending.</li> </ul>

	<ul style="list-style-type: none"> <li>Information is organised under relevant headings.</li> <li>Non-chronological reports are written in the third person.</li> <li>Non-chronological reports start with an introduction.</li> <li>Subject specific vocabulary improves our writing.</li> <li>Different sentence types: exclamatory, questions, commands and statements.</li> </ul>	<ul style="list-style-type: none"> <li>Adjectives are used to describe a noun.</li> <li>A noun is a person, place, object or thing.</li> <li>We have 5 senses, sight, hearing, touch, taste and smell.</li> <li>Our can senses help us describe a setting.</li> </ul>	<ul style="list-style-type: none"> <li>A story must be sequenced to make sense.</li> <li>The –ed suffix is used to show the past tense.</li> <li>Suffixes change the meaning of root words.</li> <li>Conjunctions join ideas and sentences.</li> <li>Adjectives are used to describe a noun.</li> <li>A setting description adds detail and interest to a story.</li> </ul>
End Point	Based on research within the classroom, pupils will write a detailed non-chronological report about the 4 layers of the rainforest, using headings to order their writing. Pupils will use a range of sentence types and a range of subject specific vocabulary to enhance their writing. Pupils will understand they are writing a non-fiction piece which is written to inform the reader.	To write a setting description of a rainforest scene, based on the canon text and drawing upon wider reading. To use the 5 senses to describe the setting, punctuating sentences accurately. To use a range of punctuation and grammatical features taught in Year 2	To write an extended pieces, an adventure story based on the canon text. To plan an extension to the original story. To accurately use a range of suffixes taught in Year 2 and write in the correct tense consistently.

**Writing Year 3 (Cycle A)**

Autumn 1			
Topic	George's Marvellous Medicine - Fiction	George's Marvellous Medicine - Non-Fiction	George's Marvellous Medicine -Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand that a character description describes a character by describing their appearance and personality.</li> <li>To understand that character descriptions are used in narratives to aid comprehension.</li> <li>To describe a character effectively, pupils must use expanded noun phrases and adverbs.</li> <li>To know that possessive apostrophes should be used when discussing what a character possesses.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that instructions tell a reader how to do something and that they must be written in chronological order through the use of time conjunctions.</li> <li>To recognise that there are many different types of instructions, including: recipes, directions, how to play a game, how to build something, how to repair something, and how to look after something.</li> <li>To know that for an instruction to be effective, imperative verbs and adverbs should be chosen carefully.</li> <li>To use present simple tense when writing instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a diary is a written account of events, that contains the writer's thoughts and feelings.</li> <li>To use tense correctly (past simple and perfect).</li> <li>To recognise that a diary entry is written using informal language.</li> <li>To recognise that a diary entry is written from the writer's perspective, therefore first person pronouns must be used.</li> </ul>
End Point	Pupils will write a character description of Grandma from Roald Dahl's 'George's Marvellous Medicine'.	Pupils will write a set of instructions on how to make medicine for Grandma.	Pupils will write a diary entry as Grandma after she has taken the medicine.
Autumn 2			
Topic	Operation Gadgetman - Fiction	Operation Gadgetman - Non-Fiction	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand the purpose of a mystery narrative is to build suspense.</li> <li>To recognise that a narrative is written in past tense.</li> <li>To write an effective narrative, subordinating conjunctions should be used to add detail, as well as dialogue to advance the action.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a riddle is a puzzling question posed as a problem to be solved by the reader.</li> <li>To use expanded noun phrases to give detail about the object being described.</li> <li>To understand that figurative language can be used to puzzle the reader.</li> </ul>	
End Point	To write a section of a mystery narrative linked to the experience.	To create a riddle from the perspective of Gadgetman to describe an object/concept to leave for Beans.	
Spring 1			
Topic	Homework on Pluto - Non-Fiction	Homework on Pluto - Non-Fiction	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand that a news article is a recount of events that must be written chronologically and in the third person.</li> <li>To know that a news article is seen by a wide audience, meaning that formal language must be used.</li> <li>To know that a news article must include a headline, paragraphs, a picture and a caption.</li> <li>To use direct speech to record quotes from eyewitnesses.</li> <li>To use subordinating conjunctions to add detail.</li> </ul>	<ul style="list-style-type: none"> <li>To know that an informal letter is written to a familiar person.</li> <li>To use informal language such as contractions and colloquialisms.</li> <li>To use an informal greeting (e.g. Hi) to begin the letter and an informal sign off (e.g. See you soon) to conclude the letter.</li> <li>To know that an informal letter is written in first person and includes emotive language and rhetorical questions.</li> <li>To use tense correctly (past and present perfect) when describing events.</li> </ul>	
End Point	To write a news article about the first astronaut landing on the surface of Pluto.	To write an informal letter as Jon, to his class at home on Earth.	
Spring 2			
Topic	The Chocolate Tree - Fiction	The Chocolate Tree - Non-Fiction	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To know that a folktale is a story that people tell aloud and is passed on by word of mouth.</li> <li>To recognise that a narrative is written in past tense (progressive).</li> <li>To use dialogue to advance the action.</li> <li>To know that a story is more effective when expanded noun phrases, adverbs and prepositions are used to give detail.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that an information text is a factual piece of writing that informs the reader on a topic.</li> <li>To use a variety of sentence openers (e.g. adverbs) to maintain the readers' interest.</li> <li>To use a title and subheadings for paragraphs organised around a theme.</li> <li>To use coordination and subordination to link phrases and clauses together.</li> </ul>	
End Point	To write a section of a folktale recounting Kukulcan's fall from grace.	To write an information text, reflecting on their acquired knowledge of the Mayan civilisation.	
Summer 1			
Topic	Secrets of a Sun King - Non-Fiction	Secrets of a Sun - King Poetry	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use the greeting 'Dear Sir/ Madam' if you do not know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you do know the recipient.</li> <li>To include an introduction that explains why you are writing.</li> <li>To conclude a letter proposing next steps and actions required.</li> <li>To close a formal letter with 'Yours faithfully' if you do not know the recipient or 'Yours sincerely' if you do know the recipient.</li> <li>To use formal sentence starters such as 'I am writing to inform you...' or 'I would like to express...'</li> </ul>	<ul style="list-style-type: none"> <li>To tell a story, describe a subject or explain an emotion through poetry.</li> <li>To know that the lines in a free verse poem can be sentences, phrases or even single words.</li> <li>To know that a free verse poem can be structured using stanzas.</li> <li>To understand and accurately use figurative language that includes, similes, alliteration, onomatopoeia and personification.</li> </ul>	

