

The Whitchurch CE Federation

The Independent Me

Subject Overview Writing

Year Group	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
	Transcription Composition presentation	Transcription Composition Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation
1	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills
	Combine words to make sentences Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Join words using and Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronouns) Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	Join words and clauses using and Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Join words and clauses using and Add suffixes to verbs where no change is needed to the root Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Join words and clauses using and Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Join words and clauses using and Use simple description Sequence sentences to form short narratives (link ideas or events by pronoun) Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

<p>Mastery Skills</p> <p>Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify</p> <p>Plan or say out loud what is going to be written about</p> <p>Use punctuation correctly - full stops, capital letters</p>	<p>Mastery Skills</p> <p>Use co-ordination (but, or) Add -ly to turn adjectives into adverbs</p> <p>Write for different purposes</p> <p>Use commas to separate items in a list</p>	<p>Mastery Skills</p> <p>Write sentences with different forms: statement, question, exclamation, command Use subordination (apply because, introduce when) Use present and past tenses correctly and consistently (some progressive)</p> <p>Read aloud with intonation</p> <p>Use punctuation correctly - exclamation marks, question marks</p>	<p>Mastery Skills</p> <p>Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply because, when; introduce that</p> <p>Write down ideas, key words, new vocabulary</p> <p>Use punctuation correctly - apostrophes for the possessive (singular</p>	<p>Mastery Skills</p> <p>Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones</p> <p>Write down ideas, key words, new vocabulary</p> <p>Use punctuation correctly – apostrophes for contracted forms</p>	<p>Mastery Skills</p> <p>Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful)</p> <p>Make simple additions, revisions and corrections</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>
<p>Breadth Core text: Troll Swap by Leigh Hodgkinson Writing outcome Fiction – Story with character focus To write a story based upon the model text using the pupils' ideas for characters Greater depth: To write a story about any two contrasting</p>	<p>Breadth Core text: The Owl who was afraid of the dark by Jill Tomlinson Writing outcome Non-chronological report To write a fact sheet about owls using information gathered from the text focus Greater depth: To have greater</p>	<p>Breadth Core text: Dragon Machine by Helen Ward Writing outcome Fiction – Story with adventure focus To write a story based upon the model text using own ideas for a change of character and machine Greater depth: To write the story in first</p>	<p>Breadth Core text: Major Glad, Major Dizzy by Jan Oke Writing outcome Recount - Diary writing To write a recount of historical events from the text from Major Glad's point of view Greater depth: Include in the diary how Major Dizzy felt. What did Major Glad</p>	<p>Breadth Core text: The Last Wolf by Mini Grey Writing outcome Letter To write a letter in role persuading characters to save the trees Greater depth: To write a letter as themselves persuading local people to save the trees</p>	<p>Breadth Core text: Grandad's Secret Giant by David Litchfield Writing outcome Fiction – Story with character focus To write own version of the story with a focus on morals and acceptance of others Greater depth: To write own version of</p>

<p>characters who swap places</p> <p>Pathways to read: Troll by Julia Donaldson The Three Billy Goats Gruff by Mara Alperin</p> <p>Mastery focus: Genre – Fiction: fantasy, Fiction: fairy-tale</p>	<p>choice in how to represent the information for example, in the choice of layout and sub-headings used</p> <p>Pathways to read: Above and Below by Patricia Hegarty</p> <p>Mastery focus: Genre – Information</p>	<p>person from new character's point of view to allow for description of emotions and viewpoint throughout the story</p> <p>Pathways to read: The Dragon sitter by Josh Lacey, Real Dragons! by Jennifer Szymanski (National Geographic Kids series)</p> <p>Mastery focus:</p>	<p>notice about him?</p> <p>Pathways to read: Owen and the Soldier by Lisa Thompson The Steadfast Tin Soldier (free online version)</p> <p>Mastery focus: Genre – Fiction: story with a familiar setting</p>	<p>Pathways to read: Fantastic Mr Fox by Roald Dahl</p> <p>Mastery focus: Genre – Fiction: adventure</p>	<p>the story including the point of view of the giant character</p> <p>Pathways to read: Grimm's Fairy tales (Usborne Books)</p> <p>Mastery focus: Genre – Fiction: fairy-tale</p>
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3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation
Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills
Group related ideas into paragraphs Build a varied and rich vocabulary Use prepositions to express time, place and cause	Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant In narratives, create	Form nouns with a range of prefixes Use present and past tenses correctly and consistently including progressive and present perfect forms Use inverted commas	Use adverbs to express time, place and cause Build an increasing range of sentence structures Use headings and subheadings to aid	Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause	Build an increasing range of sentence structures In non-narrative material, use simple organisational devices including headings and sub-headings to	

