%		Writing Progression	on of Skills		
	Year 1	Year 2	Year 3/4	Year 5/6	
Handwriting	 sit correctly at a table, holding apencil comfortably and correctly begin to form lower-case lettersin the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belongto which handwriting 'families' (i.e. letters that are formed in similar ways) and topractise these 	relative to one another relative to one another start using some of the diagonaland horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined relative to one another start using some of the diagonaland horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined relative to one another start using some of the diagonaland horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined relative to one another start using some of the diagonaland horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined relative to one another start using some of the diagonaland horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined relative to one another		 write legibly, fluently and withincreasing speed by: choosing which shape of a letterto use when given choices and deciding, as part of their personal style, whether or not tojoin specific letters choosing the writing implementthat is best suited for a task 	
	Pupils should be taught to: • write sentences by: ◊ saying out loud what they aregoing to write about ◊ composing a sentence orallybefore writing it ◊ sequencing sentences to formshort narratives ◊ re-reading what they have written to check that it makessense	Pupils should be taught to: develop positive attitudes towards and stamina for writingby: writing narratives about personal experiences and thoseof others (real and fictional) writing about real events writing poetry writing for different purposes	Pupils should be taught to: • plan their writing by: ◊ discussing writing similar to thatwhich they are planning to writein order to understand and learn from its structure, vocabulary and grammar ◊ discussing and recording ideas	Pupils should be taught to: • plan their writing by: ◊ identifying the audience for and purpose of the writing, selectingthe appropriate form and using other similar writing as models for their own ◊ noting and developing initial ideas, drawing on reading andresearch where necessary	
Writing	 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 	 consider what they are going towrite before beginning by: ◇ planning or saying out loud whatthey are going to write about ◇ writing down ideas and/or key words, including new vocabulary ◇ encapsulating what they want tosay, sentence by sentence make simple additions, revisionsand corrections to their own writing by: ◇ evaluating their writing with theteacher 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 errorsin spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) read aloud what they have written with appropriate intonation to make the meaning clear 	 draft and write by: composing and rehearsing sentences orally (including dialogue), progressively buildinga varied and rich vocabulary and an increasing range of sentence structures (See English Appendix 2) organising paragraphs around atheme in narratives, creating settings, characters and plot in non-narrative material, usingsimple organisational devices (for examples headings and sub-headings) evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammarand vocabulary to improve consistency, including the accurate use of pronouns in sentences 	 in writing narratives, consideringhow authors have developed characters and settings in what they have read, listened to or seen performed draft and write by: selecting appropriate grammarand vocabulary, understandinghow such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey characterand advance the action précising longer passages using a wide range of devices tobuild cohesion within and across paragraphs using further organisational andpresentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) 	

	Year 1	Year 2	Year 3/4	Year 5/6
Writing Composition			 proof-read for spelling andpunctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	 evaluate and edit by: assessing the effectiveness oftheir own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effectsand clarify meaning ensuring the consistent and correct use of tense throughouta piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

%		Year 1	Year 2	Year 3/4	Year 5/6
		Noun phrases	Expanded noun phrases	Expanded noun phrases	Expanded noun phrases
		Subordinating conjunctions (B) Co-ordinating conjunctions (BOA)	Subordinating conjunctions (WITB) Co-ordinating conjunction	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)	Subordinating conjunctions (AWHITEBUS) Co-ordinating conjunctions (FANBOYS)
sh	nar	Past and present tense are consistent	Past simple Past progressive Present simple Present progressive	Past simple Past progressive Present simple Present progressive Past perfect Present perfect	Past simple Past progressive Present simple Present progressive Past perfect Present perfect
English	Grammar		Sentence types: Statement Command Question Exclamation Adverbs	Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)	Sentence types: Statement Command Question Exclamation Adverbials (TRaMP)
				Relative clauses and relative pronouns	Relative clauses and relative pronouns Modal verbs
					Y6 Subjunctive form
		Aa!\$.	Aa!?.	Aa!?.	Aa!?.
			Inverted commas	Inverted commas	Inverted commas
			Commas to separate a list	Commas to separate a list	Commas to separate a list
English	Punctuation		Apostrophe for omission and possession.	Apostrophe for omission and possession.	Apostrophe for omission and possession.
En	Punc		Commas for fronted adverbials	Commas for fronted adverbials	Commas for fronted adverbials Commas for clarity Parentheses Dashes Brackets Commas Hyphens
					Adding detail Dashes Colons Linking Semi-colons

predictoble phroses e.g., Gould Cutt uses fair a you can? "We're page going on a peachtman." Frozen Goldone Coloring Col	Writing Outcomes – Y1							
Expected Standard: The 3 Billy producing between the standard standard is the standard standard is early standard to the product of centre of the standard of	ts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Expected Standard: The 2 Billy Goods recicled by principal or simple story with processing story with story and story with processing story with proces			<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	
The Sally Gods Gods Gods Gods Gods Gods Gods Gods								
Goat beather the beath of the printers and about a central character e.g. flow with thosic ideas sequenced and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example, flow for cotch as fair by Overland and traditional story language. Example						-	Expected Standard:	
For the strain by ordering events and seven country. Where a group and a search service strain. The Rey by Outsides of Schallands: Glodione Gos Challands: And codificant actual principles and the services strain, and the services strain and extending the search of th				•		· · · · · · · · · · · · · · · · · · ·	Write a story which includes strong characterisation e.g. good	
Pout of simple sentence structure and office structure of the structure of			•	•	•		or bad character. Use description	
Poul Goldone			The ogly bocking		•		ideas from the text The Colour	
GS CHALENCE. And additional detail pinning sentences using 'one'. Formostic Nr Fox Recount Expected Standard: Wite sentences to match Recount Share of the standard: Wite sentences to match Recount Share of the standard: Wite sentences to match Recount Share of the standard: Wind Joach Preductives or sequences of pictures. Wind Joach Preductives Wind Joach Preduct			GDS CHALLENGE:			The state of the s	Monster. Include accurate	
additional detail joining sentences using ford. Sumingha Mecount Recount Recount Recount Recount Expected Standard: Write simple instructions about something help know well. Cell or sentences with consistent use of tense (part for the sentences control of the sentences control of the sentences control of the sentences of	·				GDS CHALLENGE:		sentence punctuation.	