	<ul style="list-style-type: none"> <li>To understand that, when writing formally, pupils must not use apostrophes for contraction, slang / conversational language or abbreviations or acronyms.</li> </ul>	
End Point	To write a persuasive letter, as Lil, to persuade the Egyptologists (such as Howard Carter) to return the artefacts to the Egyptian people.	To write a free verse poem about Tutankhamun giving details about his appearance, personality and life.
<b>Summer 2</b>		
Topic	<b>The Explorer Adventure - Fiction</b>	<b>The Explorer - Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand that an adventure narrative tells the story of a character on a journey.</li> <li>To recognise that a narrative is written in past tense.</li> <li>To know that a story is more effective when expanded noun phrases, adverbs and prepositions are used to give detail.</li> <li>To know that subordination and coordination should be used in narratives to add detail.</li> <li>To use dialogue to advance the action in the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a playscript is a story that has been written for actors to perform.</li> <li>To know that a playscript uses stage directions and character directions (marked using brackets), which allow the performer to act out the scene correctly.</li> <li>To know that names followed by a colon indicate which character should be speaking.</li> <li>To use present tense (simple, perfect, progressive) in stage and character directions.</li> </ul>
End Point	To take on Fred's persona and write an adventure narrative – encompassing all the fiction writing features of the year. Base on a crash landing in an unfamiliar setting exploring and explaining the steps to survive.	To write and perform a playscript about four friends who crash land in an unknown location. Explore the themes of safety, trust, friendship and survival and focus on how characters interact.