<p>Introduce inverted commas to punctuate direct speech (one session)</p>	<p>characters, settings and plot</p> <p>Use inverted commas to punctuate direct speech</p>	<p>to punctuate direct speech (using dialogue to show relationship between characters)</p> <p>Build a varied and rich vocabulary</p>	<p>presentation</p> <p>Assess the effectiveness of own and others' writing</p>	<p>(demonstrating some awareness of purpose through selection of relevant content)</p> <p>Group related ideas into paragraphs</p> <p>Use a or an according to whether the next word begins with a noun or a consonant</p>	<p>aid presentation</p> <p>Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)</p>
<p>Breadth</p> <p>Core text:</p> <p>Seal Surfer by Michael Foreman</p> <p>Shared Reading:</p> <p>The Magpie Song - Laurence Anholt</p> <p>The Dancing Bear - Michael Morpurgo</p> <p>Writing Outcome:</p> <p>Recount - Letter writing</p> <p>To write a letter from the boy to his grandfather telling him about the events he has missed</p> <p>Greater depth writing outcome:</p> <p>To write a letter from Grandad in response</p>	<p>Breadth</p> <p>Core text Winter's Child by Angela McAllister</p> <p>Shared Reading:</p> <p>The Ice Palace by Robert Swindells</p> <p>Writing outcome:</p> <p>Recount – letter writing</p> <p>To write a fantasy story based on a fable</p> <p>Greater depth writing outcome:</p> <p>To write from a different point of view</p> <p>Pathways to Read:</p> <p>Ice Palace by Robert Swindells</p>	<p>Breadth</p> <p>Core text</p> <p>Stone Age Boy by Satoshi Kitamura</p> <p>Shared Reading:</p> <p>The Iron Man by Ted Hughes</p> <p>Writing outcome:</p> <p>Outcome: Fiction - Historical narrative</p> <p>Write the story from the point of view of the boy</p> <p>Greater depth writing outcome:</p> <p>Write from the point of view of Om or one of her family members</p> <p>Pathways to Read:</p>	<p>Breadth</p> <p>Core text:</p> <p>Big Blue Whale by Nicola Davies</p> <p>Shared Reading:</p> <p>This morning I met a whale by Michael Morpurgo</p> <p>Writing outcome:</p> <p>Non-fiction – Information</p> <p>Write an informative article about whales persuading for the protection of the blue whale</p> <p>Greater depth writing outcome:</p> <p>Include a fact file about other</p>	<p>Breadth</p> <p>Core text:</p> <p>Journey by Aaron Becker</p> <p>Shared Reading:</p> <p>Tilly Mint Tales by Berlie Doherty</p> <p>Writing Outcome:</p> <p>Narrative - Adventure story</p> <p>Write an adventure story based on Journey using the language of Berlie Doherty</p> <p>Greater depth writing outcome:</p> <p>Include a new setting route to lead from one place to another</p>	<p>Core text:</p> <p>Zeraffa Giraffa by Dianne Hofmeyr</p> <p>Shared Reading:</p> <p>The White Fox by Jackie Morris</p> <p>Writing Outcome:</p> <p>Non-fiction - Persuasive writing</p> <p>Plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</p> <p>Greater depth writing outcome:</p> <p>To write the guide as above including a section of a researched Paris</p>

	<p>to one of his grandson's letters</p> <p>Pathways to Read:</p> <p>The Sea Book by Charlotte Milner</p> <p>Mastery focus:</p> <p>Identify themes and conventions in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Mastery focus:</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>The Iron Man by Ted Hughes</p> <p>The Iron Giant (film 1999)</p> <p>Mastery focus:</p> <p>Identify themes and conventions in a wide range of books</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>endangered sea creatures</p> <p>Pathways to Read:</p> <p>This Morning I Met a Whale by Michael Morpurgo</p> <p>Why Would Anyone Hunt a Whale? by the Literacy Company</p> <p>Mastery focus:</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Pathways to Read:</p> <p>Usborne Illustrated Atlas of Britain and Ireland by Struan Reid</p> <p>Up (film clip, Disney)</p> <p>Mastery focus:</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>landmark</p> <p>Pathways to Read:</p> <p>Egyptian Cinderella by Shirley Climo</p> <p>Wonderful Things by The Literacy Company</p> <p>Mastery focus:</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Identify main ideas drawn from more than one paragraph and summarise</p> <p>Retrieve and record information from non-fiction</p>
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation
	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills
	Expand noun phrases	Use Standard English	Variety of verb forms	Expand noun phrases	Build a varied and rich	Build a rich and varied