Seriences using fond. Recount Recount	GDS CHA	HALLENGE: Add	description.	GDS CHALLENGE:	Write own version of the story	punctuation.	-	
Expected Standard: Write synthemics to match pictures, or sequences of pictures, white synthemics of bright synthemics of the continuation of the	a addition	nal detail joining		Focus on a descriptive setting.	recounting the information in		GDS CHALLENGE:	
Frontosic MF Fox Rooid Dohl Point Po	sentence	ces using 'and'.	Instructions		sequence – then, next, after etc.		Change the character to have	
Recount Fontastic Mr Fox Road Donl J Fontastic Mr Fox	na			<u>Report</u>		·	the opposite traits to the first draft	
Specified Standard: Write sentences to motion pictures, or sequences of pictures, illustrating on event. Write sentences to motion pictures, or sequences of pictures, illustrating on event. Write sentences or write writing by recount visit to church recount or Durhom Cathedral. Do Not Mind You Writer Writing by ordering events writing or sentences with the first letter in each line specific ordinary. Writer Standard: writing ordering writing writing the process of the writing ordering writing			•		Recount		with a focus on comparative	
Color sentences Expected Standard: Clear sentences Exp How make a healthy full solid. How to catch Santa Claus Special Amsterdig facetile, Cockfield Facetile, Use or Control Footnum Cothect Countrol fo		Recount	•		From a select Changel and		and superlative adjectives.	
Wite sentences to match pictures or sequences of pictures, illustrating an event. Wind You winder with the first percent Visit to church recount Visit to church recount Visit to church recount or Durham Cathedral. OS CHALLENGE: Structure writing by ardeiing events with use of words tile fish that with the feets extended in the Poetry Dicks in Poetry Picture writing or according an expert was writing and currently experted standard: which was of words tile fish that the first letter in each time and writing and expertence. Incorporating an least three winds and to tapic, writing accurrately demancated sentences with complete the picture of the poetry of the poetry of the poetry publis. In the other word choices in the Poetry publis. Begin to read aloud their writing accurrate with complete the triple of the poetry publis. Begin to read aloud their writing accurrate with completed by the received of the poetry of the poetry of the poetry of the poetry in the poetry publis. Begin to take about improvements & edit. OS CHAILENGE: Specific Standard: Specif		ad Standard.	· ,	•	-	i ·	lu almonti a na	
Do Not N	` "			, · ·	· ·	the skinny rat.	<u>Instructions</u>	
Industrating an event, Mind You winter Mind	A1 11		,	The state of the s		Poport	Expected Standard:	
Mind You Winter Wind Jack Prelutsky e.g. School filip recount of Durham Cathedral. GDS CHALLENGE: Durbate recount or Durham Cathedral. GDS CHALLENGE: Structure wiffing by ordering events with use of words like first, next, after, when John Catheses by using the conjunction 'and'. Poetry	i	· · · · · · · · · · · · · · · · · · ·	saida. How to calcii sailia Ciaus	l ; ;		Report	Write instructions with some	
Cathedrol. Wind Jack Prefutsky Mind Jack Cathedrol. GDS CHALLENGE: Structure writing by ordering events with use of words like fish, next, after, when Join clauses by using the conjunction 'and'. Poetry The Ugly Duckling Begin to discuss what they have writing by ordered by the fish of the whole school text a Winter's Child. Ensure that his fish letter in each line spring ordering events with the ender or other using by ordering events with use of words like fish, next, after, when Join clauses by using the conjunction 'and'. Poetry The Ugly Duckling Begin to discuss what they have written with the first letter in each line spring clearly enough to be heard by the teacher. Poetry Brown Brown The Day Hard Day Begin to text a Universe ments & edit. Poetry Brown Begin to read cloud their writing clearly enough to be heard by the teacher. GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit. Scissors (poem) Allon Ahlberg Add more features of instructions. List have features of instructions. List have greater awareness of inearties to describe different caspets of described with caspets of imposition to specific adjectives. GDS CHALLENGE: Structure writing by ordering events with use or words like fish, next, after, when Join clauses by using simple description and sescorch. Include an opening sentence with the proper in uninclude in a pening sentence. Poetry Expected Standard: Begin to read cloud their writing clearly enough to be heard by the teacher. GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit. Scissors (poem) Allon Allon Allon Alloner Allon and the face of the subject with the word inside a shape poem year leave the begin to include leave and additional the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher or other pupils. Read aloud their writing clearly enough to be hear	′' ~	O .	CDS CHALLENGE:			Expected Standard:	expansion about somethingthey	
Wind Jack Prolutisky Carbiedral. GDS CHALLENGE. Structure writing by ordering events with use of words like first, next, after, when Join clauses by using the conjunction 'and'. Expected Standard: Writing and carcrastic poem that links to a given theme, e.g., winter or Christmas. Link to the whole school by the teacher. Poetry							know well including imperative	
Prefulsive Prefulsive GDS CHALLENGE: Structure writing by ordering events with use of words like first, next, affer, when Join clauses by using the conjunction 'and'. Y1/2 Cycle B The Ugly Duckling Begin to addiscuss what they have written with the leacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the leacher. The Day the Crayons Quit Drow Drow Drow Drow Drow Drow Drow Drow					• · · · · · · · · · · · · · · · · · · ·		verbs. Include accurate	
Not Now Bemard Yi /Y2 Cycle B The Ugly Duckling The Poetry Expected Standard: With use of words like first, next, after, when, Join clouses by using the conjunction 'and'. Poetry Expected Standard: Write an acrostic poem that links to given theme, e.g., winter or Christmas, Link to the whole school text a Winter's Child. Ensure that the first letter in each line spell soul a word. Anthony Brown Br	CK					,	sentence punctuation. E.g How	
Not Now Bernard In Poetry Expected Standard: Write an acrostic poem that flinks to a given theme, e.g., winter or Christmas, Link to the whole school part for mer reading and research. Include an opening sentence with the teacher or other pholis. Begin to read alloud their writing clearly enough to be heard by the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahliberg Allan Ahliberg Allan Ahliberg Anthory Brown An	OD3 CITA		Poetry	and, and a qual, and and			to grow cress How to make the	