**Writing Year 4 (Cycle A)**

<b>Autumn 1</b>			
Topic	<b>George's Marvellous Medicine - Fiction</b>	<b>George's Marvellous Medicine - Non-Fiction</b>	<b>George's Marvellous - Medicine Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand that a character description describes a character by describing their appearance and personality.</li> <li>To understand that character descriptions are used in narratives to aid comprehension.</li> <li>To describe a character effectively, pupils must use expanded noun phrases, similes and adverbs.</li> <li>To know that possessive apostrophes should be used when discussing what a character possesses.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that instructions tell a reader how to do something and that they must be written in chronological order through the use of time conjunctions.</li> <li>To recognise that there are many different types of instructions, including: recipes, directions, how to play a game, how to build something, how to repair something, and how to look after something.</li> <li>To know that for an instruction to be effective, imperative verbs and adverbs should be chosen carefully.</li> <li>To use present simple tense when writing instructions.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a diary is a written account of events, that contains the writer's thoughts and feelings.</li> <li>To use tense correctly (past simple, perfect) when describing events.</li> <li>To recognise that a diary entry is written using informal language.</li> <li>To recognise that a diary entry is written from the writer's perspective, first person pronouns must be used.</li> </ul>
End Point	Pupils will write a character description of Grandma from Roald Dahl's 'George's Marvellous Medicine'.	Pupils will write a set of instructions on how to make medicine for Grandma.	Pupils will write a diary entry as Grandma after she has taken the medicine.
<b>Autumn 2</b>			
Topic	<b>Operation Gadgetman - Fiction</b>	<b>Operation Gadgetman - Non-Fiction</b>	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand the purpose of a mystery narrative is to build suspense.</li> <li>To recognise that a narrative is written in past tense.</li> <li>To write an effective narrative, subordinating conjunctions should be used to add detail, as well as dialogue to advance the action.</li> <li>To use fronted adverbials, which add detail and vary the sentence openers used.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a riddle is a puzzling question posed as a problem to be solved by the reader.</li> <li>To use expanded noun phrases to give detail about the object being described.</li> <li>To understand that figurative language can be used to puzzle the reader.</li> </ul>	
End Point	To write a section of a mystery narrative linked to the experience.	To create a riddle from the perspective of Gadgetman to describe an object/concept to leave for Beans.	
<b>Spring 1</b>			
Topic	<b>Homework on Pluto - Non-Fiction</b>	<b>Homework on Pluto - Non-Fiction</b>	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand that a news article is a recount of events that must be written chronologically and in the third person.</li> <li>To know that a news article is seen by a wide audience, meaning that formal language must be used.</li> <li>To know that a news article must include a headline, paragraphs, a picture and a caption.</li> <li>To use direct speech to record quotes from eyewitnesses.</li> <li>To use subordinating conjunctions to add detail.</li> <li>To use fronted adverbials, which add detail and vary the sentence openers used.</li> </ul>	<ul style="list-style-type: none"> <li>To know that an informal letter is written to a familiar person.</li> <li>To use informal language such as contractions and colloquialisms.</li> <li>To use an informal greeting (e.g. Hi) to begin the letter and an informal sign off (e.g. See you soon) to conclude the letter.</li> <li>To know that an informal letter is written in first person and includes emotive language and rhetorical questions.</li> <li>To use tense correctly (past and present perfect) when describing events.</li> </ul>	
End Point	To write a news article about the first astronaut landing on the surface of Pluto.	To write an informal letter as Jon, to his class at home on Earth.	
<b>Spring 2</b>			
Topic	<b>The Chocolate Tree - Fiction</b>	<b>The Chocolate Tree - Non-Fiction</b>	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To know that a folktale is a story that people tell aloud and is passed on by word of mouth.</li> <li>To recognise that a narrative is written in past tense (progressive).</li> <li>To use dialogue to advance the action.</li> <li>To know that a story is more effective when expanded noun phrases and prepositional phrases are used to give detail.</li> <li>To use fronted adverbials, which add detail and vary the sentence openers used.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that an information text is a factual piece of writing that informs the reader on a topic.</li> <li>To use a variety of sentence openers (e.g. fronted adverbials) to maintain the readers' interest.</li> <li>To use a title and subheadings for paragraphs organised around a theme.</li> <li>To use coordination and subordination to link phrases and clauses together.</li> </ul>	
End Point	To write a section of a folktale recounting Kukulcan's fall from grace.	To write an information text, reflecting on their acquired knowledge of the Mayan civilisation.	
<b>Summer 1</b>			
Topic	<b>Secrets of a Sun King - Non-Fiction</b>	<b>Secrets of a Sun King - Poetry</b>	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use the greeting 'Dear Sir/ Madam' if you do not know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you do know the recipient.</li> <li>To include an introduction that explains why you are writing.</li> <li>To conclude a letter proposing next steps and actions required.</li> <li>To close a formal letter with 'Yours faithfully' if you do not know the recipient or 'Yours sincerely' if you do know the recipient.</li> <li>To use formal sentence starters such as 'I am writing to inform you...' or 'I would like to express...'</li> <li>To understand that, when writing formally, pupils must not use apostrophes for contraction, slang / conversational language or abbreviations or acronyms.</li> </ul>	<ul style="list-style-type: none"> <li>To tell a story, describe a subject or explain an emotion through poetry.</li> <li>To know that the lines in a free verse poem can be sentences, phrases or even single words.</li> <li>To know that a free verse poem can be structured using stanzas.</li> <li>To understand and accurately use figurative language that includes, similes, alliteration, onomatopoeia and personification.</li> </ul>	
End Point	To write a persuasive letter, as Lil, to persuade the Egyptologists (such as Howard Carter) to return the artefacts to the Egyptian people.	To write a free verse poem about Tutankhamun giving details about his appearance, personality and life.	
<b>Summer 2</b>			

Topic	<b>The Explorer Adventure - Fiction</b>	<b>The Explorer - Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To understand that an adventure narrative tells the story of a character on a journey.</li> <li>To recognise that a narrative is written in past tense.</li> <li>To know that a story is more effective when expanded noun phrases, fronted adverbials and prepositional phrases are used to give detail.</li> <li>To know that subordination and coordination should be used in narratives to add detail.</li> <li>To use dialogue to advance the action in the narrative.</li> </ul>	<ul style="list-style-type: none"> <li>To understand that a playscript is a story that has been written for actors to perform.</li> <li>To know that a playscript uses stage directions and character directions (marked using brackets), which allow the performer to act out the scene correctly.</li> <li>To know that names followed by a colon indicate which character should be speaking.</li> <li>To use present tense (simple, perfect, progressive) in stage and character directions.</li> </ul>
End Point	To take on Fred's persona and write an adventure narrative – encompassing all the fiction writing features of the year. Base on a crash landing in an unfamiliar setting exploring and explaining the steps to survive.	To write and perform a playscript about four friends who crash land in an unknown location. Explore the themes of safety, trust, friendship and survival and focus on how characters interact.