	<p>by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use fronted adverbials Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</p> <p>Use commas after fronted adverbials</p>	<p>forms for verb inflections</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Recognise the difference between plural and possessive 's'</p> <p>Build a varied and rich vocabulary</p>	<p>used correctly and consistently including the progressive and the present perfect forms</p> <p>Use Standard English for verb inflections Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)</p> <p>Use and punctuate direct speech (using dialogue to show the relationship between character</p>	<p>by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use and punctuate direct speech</p> <p>Use commas after fronted adverbial</p>	<p>vocabulary</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use paragraphs to organise information and ideas around a theme</p> <p>Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</p> <p>Recognise the grammatical difference between plural and possessive '</p>	<p>vocabulary and an increasing range of sentence structures</p> <p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</p> <p>Use paragraphs to organise information and ideas around a theme</p>
	<p>Breadth</p> <p>Core text:</p> <p>Gorilla by Anthony Browne</p> <p>Shared reading:</p> <p>The One and Only Ivan by Katherine Applegate</p> <p>Writing outcome:</p> <p>Fiction - Fantasy</p>	<p>Breadth</p> <p>Core text:</p> <p>Leon and the Place Between by Graham Baker-Smith</p> <p>Shared reading:</p> <p>The Nowhere Emporium by Ross Makenzie</p> <p>Writing outcome:</p>	<p>Core Text:</p> <p>Escape from Pompeii by Christina Balit</p> <p>Shared reading:</p> <p>Pompeii: A Roman Girl's Diary by Sue Reid</p> <p>Writing outcome:</p> <p>Fiction - Historical narrative from character's point of view</p>	<p>Breadth</p> <p>Core Text:</p> <p>When the Giant Stirred by Celia Godkin</p> <p>Shared reading:</p> <p>Journey to the Centre of the Earth by Jules Verne</p> <p>Writing outcome: To write their own version of 'When the Giant</p>	<p>Core Text:</p> <p>Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Dr Jen Green</p> <p>Shared reading:</p> <p>The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys</p>	<p>Core Text:</p> <p>Blue John - Berlie Doherty</p> <p>Shared reading:</p> <p>Clockwork Phillip Pullman</p> <p>Writing outcome: Write a letter in role as an expert containing an explanation about cave formation</p>

	<p>To write a narrative based on the story of 'Gorilla'</p> <p>Greater depth writing outcome:</p> <p>To write the narrative from dad's viewpoint and include some speech.</p> <p>Pathways to Read:</p> <p>A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister</p> <p>Mastery focus:</p> <p>Ask questions to improve understanding</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Recount – Diary writing</p> <p>To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy</p> <p>Greater depth writing outcome:</p> <p>To write a diary from a different point of view. Pupils write the diary as above from the point of view of the boy in 'the place</p> <p>Pathways to Read:</p> <p>The Train to Impossible Places by P.G. Bell</p> <p>Mastery focus</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify main ideas</p>	<p>Write the story from the point of view of one of the children</p> <p>Greater depth writing outcome: Write from the point of view of the captain</p> <p>Pathways to Read:</p> <p>DK Find out! Volcanoes by Maria Gill</p> <p>Mastery focus:</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p>	<p>Stirred' in the first person from the point of view of the boy in the story</p> <p>Greater depth writing outcome: To write the story from the mountain God's point of view</p> <p>Pathways to Read:</p> <p>Ariki and the Island of Wonders by Nicola Davies</p> <p>Mastery focus:</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>Writing outcome: To make a zoo information board for a rainforest exhibit</p> <p>Greater depth writing outcome: Include an interactive element such as a voiceover for a short video</p> <p>Pathways to Read:</p> <p>Fantastically Great Women Who Saved the Planet by Kate Pankhurst</p> <p>Plastic Pollution by The Literacy Company</p> <p>Mastery focus:</p> <p>Identify themes and conventions in a wide range of books</p> <p>Identify main ideas drawn from more than one paragraph and summarise Identify how language, structure and presentation contribute to meaning</p>	<p>Greater depth writing outcome: Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p> <p>Pathways to Read:</p> <p>A Myth-Hunter's Travel Guide by The Literacy Company</p> <p>Mastery focus:</p> <p>Use dictionaries to check the meaning of words that they have read</p> <p>Ask questions to improve understanding</p> <p>Retrieve and record information from non-fiction</p>
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		drawn from more than one paragraph and summarise				
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5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Concepts Transcription Composition Analysis & Presentation	Key Concepts Transcription Composition Analysis & Presentation	Key Concepts Transcription Composition Analysis & Presentation	Key Concepts Transcription Composition Analysis & Presentation	Key Concepts Transcription Composition Analysis & Presentation	Key Concepts Transcription Composition Analysis & Presentation
	Mastery Skills Identify the audience for and purpose of writing Organise paragraphs around a theme with a focus on more complex narrative structures Use commas after fronted adverbials	Mastery Skills Use expanded noun phrases to convey complicated information concisely Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	Mastery Skills Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Link ideas across	Mastery Skills Variety of verb forms used correctly and consistently Use commas to clarify meaning or avoid ambiguity in writing Link ideas across paragraphs using adverbials and tense choices	Mastery Skills Use modal verbs to indicate degrees of possibility Use devices to build cohesion within a paragraph Choose the appropriate register Use brackets, dashes or commas to indicate parenthesis (recap)	Mastery Skills Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Adverbs to indicate degrees of possibility Use a wider range of devices to build cohesion across