Bernard offer, when. Join clauses by using the conjunction 'and'. Y1/12 Cycle B The Ugly Duckling Poetry The Ugly Pouckling Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their witting clearly enough to be heard by the teacher. The Day the Crayons Quilt Drew Dayward Poetry Dayward Poetry Dayward Scissors (poem) Allan Ahlberg The Ugly Duckling Brown of Scissors (poem) Allan Ahlberg The Ugly Duckling The Light Scissors (poem) Allan Ahlberg The Ugly Duckling Double A differs the whole school given themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school agiven themse, e.g. winter or Christmas. Link to the whole school and research. Include an opening sentence Expected Standard: Expected Standard: Expected Standard: Increasingly discuss what they have writer with the teacher or other pupils. Regin to raise agive themse of the object which lifts describe with the words inside each poem or report. Expected Standard: Increasingly discuss what they have writer with the teacher or other pupils. Read alloud their writing clearly enough to be heard by the teacher. Example, poem based on space. Increasingly discuss what they have writer with the teacher or other pupils. Read alloud their writing clearly enough to be heard by the teacher. Expected			<u>r oeny</u>	GDS Challenge: CHALLENGE:	CDS CHAILENCE:		perfect habitat	
The Ugly Duckling Foetry Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the ECOYONS Quit Drew Daywalt Scissors (poem) Allan Ahlberg Allan Ahlberg Time Ugly Duckling Poetry Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the factory enough to be heard by the factory enough to the	, WIII 036 (Expected Standard:	Expand sentences with		the Past		
The Ugly Duckling The Ugly Duckling The Ugly Puckling The Day the Ecroyons Quit Drew Daywalt Scissors (poem) Allan Ahlberg The Ugly Duckling The Ugly Duckling The Ugly Duckling The Ugly Duckling Septent of discuss what they have written with the teacher or other pupils. Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the feacher. Croyons Quit Drew Daywalt Scissors (poem) Allan Ahlberg The Ugly Duckling Poetry Expected Standard: Ensure that the first letter in each line spells out a word. Make sure that lines end with commas with exception to the last. Croyons Add further description within their poem through specific adjectives. In the Poetry Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layour may either be with the wards inside ashape or around the outline of the shape. Based on the world. Create a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layour may either be with the wards inside ashape or around the outline of the shape. Based on the world. Create a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layour may either be with the vards inside ashape or around the outline of the shape. Based on the world. Create a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layour may either be with the wards inside ashape or the shape. Based on the world. Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layour may either be with the words inside ashape or the shape. Based on the world. Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layour may either be with the variance of the shape. Based on the world. Expe	ditci, will	, ,		conjunction 'and' use capital			GDS CHALLENGE:	
Poetry The Ugly Duckling The Ugly Duckling The Ugly Duckling Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Cycle B Poetry Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher. GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit. Christmas. Link to the whole school new vocabulary from reading and research. Include an opening sentence spells out a word. Christmas. Link to the whole school new vocabulary from reading and research. Include an opening sentence spells out a word. Make sure that lines end with commos with exception to the last. Commos with exception to the last. Commos With exception to the last. Commos Wather's Child. Ensure that the first letter in each line spells out a word. Make sure that lines end with commos with exception to the last. Commos Wather's Child. Ensure that the first letter in each line spells out a word. Make sure that lines end with commos with exception to the last. Commos Wather's Child. Ensure that the first letter in each line spells out a word. Make sure that lines end with commos with exception to the last. Commos Wather's Child. Ensure that the first letter in each line spells out a word. Make sure that lines end with commos with exception to the last. Commos Wather's Child. Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which itis describe with the words inside ashape of a council the object which itis shape. Based on the world. GDS CHALLENGE: Begin to falk about improvements & edit. GDS CHALLENGE: Begin to falk about improvements & edit. Commos Wather's Child. Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the obj	The conju	ijonenom ana .					Expand by including more	
The Ugly Duckling Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Alllon Ahliberg The Ugly Duckling Expected Standard: Ensure that the first letter in each line spells out a word. Ensure that the first letter in each line spells out a word. Ensure that the first letter in each line spells out a word. Ensure that the first letter in each line spells out a word. Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The loyout may either be with the words inside ashape or around the outline of the eacher or other pupils. Read aloud their writing clearly enough to be heard by including a rhyme. Add further description within their poem through specific adjectives. Scissors (poem) Allon Ahliberg The Ugly Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The loyout may either be with the words inside ashape or around the outline of the shape. Based on the world. Scissors (poem) Allon Ahliberg Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it is describing. The loyout may either be with the words inside ashape or around the outline of the shape. Based on the world. Expected Standard: Create a shape poem/calligram where the poem is presented in the shape of the object which it describing. The loyout may either be with the words inside ashape or around the outline of the shape. Based on the world. Scissors (poem) Allon and the improvements & edit. Scissors (po	В		Christmas. Link to the whole school		a di a m		instructional features e.g. a list of	
The Ugly Duckling Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg The Ugly Duckling Expected Standard: Begin to discuss what they have written with the teacher or other pupils. Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher. GDS CHALLENGE: Carete a shape poem/calligram where the poem is presented in the shape of the object which its describing. The layout may either be with the words inside ashape or around the outline of the shape. Based on the world. Scissors (poem) Allan Ahlberg Discuss better word choices. GDS CHALLENGE: Discuss better word choices. Scissors (poem) Allan Ahlberg Discuss better word choices. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about improvements to their poem and start to changewords. Discuss better word choices. Talk about improvements to their poem and start to changewords. Discuss better or other powith the eacher or other be with the words inside ashape or around the outline of the shape of the object which its describing. The lays described in the shape of the object which its described in the shape of the object which its described in the shape of the object which its described in the shape of the		Poetrv			D a a loss		equipment numbered lists.	