**Writing Year 5 (Cycle A)**

Autumn 1			
Topic	Cosmic- Non-Fiction	Cosmic- Fiction	Space- Poetry
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use the greeting 'Dear Sir/ Madam' if you do not know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you do know the recipient.</li> <li>To include an introduction that explains why you are writing.</li> <li>To conclude a letter proposing next steps and actions required.</li> <li>To close a formal letter with 'Yours faithfully' if you do not know the recipient or 'Yours sincerely' if you do know the recipient.</li> <li>To use formal sentence starters such as 'I am writing to inform you...' or 'I would like to express....'</li> <li>To understand that, when writing formally, pupils must not use apostrophes for contraction, slang / conversational language or abbreviations or acronyms.</li> </ul>	<ul style="list-style-type: none"> <li>To describe a character's appearance, referring to their clothes, hair and key features.</li> <li>To use dialogue and description to show a character's personality.</li> <li>To use figurative language including metaphors and similes to enhance description.</li> <li>To include actions and mannerisms to show how the character acts and reacts to others.</li> </ul>	<ul style="list-style-type: none"> <li>To tell a story, describe a subject or explain an emotion through poetry.</li> <li>To know that the lines in a free verse poem can be sentences, phrases or even single words.</li> <li>To structure a poem using stanzas.</li> <li>To understand and accurately use figurative language that include similes, alliteration, onomatopoeia, personification and metaphors.</li> <li>To use imagery techniques to create pictures in the readers' minds.</li> </ul>
End Point	Pupils will write a formal letter from the Mrs Sass (Headteacher) to Liam's parents, Mr. and Mrs. Digby, complaining about his behaviour in assembly and how he impersonated a member of staff.	Pupils will introduce a new child character into the story of Cosmic. They describe the new character's appearance and personality and will then incorporate this into a scene from Cosmic.	Pupils will write a free verse poem on based on area of space that interests them. The poems will include a range of imagery to describe emotions and tell a story.

Autumn 2		
Topic	Cosmic- Fiction	Cosmic- Non-Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To develop the ability to create vivid imagery using descriptive language.</li> <li>To use sensory details to engage the reader's senses and bring the setting to life.</li> <li>To use a range of aspirational and precise vocabulary to describe setting features precisely and suggest opinion.</li> <li>To create mood and atmosphere through language choice.</li> <li>To think about how the setting can reflect a character's emotions, influence the plot, or create a specific atmosphere.</li> <li>To structure the description in a logical and coherent manner, with clear paragraphs focusing on different aspects of the setting.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the target audience by tailoring language, tone and content to appeal to the specific interests and needs of the intended reader.</li> <li>To use persuasive language to convey the excitement and enjoyment visitors can expect and clearly communicate the benefits of visiting the park.</li> <li>To effectively use persuasive techniques including rhetorical questions, testimonials and statistics to convince readers of the park's value.</li> <li>To include a catchy introduction that grabs attention, provide clear headings and subheadings and organise information in a logical and coherent manner.</li> <li>To use positive language, employing words and phrases that evoke excitement, adventure, and enjoyment.</li> <li>To highlight the attractions, rides, shows, and experiences that make the park appealing using captions or labels to explain any visuals.</li> </ul>
End Point	Using their senses, pupils will write a setting description from the perspective of Liam Digby from the canon book, 'Cosmic'. They will imagine Liam was chosen to experience walking on the moon.	Pupils will design a leaflet that persuades an audience to visit a theme park. They will include descriptions of the rides and images and graphics that showcase the theme park's attractions and create visual appeal.

Spring 1		
Topic	Boy at the Back of the Class- Fiction	Boy at the Back of the Class- Non-Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use descriptive language including sensory details, specific nouns and expressive adjectives to bring events and emotions to life for the reader.</li> <li>To organise a diary in chronological order by starting with starting with the date and providing a clear timeline of the events or experiences they are describing.</li> <li>To express emotions openly by conveying feelings and reactions to the events they are recounting; allowing readers to empathise with their experiences.</li> <li>To include specific details that describe people, places and events accurately, providing enough context for the reader to understand the significance of each detail.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct research using a variety of sources, such as books, websites, and articles, to gather accurate and reliable information.</li> <li>To take notes during research and organise the collected information in a structured manner. To extract key points, categorise information, and create an outline for an information text.</li> <li>To write in a clear and concise manner, using language that is appropriate for their target audience. Avoid unnecessary jargon or complex vocabulary and present information in a straightforward manner.</li> <li>To use headings and subheadings to organise different sections and help the reader navigate the content easily and find specific information quickly.</li> <li>To support information with facts, statistics and evidence from credible sources.</li> <li>To use visual such as diagrams, charts, or images to enhance the information.</li> </ul>
End Point	Using the canon book, pupils will write a diary entry from the point of view of Ahmet. Their entries will describe Ahmet's thoughts and feelings following a fight in the school playground.	Pupils will write an information text about a place that is local and familiar to them. Their writing will include information for those who may be newer arrivals to the local area.