Voices In the Park Anthony Brown The Day The Caryons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Noices In the Park Anthony Brown Begin to discuss what they have written with the teacher or other pupils. Begin to read aloud their writing clearly enough to be heard by the teacher. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the last. Make sure that lines end with commas with exception to the adoput the commas with exception to the adoput the teacher. Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Example: Write in the stepce of the object which its describing. The object which its describing. The spout was the power described as happed or around the outline of the shape. Based on the world. By Challenge: Based on the world. By Challenge: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly				opening sentence	<u>Poetry</u>	report.	Sentence structure to include	
Voices In the Park Anthony Brown Brown The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Allan Ahlberg Written with the teacher or other pupils. Written with the teacher or other pupils. Bagin to read aloud their writing clearly enough to be heard by the teacher. Wake sure that lines end with commas with exception to the lost. Bagin to read aloud their writing clearly enough to be heard by the teacher. Bagin to read aloud their writing clearly enough to be heard by the teacher. Bagin to talk about improvements & edit. Written with the teacher or other pupils. Bead aloud their writing clearly enough to be heard by their peems bersented in the shape of the object which its describing. The layout may either be with the words inside a shape or around the outline of the shape. Based on the world. Expected Standard: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Example, poem based on space. Bagin to read aloud their writing clearly enough to to be heard by their peems through specific adjectives. Bagin to read aloud their writing clearly enough to be heard by the teacher. Expected Standard: Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Example, poem based on space. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Bagin to read aloud their writing clearly enough to be heard by the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Bagin to talk about improvements to their the shape of the object which itis describing. The last the shape of the object which itis describing. The last the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Bagin to talk about improvements & edit. Bagin to talk about improvements & edit. Bagin to talk about improvements & edit. Bagin to talk	9 .		spells out a word.		Expected Standard:		commas in a list.	
the Park Anthony Brown The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Allan Ahlberg Poetry Drown						Pootry		
Anthony Brown Begin to read aloud their writing clearly enough to be heard by the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Begin to read aloud their writing clearly enough to be heard by the teacher. Begin to read aloud their writing clearly enough to be heard by the teacher. GDS CHALLENGE: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives. GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit. Scissors (poem) Allan Ahlberg Begin to read aloud their writing clearly enough to be heard by their peers and the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Example: Write in their poem through specific adjectives. Begin to read aloud their writing clearly enough to be heard by their peers and the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher. Example: Write in the style of the poem scissors, recognising words that rhyme. GDS CHALLENGE: Begin to include language devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Fixpected Standard: Increasingly discuss what they have writh the teacher or other pupils. Read aloud their writing clearly enough to be heard by their eacher increasingly discuss what they have writh the teacher or other pupils. BEXPECTED STANDARD READ AND AND AND AND AND AND AND AND AND A	'''	will the leacher of other		Pootry	l ·	roelly	Poetry	
Brown Clearly enough to be heard by the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Allan Ahlberg The Day the Allan Ahlberg The Day the Allan Ahlberg The Day the teacher. Clearly enough to be heard by the heard by the teacher. GDS CHALLENGE: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives. Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Expected Standard: Increasingly discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Example: Write in the shape. Based on the word inside ashape or around the outline of the with the words inside ashape or around the outline of the shape. Based on the word. GDS CHALLENGE: Discuss better word choices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. GDS CHALLENGE: Discuss better word choices. Talk about some improvements & edit.	D = =::= 1 = .	o read aloud their writing		i deli y		Expected Standard:	roeny	
the teacher. The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg The Day the Day the Daywalt Allan Ahlberg The Day the Crayons Quit Allenge: Scissors (poem) Allan Ahlberg The Day the Day the Daywalt Allan Ahlberg The Day the Caryons Capital Awareness of reader. The Day the teacher. GDS CHALLENGE: Awareness of reader. Extend by including a rhyme. Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives. GDS CHALLENGE: Awareness of reader. Extend by including a rhyme. Add further description within their poem through specific adjectives. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. The Day the teacher. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. The Day the teacher. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. The Day the teacher. Create describ the shape. Based on the world. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. The Day the teacher. Create describ the shape. Based on the world. GDS CHALLENGE: Discuss better world choices. Talk about improvements to their poem and start to changewords. The Day the Wolds Instead and pound the outline of the shape. Based on the world. GDS CHALLENGE: Discuss better world choices. Talk about improvements to their poem and start to changewords. The Based on the world. Create describ the teacher or other pupils. Read aloud their writing clearly enough to be heard by the teacher. Example, Poem based on space. GDS CHALLENGE: Discuss better world choices. Talk about improvements to their poem through space. The Based on the world. The Holas Transport the oulline of the shape. Based on the world. The teacher the world.			idsi.	Expected Standard:		•	Expected Standard:	
The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Scissors Allan Ahlberg The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Scissors (poem) Allan Ahlberg The Day the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Scissors (poem) Allan Ahlberg			CDS CHALLENGE:	=			Create a riddle poem that	
the Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit. GDS CHALLENGE: Discuss better word choices. Begin to talk about improvements & edit. Extend by including a rhyme. Add further description within their poem through specific adjectives. Extend by including a rhyme. Add further description within their poem through specific adjectives. Extend by including a rhyme. Add further description within their poem through specific adjectives. GDS CHALLENGE: Begin to include language devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. With a distribution of the poem scissors, recognising words that rhyme. GDS CHALLENGE: Discuss better word choices. Example: Wite in the teacher. Example: Write in the teacher. Example: Write in the teacher. Example devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Write of the poem scissors, recognising words that rhyme. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Write of the poem scissors, recognising words that rhyme. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Write of the poem scissors, recognising words that rhyme. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords.						aloud their writing clearly enough	describes a specific noun	
Crayons Quit Drew Daywalt Scissors (poem) Allan Ahlberg Discuss better word choices. Begin to talk about improvements & edit. Add further description within their poem through specific adjectives. Add further description within their poem through specific adjectives. Add further description within their poem through specific adjectives. Add further description within their poem through specific adjectives. Read aloud their writing clearly enough to be heard by the teacher. Example, poem based on space. GDS CHALLENGE: Begin to include language devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Write a third poem and start to changewords. The last reader. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. The last reader. Example: Write in the teacher. Example: Write in the style of the poem scissors, recognising words that rhyme. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords.	GDS CHA	ALLENGE:			ine shape. Based on the world.	to be heard by their peers and	through select adjectives.	
Quit Drew Daywalt Scissors (poem) Allan Ahlberg Begin to talk about improvements & edit. Begin to include language devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Try to use	Discuss b	better word choices.		Read aloud their writing clearly	GDS CHALLENGE:		The last line directly addresses the	
Drew Daywalt Scissors (poem) Allan Ahlberg Improvements & edit. adjectives. devices, such as similes. Have greater awareness of the reader and audience. devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about some improvements & edit. devices, such as similes. Have greater awareness of the reader and audience. GDS CHALLENGE: Discuss better word choices. Talk about improvements to their poem and start to changewords. Write a third poem and start to changewords.	Begin to						reader and uses a question,	
Daywalt Scissors (poem) Allan Ahlberg Scissors Allan Ahlberg Scissors Allan Ahlberg Scissors (poem) Allan Ahlberg What I and Allan Ahlberg Scissors (poem) Allan Ahlberg Ahlberg Ahlberg Scissors (poem) Allan Ahlberg Ahlberg Ahlberg Ahlberg And Allan Ahlberg And Allan Ahlberg Ahlberg And Allan And	improve	ements & edit.				recognising words that rhyme.	e.g. 'What is it?' or 'Can you guess	
Scissors (poem) Allan Ahlberg				on space.			what I could be?'	
(poem) Allan Ahlberg Discuss better word choices. Talk about some improvements & edit. Discuss better word choices. Talk about some improvements & edit. Write a third p which a Try to us				000 00000000			ODG OULLUTING	
Allan Ahlberg about some improvements & edit. poem and start to changewords. third p which of Try to us	s						GDS CHALLENGE:	
Ahlberg Which of Try to us)					·	Write a riddle in either first or	
Try to us				about some improvements & edit.		poem and start to changewords.	third person (depending on	
	g						which already used). Try to use rhyming couplets.	
Libe Colour							iny 10 036 myming coopiers.	
Monster Light and the state of								
Ann Llenas	as							

	Writing Outcomes – Y2							
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Cycle A	Narrative	<u>Narr</u> ative	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>	<u>Narrative</u>		
The 3 Billy	Expected Standard:	Expected Standard:		Expected Standard:	Expected Standard:	Expected Standard:		
Goats	Retell a 3 part story that has a	Retell a traditional tale -with	Expected Standard:	Plan and tell a story in four parts with		To plan and write a familiar story		
Gruff	key central character.	repeated events using the ruleof	Plan and tell a 3 part story based	clear use of subordination and co-	part story showing the use of a	with a range of sentence types		
Paul	Example, The Tortoise and the	three. Example: Retelling of the	on own experience with a focus	ordination. Example, Voices in the	range of sentence types and	– applying the skills of Year 2.		
Galdone	Hare.	story The Ugly Duckling.	on expanded noun phrases to	Park.	language to add detail.	Example: Use the text The Colour		
			provide detail and specification.		Example: About their own	Monster. Base the story on one		
Grandpa	GDS CHALLENGE:	GDS CHALLENGE:	Example, narrative based on a	GDS CHALLENGE:	experiences school holidays,	particular monster.		
John Burningham	Change character to opposite	Make the three events contrast by	planetarium.	Expand on the main event witha	the weekend, coming to school			
burningnam	of first draft with a focus on	using adjectives and careful		focus on use of verbs and	or linked to a topic Buddhist temple .	GDS Challenge: CHALLENGE:		
Fantastic	opposite, comparative and	choice of expanded noun	GDS Challenge: CHALLENGE:	adverbs.	iempie.	Retell the familiar story		
Mr Fox	superlative adjectives.	phrases.	Revise the way the nouns are			including some dialogue of		
Roald Dahl			expanded e.g. Adjectives after	Recount	GDS CHALLENGE:	some dialogue		
I Rodia Bain		<u>Instructions</u>	the noun, before the noun and	<u>Kecooni</u>	Expand on the language by	experimenting with speech		
I Do Not	Non-Chronological Report		use of additional information.	Expected Standard:	introducing simple figurative	punctuation.		
Mind You		Expected Standard:		Write a narrative recount in role.	language and more			
Winter	Expected Standard:	Write instructions with some	Recount		adventurous vocabulary.	<u>Persuasion</u>		
Wind Jack	Use information from research to	expansion about something they		Write about a real experience,	Non Chronological Depart			
Prelutsky	group and assemble information	know well including imperative	Expected Standard:	Example: based on the trip to the	Non-Chronological Report	Expected Standard:		
	into a short non-chronological	verbs and precise language	Write a simple first person recount		Expected Standard:	Use simple persuasive language		
Not Now	report. E.g. Durham Cathedral, St	choices, commandsand	linked to topic or personal	Botanic gardens.	Use the language and structural	to write a persuasion based on a		
Bernard	Cuthbert	negatives commands.	experience maintaining past	GDS CHALLENGE:	features in a specific form e.g.	fictional book e.g. in the form of		
		e.g How to make a healthy fruit	tense and consistent use of first	Change the form of the recount	leaflet about how holidays have	a letter to a character in a		
Y1/Y2	GDS CHALLENGE:	salad. How to catch Santa Claus.	person. Complete as a post	e.g. diary or letter considering how	changed from in the past to now.	book. Children write a letter to		
Cycle B	Expand on the information using		card or an email. E.g Write a	language and vocabulary		one of the colourful monsters to		
The Halv	subordination, co-ordination,	GDS CHALLENGE:	postcard after a walk around Cockfield Postcard from Space		GDS CHALLENGE:	persuade them to change the		
The Ugly Duckling	expanded noun phrases to	Extend and clarify instructions	Cockileia Posicara Irom space		Change the form of the report	way they are thinking and feeling.		