Spring 2		
Topic	The Island- Fiction	The Island- Non-Fiction
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use the structural components of a narrative, including an engaging opening, a well-paced plot and a satisfying resolution. They should structure their story in a way that captures the reader's attention and maintains their interest.</li> <li>To use emotive and descriptive language effectively to create a vivid and engaging narrative. To describe settings, characters and events in a way that evokes emotions and paints a clear picture in the reader's mind.</li> <li>To use dialogue skilfully to move the action forward and reveal character traits or emotions.</li> <li>To consider the tone, language and style of the characters' speech to make it authentic and engaging.</li> <li>To demonstrate empathy and understanding towards the themes and messages of "The Island". Pupils to consider the emotions and experiences of the characters and convey them effectively through their writing.</li> <li>To edit and revise writing to improve clarity, coherence and overall quality. Pupils to check for grammar, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the purpose of a newspaper report: to inform readers about current events or issues in an objective and concise manner.</li> <li>To develop skills in gathering information through research, interviews and observation. Pupils to identify relevant facts, details and quotes to include in their report.</li> <li>To accurately structure a newspaper report including a headline and introductory paragraph (lead). Pupils to arrange information in descending order of importance.</li> <li>To avoid personal opinions or bias and focus on presenting the facts accurately.</li> <li>To create captivating headlines and leads that grab the reader's attention. The headline should be concise and informative, while the lead should summarise the most important details of the story.</li> <li>To understand the importance of accuracy in reporting. Pupils should verify their facts and double-check their information.</li> <li>To incorporate quotes from sources to provide additional perspectives.</li> <li>To use a newspaper style and conventions when writing. Such as using third-person perspective and concise sentence structures.</li> </ul>

End Point	Pupils will write a short narrative based on 'The Island' by Armin Greder. Their writing will include emotive and descriptive language and dialogue that moves the action on within the narrative.	Pupils will write a newspaper report based on events from The Island. Their writing will include quotes from the people of the island and their reactions to finding a man washed ashore.
<b>Summer 1</b>		
Topic	<b>Cogheart- Fiction</b>	<b>Cogheart- Non-Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To follow a narrative structure but with a heightened emphasis on building tension and suspense.</li> <li>To include elements such as foreshadowing, red herrings and unexpected twists to keep the reader engaged and on edge.</li> <li>To understand the importance of pacing. To deliberately create a slower build-up of tension and anticipation, followed by moments of heightened intensity.</li> <li>To emphasise creating and sustaining suspense throughout a story. To ensure the plot is centred around a mystery, danger or unknown outcome.</li> <li>To create and maintain tension and atmosphere. To use techniques, such as vivid descriptions and cliff-hangers to keep the reader in a state of anticipation and uncertainty.</li> <li>To draw the reader into the story and actively engage them in guessing or anticipating what might happen next. To ensure the reader is invested in discovering the resolution.</li> <li><i>Refer also to the Key Concepts from Spring 1 's Short Narrative.</i></li> </ul>	<ul style="list-style-type: none"> <li>To gather accurate and reliable information. To conduct research using various sources, such as books, articles and online resources.</li> <li>To understand the importance of a clear and coherent structure: introduce the famous Victorian, present key events and milestones in their life and provide a conclusion that reflects on their impact and legacy within the Victorian era.</li> <li>To select and prioritise relevant information, focusing on the significant accomplishments, contributions and influences of the famous Victorian.</li> <li>To use a formal and informative tone when writing, while maintaining clarity and readability for their intended audience.</li> <li>To incorporate both primary and secondary sources into their biography. Primary sources could include letters, diaries or speeches from the famous Victorian, while secondary sources could include scholarly articles or biographies written about them.</li> <li>To use chronological order, presenting events and achievements in the order they occurred. To use appropriate sentence openers to ensure transitions between different periods or stages of the person's life.</li> </ul>
End Point	Pupils will write a short story opening that builds tension and suspense. Pupils will vary their sentence lengths and structure to create tension and include appropriate vocabulary to create atmosphere. Pupils will use 'empty words' such as 'something' and 'someone' to build suspense.	Pupils will select and research a famous Victorian and use this information to write a biography. Pupils will consider their chosen person's motivations, challenges and the societal norms and values of the Victorian era that influenced their life and achievements.
<b>Summer 2</b>		
Topic	<b>Shakespeare- Fiction</b>	<b>Cogheart- Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To analyse the text, extract essential details and grasp the motivations and actions of the characters.</li> <li>To use the structural components of a narrative, including an engaging opening, a well-paced plot and a satisfying resolution. They should structure their narrative version of the scene in a way that captures the essence and progression of the original scene.</li> <li>To use descriptive language effectively to vividly portray settings, characters and events.</li> <li>To develop characters by providing descriptions, thoughts and actions that reflect their personalities and motivations.</li> <li>To consider the complexities and nuances of the witches.</li> <li>To adapt the dialogue from the scene into narrative form, presenting character interactions, exchanges and important lines in a way that effectively conveys the original intentions and tone of the scene.</li> <li>To build tension by introducing suspenseful moments and dramatic tension to engage the reader and maintain their interest.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse 'Cogheart,' extract key details and understand the intentions and motivations of the characters.</li> <li>To structure the playscript so it clearly identifies characters, dialogue and actions, ensuring readability and ease of performance.</li> <li>To format dialogue, stage directions and scene transitions.</li> <li>To write engaging dialogue that captures the voices and personalities of the characters from the selected chapter.</li> <li>To consider character traits to create realistic and compelling conversations.</li> <li>To include appropriate stage directions to guide actors' movements and actions on stage.</li> <li>To consider the physicality, gestures and interactions of the characters, providing clear instructions for the intended performance.</li> <li>To adapt and condense the selected chapter into a playscript format. To edit and refine the text, focusing on the most important plot points, character interactions and dramatic moments to effectively tell the story in a theatrical format.</li> <li><b>To rehearse and perform the playscript.</b></li> </ul>
End Point	Pupils will create a narrative version of Act 4 Scene 1 (the 'Witches' scene) of Macbeth. They will include descriptions of the witches and create atmosphere and tension to bring the scene to life for the reader.	Pupils will select a chapter from 'Cogheart' and use this to create and perform a play script. Pupils will consider how the playscript will be staged, including any props, costumes or set design elements.