Docking	describe and specify.	using expanded nouns,			from a leaflet to a page in a	reemig.		
Voices In		subordination and co-	GDS CHALLENGE:	*1 000 000 000 due to VC1 CATe	non-fiction book or letter to	GDS Challenge: CHALLENGE:		
the Park	Poetry	ordination to specify and add	Write same recount as a third	*Less genres due to K\$1 SATs	inform.	Expand on information using		
Anthony		detail.	person recount.			emotive language to create a		
Brown	Expected Standard:					persuasive leaflet		
	Create a diamante poem.	Francisco esti e e	<u>Persuasion</u>			·		
The Day	Complete structure:	Explanation						
the	Line structure is as follows:	Expected Standard:	Expected Standard:		<u>Poetry</u>			
Crayons	Line 1: Beginning subject	Write a series of extended	Write a simple persuasive piece					
Quit	Line 2: Two adjectives about line 1Line	sentences, organised appropriately			Expected Standard:			
Drew	3: Three verbs or words	for a specific formto explain a	interest or a fictional book.		Create a free verse poem			
Daywalt	ending '-ing' about line 1	process. Example: Linking to	Example: Why should you fly a		about a chosen subject.			
6 - :	Line 4:A short phrase about line 1,	instruction writing of how to catch	rocket to space? Why should you		Choose own purpose and			
Scissors	a short phrase about line 7	Santa Claus.	visit a planetarium or Cockfield?		audience. Use increasing			
(poem) Allan	Line 5:Three verbs or words ending		Information poster.		precise range of adjectives and			
Ahlberg	'- ing' about line 7				verbs with correct poetry punctuation. Example: about			
VIIDEIA	Line 6: Two adjectives about line	GDS CHALLENGE:	GDS CHALLENGE:		holidays.			
The Colour	7 Line	Write a new explanation text	Change a simple persuasive		nondays.			
Monster	7: End subject.	where relevant items are	piece based on research, a		GDS CHALLENGE:			
Ann Llenas	GDS CHALLENGE:	grouped together and enough	topic of interest or a fictional		Change the purpose of the			
2.01100		1 9. 30pos rogonior and onlongin	propie of interest of a fictional		gg porposo or mo	1		

Use increasingly precise adjectives and verbs.	details are included.	book into a persuasive letter.	poem: to make someone laugh, to scare, to entertain, to	
adjeenves and veres.			describe.	

	Writing Outcomes – Y3							
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative		
Charlotte's Web E.B. White The Butterfly Lion Michael Morpurgo	Expected Standard: To write a story in four parts, in the first person, with a definite ending. GDS Challenge:: Change into a third person story. Recount	Expected Standard: To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included with punctuation. Eg Animal challenge story in the style of Fantastic Mr Fox GDS CHALLENGE	Expected Standard: Re-tell or write their own story varying voice and intonation tocreate a specific effect in the audience and sustain interest. GDS CHALLENGE Include dialogue to set the scene and present characters.	Expected Standard: To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward. GDS CHALLENGE Revise one section of the story	Expected Standard: Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time. GDS CHALLENGE Include detailed description of setting and time by using	Expected Standard: Write a story where dialogue is the drive to move the story on. GDS Challenge:: Revise the dialogue to provide strong characterisation. Persuasion		
The Witches Roald Dahl The Iron Man Ted Hughes	Expected Standard: Write a recount in a specific form of an event in chronological order, expressingtime, place and cause using conjunctions, adverbs and prepositions,	Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrases.	Develop writing with a clear sense of purpose and intendedeffect on the reader. Non-Chronological Report	i.e. "problem". Use words and phrases to capture the readers' interest and imagination and select verbs carefully to describe actions, thoughts and feelings.	expanded noun phrases to give precise detail. Instructions	Expected Standard: Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the		
Topsy Turvy World(poem) William Brightly Rands Cycle B	GDS CHALLENGE Write same event in a different form e.g. as a story or a diary. Poetry	Explanation Expected Standard: Write a series of extended sentences, organised appropriately for a specific formto explain a process, ensuring	Expected Standard: Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. Complete as an information leaflet.	Non-Chronological Report Expected Standard: Write a non-chronological report about a subject researched in a specific form	Expected Standard: Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience.	reader. GDS Challenge:: Change the viewpoint of the author, selecting vocabulary appropriately.		
Mary Poppins P.L. Travers The Fire Maker's Daughter Phillip Pullman	Expected Standard: Create a clerihew, four lines in length including rhyming couplets (AABB). Ensure the subject of the poem is a character named on one of thelines. Focus on comic language.E.g.	relevant items are grouped together and enough details are included. Eg Electricity, How has electricity changed the way we live? Banksy GDS CHALLENGE	GDS CHALLENGE Change the form of the non- chronological report so there isa change in structure and language features e.g. magazine article.	GDS CHALLENGE Compare the subject in the leaflet to another similar subject using language of comparison and contrast.	GDS Challenge:: Explore a range of organisational devices and useto transform the instructions, evaluating the effectiveness. Explanation	Recount Expected Standard: Write a recount in the 1st person with a clear audience and form e.g. an eye witness report basedon a book read.		
Toys Go Out Emily Jenkins Revolting Rhymes	Mr Smith wears a wig, But for his head it's rather big. In windy weather he was careless. Now Mr Smith's head is hairless. GDS CHALLENGE Vary the rhyme scheme to	Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience Play Script Expected Standard:	Instructions Expected Standard: Write multistep instructions witha clear audience and for a given purpose ensuring that they can	Letter Expected Standard: Create an informal letter tellinga loved one of a recent event using a character from a story as the basis for this.	Expected Standard: Write extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant itemsare grouped together and enough details are included.	GDS Challenge: Make a change to the audience or form and chose what text and language features to use.		
Roald Dahl Something Told the Wild Geese (poem)	either ABCB or ABAB.	To write a play script including correct layout, narrator, cast, standard and non-standard English and punctuation for effect. GDS CHALLENGE Transform writing in to a short four part story, incorporating some appropriate play script conversation as dialogue.	be followed.	GDS CHALLENGE Transform the letter in to a diary from	Focus on formal style.			

	Writing Outcomes – Y4								
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative			
Charlotte's Web	Expected Standard:	Expected Standard:	Expected Standard:	Expected Standard:	Expected Standard:	Expected Standard:			
	To plan and write their own	Plan and write a complete story	Plan a complete story focussed	Plan and write a longer story	Write in role as a character froma	Plan and write a story with a			
E.B. White	version of a familiar story with a	by identifying stages in the telling;	on organisational devices e.g.	including details of setting using	story.	strong central character using			
The Butterfly Lion	focus on varied and rich	introduction, build-up, climax or	times of day, repeated words	figurative language to evoke	000 01 11	"show not tell" techniques to			
Michael Morpurgo	vocabulary and a range of sentence structures	conflict, resolution.	and phrases, adverbial phrases and use of pronouns.	mood and atmosphere.	GDS Challenge:: Change the narrative voice or	provide information to the reader about that character.			
	semence shocholes	GDS Challenge::	and use of promouns.	GDS Challenge::	write from two perspectives.	reader about mai character.			
	GDS Challenge::	Focus on the conflict stage.	GDS Challenge::	Transform the narrative througha	wille nontrive perspectives.	GDS Challenge::			
The Witches Roald	Add character descriptions	Extend the range of sentences	Experiment with using different	change in atmosphere, varying	Recount	Develop additional characters			
Dahl	designed to provoke sympathyor	with more than one clause by	organisational devices with	the vocabulary to support it.		and add detail to settings using			
	dislike in the reader.	using a wider range of	some attempt to link		Expected Standard:	adjectives and figurative			
The Iron Man Ted	Do o o const	conjunctions. Use sentence type	paragraphs together.	Non-Chronological Report	Write a recount in the form of a	language to evoke time, place			
Hughes	Recount	and length to create tension and impact on the reader.	Instructions	Expected Standard:	newspaper report. Use direct quotes, linking paragraphs	and mood.			
	Expected Standard:	and impact on the reader.	IIISIIOCIIOIIS	Write a report with a clear	together appropriately.	Non-Chronological Report			
	Write a recount in the 1st person	Persuasion	Expected Standard:	audience and specific form,		Non Gironological Report			
Topsy Turvy	with a clear audience and form		Following a practical	e.g. magazine article.	GDS Challenge::	Expected Standard:			
World(poem) William Brightly		Expected Standard:	experience, children should write		Same recount in a different	Write a comparative report based			
Rands		Write an advertisement	instructions for a given purpose	GDS Challenge::	form and style e.g. Recount	on their own notes takenfrom			
	GDS Challenge::	focussing on how information should be best presented. Use	and audience. Ensure precise inclusion of imperatives.	Explore and manage the shifts between past and present	events as a diary.	several sources.			
Cycle B	Make a change to the person itis	exaggerated claims, tactics for	inclusion of imperatives.	within the report and transformby	Poetry	GDS Challenge::			
Mary Poppins P.L.	written in, the audience or form	grabbing attention and a range	GDS Challenge::	changing the form, style or	100117	Turn the report into a clear form			
Travers	and chose what text and	of linguistic devices.	Adapt to different audience	audience,	Expected Standard:	with a different audience e.g.			
The Fire Maker's	language features to use.		and for different purpose.		Create a kenning poem with	fact file, webpage, entry into			
Daughter Phillip	Instructions	GDS Challenge::	Include more refined	Letter	precise adjective choices to	non-fiction book.			
Pullman		Change the advert into a different form e.g. TV advert	imperatives, adverbs for clarity and diagrams to support.		describe an object of a sustained length.				
	Expected Standard:	changing organisational devises,	and diagrams to support.	Expected Standard: Write an informal letter from one					
Toys Go Out	Following a practical	use of vocabulary andlinguistic	Persuasion	key character to another.	GDS Challenge::				
	experience, children should write instructions for a given	devices.		Rey character to attention.	Use of language devices such				
Emily Jenkins	purpose and audience.		Expected Standard:	GDS Challenge::	as metaphors and similes.				
		Explanation	Present a point of view in the	Write in advanced style of	Consider the order of the				
Dayalting Phymas	GDS Challenge::	Expected Standard:	form of a letter linking points	another character adapting	kennings for impact on the reader.				
Revolting Rhymes	Adapt instructions by using	Write an explanation in an	persuasively and selecting style and vocabulary appropriate to	their speech and mannerisms	redder.				
Roald Dahl	precise imperatives and	impersonal style adopting the	the reader.	through writing, e.g. BFG speech, stammers, nervous habits.					
	changing audience.	use of language and grammar	ine reader.	Statilities, fiervoos fiablis.					
		for the form and audience.	GDS Challenge::						
Something Told the Wild Geese		CDS Challanger	Change the formality of the letter:						
(poem)		GDS Challenge::	formal audience, i.e. police,						
W · · · /		Write same explanation in an informal style noting change of	head teacher, politician, council						
		audience and form to suit this text.	etc.						
	1				•				

	Writing Outcomes – Y5							
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative		
The Secret Garden	Expected Standard: Write a five-part story using language to evoke mood and	Expected Standard: Plan and tell a story demonstrating awareness of	Expected Standard: Write in the style of a particular author, organised into chapters,	Expected Standard: Plan and tell a story to explore narrative viewpoint e.g. retell a familiar story from the point of	Expected Standard: Plan and write a non – linear story e.g. Flashbacks, parallel narrators.	Expected Standard: Plan and write a story with a clear narrative voice. Use dialogue to		
Frances Hodgson Burnett	atmosphere and develop characterisation, complete as a Viking legend.	audience by using techniques such as recap, repetition,	extend ways to link paragraphs using adverbs and adverbial phrases.	view of another character.	Experiment with different formalities for differentshifts.	build character andmove the action forward.		