**Writing Year 6 (Cycle A)**

<b>Autumn 1</b>			
Topic	<b>Cosmic- Non-Fiction</b>	<b>Cosmic- Fiction</b>	<b>Space- Poetry</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use the greeting 'Dear Sir/ Madam' if you do not know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you do know the recipient.</li> <li>To include an introduction that explains why you are writing.</li> <li>To conclude a letter proposing next steps and actions required.</li> <li>To close a formal letter with 'Yours faithfully' if you do not know the recipient or 'Yours sincerely' if you do know the recipient.</li> <li>To use formal sentence starters such as 'I am writing to inform you...' or 'I would like to express....'</li> <li>To understand that, when writing formally, pupils must not use apostrophes for contraction, slang / conversational language or abbreviations or acronyms.</li> </ul>	<ul style="list-style-type: none"> <li>To describe a character's appearance, referring to their clothes, hair and key features.</li> <li>To use dialogue and description to show a character's personality.</li> <li>To use figurative language including metaphors and similes to enhance description.</li> <li>To include actions and mannerisms to show how the character acts and reacts to others.</li> </ul>	<ul style="list-style-type: none"> <li>To tell a story, describe a subject or explain an emotion through poetry.</li> <li>To know that the lines in a free verse poem can be sentences, phrases or even single words.</li> <li>To structure a poem using stanzas.</li> <li>To understand and accurately use figurative language that include idioms, similes, alliteration, onomatopoeia, personification, metaphor, hyperbole</li> <li>To use imagery techniques to create pictures in the readers' minds.</li> </ul>
End Point	Pupils will write a formal letter from the Mrs Sass (Headteacher) to Liam's parents, Mr. and Mrs. Digby, complaining about his behaviour in assembly and how he impersonated a member of staff.	Pupils will introduce a new child character into the story of Cosmic. They describe the new character's appearance and personality and will then incorporate this into a scene from Cosmic.	Pupils will write a free verse poem on based on area of space that interests them. The poems will include a range of imagery to describe emotions and tell a story.
<b>Autumn 2</b>			
Topic	<b>Cosmic- Fiction</b>	<b>Cosmic- Non-Fiction</b>	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To develop the ability to create vivid imagery using descriptive language.</li> <li>To use sensory details to engage the reader's senses and bring the setting to life.</li> <li>To use a range of aspirational and precise vocabulary to describe setting features precisely and suggest opinion.</li> <li>To create mood and atmosphere through language choice.</li> <li>To incorporate figurative language to add depth and creativity to the description.</li> <li>To think about how the setting can reflect a character's emotions, influence the plot, or create a specific atmosphere.</li> <li>To structure the description in a logical and coherent manner, with clear paragraphs focusing on different aspects of the setting.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the target audience by tailoring language, tone and content to appeal to the specific interests and needs of the intended reader.</li> <li>To use persuasive language to convey the excitement and enjoyment visitors can expect and clearly communicate the benefits of visiting the park.</li> <li>To effectively use persuasive techniques including rhetorical questions, emotional appeals, testimonials and statistics to convince readers of the park's value.</li> <li>To include a catchy introduction that grabs attention, provide clear headings and subheadings and organise information in a logical and coherent manner.</li> <li>To use positive and enthusiastic language, employing words and phrases that evoke excitement, adventure, and enjoyment.</li> <li>To highlight the attractions, rides, shows, and experiences that make the park appealing using captions or labels to explain any visuals.</li> </ul>	
End Point	Using their senses, pupils will write a setting description from the perspective of Liam Digby from the canon book, 'Cosmic'. They will imagine Liam was chosen to experience walking on the moon.	Pupils will design a leaflet that persuades an audience to visit a theme park. They will include descriptions of the rides and images and graphics that showcase the theme park's attractions and create visual appeal.	
<b>Spring 1</b>			
Topic	<b>Boy at the Back of the Class- Fiction</b>	<b>Boy at the Back of the Class- Non-Fiction</b>	
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use descriptive language including sensory details, specific nouns and expressive adjectives to bring events and emotions to life for the reader.</li> <li>To organise a diary in chronological order by starting with starting with the date and providing a clear timeline of the events or experiences they are describing.</li> </ul>	<ul style="list-style-type: none"> <li>To conduct research using a variety of sources, such as books, websites, and articles, to gather accurate and reliable information.</li> <li>To take notes during research and organise the collected information in a structured manner. To extract key points, categorise information, and create an outline for an information text.</li> </ul>	