A Christmas Carol		humour or suspense. Use a digital narrative.	GDS Challenge:	GDS Challenge: Change the story to show	GDS Challenge: Use the non-linear structure to	GDS Challenge: Add an additional narrative		
Charles Dickens	Change the atmosphere of the story with a focus on how	GDS Challenge:	Adapt the story for a different audience aiming for consistencyin	parallel narrators where events are portrayed simultaneously.	show changes in atmosphere and mood.	voice demonstrating a change in formality.		
Wonder RJ Palacio	language choices, sentence structure and grammar will	Change the story to focus on a different technique looking at	character and style	Procedural Text	Discussion	Explanation		
	change to change the atmosphere.	how the language choice changes, i.e. change to suspense, sci-fi or mystery etc.		Expected Standard: Write a linear procedural text	Expected Standard:	Expected Standard:		
Harry Potter JK Rowling	Recount	Non-Chronological Reports	Expected Standard: Adapt a piece of persuasive writing for different audiences,	with a wide range of presentational and organisational	Plan, compose, edit and refine a balanced discussion ; presenting two sides of an	Plan, compose, edit and refine an explanation text ; focussing on clarity, conciseness and		
Jabberwocky	Expected Standard: Practise writing a recount with a	Expected Standard: Plan, compose, edit and refine	shifting levels of formality acrossthe pieces e.g. an informal speech followed by a formal speech on	devices, carefullyselecting vocabulary for clarity.	argument. Use words and phrases that support the overall viewpoints of the	impersonal style. GDS Challenge:		
Lewis Carroll	specific form and audience witha word limit so that pupils are forced	a non- chronological comparative report focusing on	the same subject.	GDS Challenge: Change to a non-linear	discussion.	Transform the explanation or part of the explanation to a		
Cycle B	to consider the precise level of formality required.	clarity and conciseness. Ensure features of a specific form are	GDS Challenge: Transform the piece into a	structure with choices for the reader to refer to different	GDS Challenge: Combine the discussion text with	mixture of styles based on multiple audiences.		
The Highwayman	Complete as a newspaper report.	applied and language and grammatical features are used	persuasive letter with the shifts of formality embedded within it by	sections. Interweave the use of diagrams	another text type with a clear audience and form.	Non-fiction (choice)		
Alfred Noyes	GDS Challenge::	appropriately for a specific audience, e.g. a magazine	focussing on use of vocabulary or adding quotes or references.	and illustrations to show shifts in formality, Independently choose to	Non-fiction (choice)	Present information or recount		
The Clockwork Sparrow	Write the same recount for two or three audiences, appealing to	spread. GDS Challenge:	Factual Writing	use apt structural, vocabularyand grammar choices based onthe	Present information or recount information in any way they	information in any way they choose, demonstrating appropriate language		
Katherine Woodfine	each one through managed shifts of formality, i.e. tabloid, broadsheet, online news article, older audience or younger.	Consider how another genre can be placed within the text with a shift of formality e.g.	Expected Standard: Use formal and technical language to create a	form and audience. Recount	choose, demonstrating appropriate language choices and structural features.	choices and structural features.		
The Pebble in my Pocket	Non-fiction (choice)	instructions or explanation embedded within the report.	biography on a chosen historical figure. Use a range of presentational devices to	Expected Standard: Practise writing a recount in the style of a blog so that pupils are				
Meredith Hooper	information in any way they	Letter	appeal to a specific audience, e.g. Henry VIII.	forced to consider the precise level of formality required.				
Skellig	choose, demonstrating appropriate language choices and structural features.	Expected Standard: Write an informal letter from onekey	Transform to GDS CHALLENGE	GDS Challenge:: Write the same recount over aseries				
David Almond	and shocioral realities.	character to another. GDS Challenge:: Write in advanced style of	Transform biography in to online factual article for a younger audience.	of Iweets .				
A Monster Calls		another character adapting their speech and mannerisms						
Patrick Ness		through writing, e.g. BFG speech, stammers, nervous habits.						

Writing Outcomes – Y6							
Books	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Cycle A	Narrative	Narrative	Narrative	Narrative	Narrative	Narrative	
The Secret Garden Frances Hodgson Burnett A Christmas Carol Charles Dickens Wonder RJ Palacio Harry Potter JK Rowling	Expected Standard: Write a five-part story using language to evoke mood and atmosphere and develop characterisation. GDS Challenge:: Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.	Expected Standard: Plan and write a story witha very distinct atmosphere – eg. suspense, panic, humour GDS Challenge: Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the	Expected Standard: Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwardsand forwards in time. GDS Challenge: Independently use a non-linear structure to show control of formality for different shifts of time.	Expected Standard: Plan and write a story with two narrators to tell the storyfrom different perspectives. GDS Challenge: Independently change the formality of the two narratorsso that they contrast. Discussion Expected Standard:	Expected Standard: Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere. GDS Challenge: Independently include dialogue to show shifts of formality; develop character and move the action	Expected Standard: Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader. GDS Challenge: Write own story that they have always wanted to write! Non-fiction (choice) Present information or recount information in any way they	
	Recount	atmosphere.	Persuasion	Expected Standard: Write a discussion text in a	forward.	choose, demonstrating appropriatelanguage	
Jabberwocky Lewis Carroll Cycle B The Highwayman Alfred Noyes The Clockwork Sparrow Katherine Woodfine The Pebble in my Pocket Meredith Hooper Skellig David Almond A Monster Calls Patrick Ness	Expected Standard: Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. GDS Challenge:: Write the same recount for two or three audiences, appealing to each one through managed shifts of formality	Non-Chronological report Expected Standard: Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required e.g. web page. GDS Challenge: Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.	Expected Standard: Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. GDS Challenge: Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal featuresand an informal speech withformal features.	specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. GDS Challenge: Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality.	Expected Standard: Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. GDS Challenge: Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news.	appropriatelanguage choices and structural features.	