	<ul style="list-style-type: none"> <li>To express emotions openly and authentically by conveying feelings and reactions to the events they are recounting; allowing readers to empathise with their experiences.</li> <li>To include authentic and specific details that describe people, places and events accurately, providing enough context for the reader to understand the significance of each detail.</li> <li>To incorporate dialogue and conversations into a diary entry. Pupils to use quotation marks and appropriate punctuation to indicate speech and capture the essence of the interactions.</li> </ul>	<ul style="list-style-type: none"> <li>To write in a clear and concise manner, using language that is appropriate for their target audience. Avoid unnecessary jargon or complex vocabulary and present information in a straightforward manner.</li> <li>To use headings and subheadings to organise different sections and help the reader navigate the content easily and find specific information quickly.</li> <li>To support information with facts, statistics and evidence from credible sources.</li> <li>To use visual such as diagrams, charts, or images to enhance the information.</li> </ul>
End Point	Using the canon book, pupils will write a diary entry from the point of view of Ahmet. Their entries will describe Ahmet's thoughts and feelings following a fight in the school playground.	Pupils will write an information text about a place that is local and familiar to them. Their writing will include information for those who may be newer arrivals to the local area.
<b>Spring 2</b>		
Topic	<b>The Island- Fiction</b>	<b>The Island- Non-Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To use the structural components of a narrative, including an engaging opening, a well-paced plot and a satisfying resolution. They should structure their story in a way that captures the reader's attention and maintains their interest.</li> <li>To use emotive and descriptive language effectively to create a vivid and engaging narrative. To describe settings, characters and events in a way that evokes emotions and paints a clear picture in the reader's mind.</li> <li>To use dialogue skilfully to move the action forward and reveal character traits or emotions.</li> <li>To consider the tone, language and style of the characters' speech to make it authentic and engaging.</li> <li>To demonstrate empathy and understanding towards the themes and messages of "The Island". Pupils to consider the emotions and experiences of the characters and convey them effectively through their writing.</li> <li>To display creative thinking and originality by adding unique elements, perspectives or plot developments to a narrative. Pupils to think beyond the original story and bring imaginative ideas to the writing.</li> <li>To edit and revise writing to improve clarity, coherence and overall quality. Pupils to check for grammar, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>To understand the purpose of a newspaper report: to inform readers about current events or issues in an objective and concise manner.</li> <li>To develop skills in gathering information through research, interviews and observation. Pupils to identify relevant facts, details and quotes to include in their report.</li> <li>To accurately structure a newspaper report including a headline and introductory paragraph (lead). Pupils to arrange information in descending order of importance.</li> <li>To write in an objective and concise manner, using clear and simple language to convey information effectively. Pupils to avoid personal opinions or bias and focus on presenting the facts accurately.</li> <li>To create captivating headlines and leads that grab the reader's attention. The headline should be concise and informative, while the lead should summarise the most important details of the story.</li> <li>To understand the importance of accuracy in reporting. Pupils should verify their facts, double-check information, and attribute sources where necessary.</li> <li>To incorporate quotes from sources to provide additional perspectives.</li> <li>To use a newspaper style and conventions when writing. Such as using third-person perspective, active voice and concise sentence structures.</li> </ul>
End Point	Pupils will write a short narrative based on 'The Island' by Armin Greder. Their writing will include emotive and descriptive language and dialogue that moves the action on within the narrative.	Pupils will write a newspaper report based on events from The Island. Their writing will include quotes from the people of the island and their reactions to finding a man washed ashore.
<b>Summer 1</b>		
Topic	<b>Cogheart- Fiction</b>	<b>Cogheart- Non-Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To follow a narrative structure but with a heightened emphasis on building tension and suspense.</li> <li>To include elements such as foreshadowing, red herrings and unexpected twists to keep the reader engaged and on edge.</li> <li>To understand the importance of pacing. To deliberately create a slower build-up of tension and anticipation, followed by moments of heightened intensity.</li> <li>To emphasise creating and sustaining suspense throughout a story. To ensure the plot is centred around a mystery, danger or unknown outcome.</li> <li>To create and maintain tension and atmosphere. To use techniques, such as vivid descriptions, cliff-hangers and pacing to keep the reader in a state of anticipation and uncertainty.</li> <li>To heighten reader engagement by deliberately playing with the reader's emotions and expectations. To draw the reader into the story and actively engage them in guessing or anticipating what might happen next. To ensure the reader is invested in discovering the resolution.</li> <li><i>Refer also to the Key Concepts from Spring 1 's Short Narrative.</i></li> </ul>	<ul style="list-style-type: none"> <li>To gather accurate and reliable information. To conduct research using various sources, such as books, articles and online resources.</li> <li>To understand the importance of a clear and coherent structure: introduce the famous Victorian, present key events and milestones in their life and provide a conclusion that reflects on their impact and legacy within the Victorian era.</li> <li>To select and prioritise relevant information, focusing on the significant accomplishments, contributions and influences of the famous Victorian.</li> <li>To use a formal and informative tone when writing, while maintaining clarity and readability for their intended audience.</li> <li>To incorporate both primary and secondary sources into their biography. Primary sources could include letters, diaries or speeches from the famous Victorian, while secondary sources could include scholarly articles or biographies written about them.</li> <li>To use chronological order, presenting events and achievements in the order they occurred. To use appropriate transition words and phrases to ensure smooth transitions between different periods or stages of the person's life.</li> </ul>
End Point	Pupils will write a short story opening that builds tension and suspense. Pupils will vary their sentence lengths and structure to create tension and include appropriate vocabulary to create atmosphere. Pupils will use 'empty words' such as 'something' and 'someone' to build suspense.	Pupils will select and research a famous Victorian and use this information to write a biography. Pupils will consider their chosen person's motivations, challenges and the societal norms and values of the Victorian era that influenced their life and achievements.
<b>Summer 2</b>		
Topic	<b>Shakespeare- Fiction</b>	<b>Cogheart- Fiction</b>
Key Knowledge and Skills	<ul style="list-style-type: none"> <li>To analyse the text, extract essential details and grasp the motivations and actions of the characters.</li> <li>To use the structural components of a narrative, including an engaging opening, a well-paced plot and a satisfying resolution. They should structure their narrative version of the scene in a way that captures the essence and progression of the original scene.</li> <li>To use descriptive language effectively to vividly portray settings, characters and events. To use sensory details, figurative language and strong imagery to bring the scene to life and engage the reader.</li> <li>To develop characters by providing descriptions, thoughts and actions that reflect their personalities and motivations. To consider the complexities and nuances of characters like Macbeth and the witches.</li> <li>To adapt the dialogue from the scene into narrative form, presenting character interactions, exchanges and important lines in a way that effectively conveys the original intentions and tone of the scene.</li> <li>To control the pacing and build tension by strategically introducing suspenseful moments, foreshadowing and dramatic tension to engage the reader and maintain their interest.</li> </ul>	<ul style="list-style-type: none"> <li>To analyse 'Cogheart,' extract key details and understand the intentions and motivations of the characters.</li> <li>To structure the playscript so it clearly identifies characters, dialogue and actions, ensuring readability and ease of performance.</li> <li>To format dialogue, stage directions and scene transitions.</li> <li>To write authentic and engaging dialogue that captures the voices and personalities of the characters from the selected chapter. Pupils to consider character traits, motivations and emotions to create realistic and compelling conversations.</li> <li>To include appropriate stage directions to guide actors' movements and actions on stage. Pupils to consider the physicality, gestures and interactions of the characters, providing clear instructions for the intended performance.</li> <li>To adapt and condense the selected chapter into a playscript format. To edit and refine the text, focusing on the most important plot points, character interactions and dramatic moments to effectively tell the story in a theatrical format.</li> <li>To rehearse and perform the playscript. To practise reading and performing the dialogue, refining their timing, delivery and overall stage presence.</li> </ul>
End Point	Pupils will create a narrative version of Act 4 Scene 1 (the 'Witches' scene) of Macbeth. They will include descriptions of the witches and create atmosphere and tension to bring the scene to life for the reader.	Pupils will select a chapter from 'Cogheart' and use this to create and perform a play script. Pupils will consider how the playscript will be staged, including any props, costumes or set design elements.