	Use commas to clarify meaning or avoid ambiguity in writing	Use of inverted commas and other punctuation to punctuate direct speech	paragraphs using adverbials Use commas to clarify meaning and avoid ambiguity in writing	Use brackets, dashes or commas to indicate parenthesis	Enhance meaning through selecting appropriate grammar and vocab	paragraphs Link ideas using tense choices
	<p>Breadth</p> <p>Core text:</p> <p>Queen of the Falls by Chris Van Allsburg</p> <p>Shared Reading texts:</p> <p>The boy who swam with piranhas by David Almond</p> <p>Writing outcome:</p> <p>Recount writing</p> <p>To write a series of diaries about significant events in Annie Edson Taylor's life</p> <p>Greater depth writing outcome:</p> <p>To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters e.g. Frank Russell or Fred</p>	<p>Breadth</p> <p>Core text:</p> <p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Shared Reading texts:Jinnie Ghost by Jane Ray and Berlie Doherty</p> <p>Hansel and Gretel by Neil Gaiman</p> <p>Writing outcome:</p> <p>Fiction – Traditional Tale</p> <p>To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</p> <p>Greater depth writing outcome:</p>	<p>Breadth</p> <p>Core text: Arthur and the Golden Rope by Joe Todd-Stanton</p> <p>To write a myth: to create characters (heroes, villains and monsters) and settings</p> <p>Greater depth writing outcome:</p> <p>To write a myth from a different character's point of view</p> <p>Linked text:</p> <p>Myths of the Norsemen by Roger Lancelyn Green</p> <p>Pathways to Read:</p> <p>Odd and the Frost Giants by Neil Gaiman</p> <p>Mastery focus:</p> <p>Make comparisons within and across books</p>	<p>Breadth</p> <p>Core text: The Darkest Dark by Chris Hadfield</p> <p>Writing outcome: To write a formal biography about Chris Hadfield</p> <p>Greater depth writing outcome:</p> <p>To write a formal biography about Chris Hadfield including an extra section in informal first person</p> <p>Linked text:</p> <p>Cosmic by Frank Cottrell-Boyce</p> <p>Pathways to Read:</p> <p>Exploring Space by The Literacy Company</p> <p>Planet Unknown by Shawn Wang (film)</p> <p>Mastery Focus:</p> <p>Summarise main ideas</p>	<p>Breadth</p> <p>Core text: The Paperbag Prince by Colin Thompson</p> <p>Writing outcome: To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)</p> <p>Greater depth writing outcome: To write an oral presentation for a TV or online broadcast (vlog) as an expert</p> <p>Linked text:</p> <p>The Last Wild by Piers Torday</p> <p>Pathways to Read:</p> <p>The Last Wild by Piers Torday</p> <p>Mastery focus:</p> <p>Evaluate authors' language choice, including figurative</p>	<p>Breadth</p> <p>Core text: The Hunter by Paul Garaghty</p> <p>Outcome: Fiction – Adventure story Writing outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting</p> <p>Greater depth writing outcome: To re-tell the story from the animal's point of view</p> <p>Linked text: The Child's Elephant by Rachel Campbell-Johnston</p> <p>Pathways to Read:</p> <p>African Tales: A Barefoot Collection by Gcina Mthlophe and Rachel Griffin</p> <p>Mastery focus:</p> <p>Evaluate authors' language choice, including figurative</p>

	<p>Truesdale</p> <p>Linked text:</p> <p>The boy who swam with piranhas by David Almond</p> <p>Pathways to Read:</p> <p>Goodnight Stories for Rebel Girls by Elena Favilli</p> <p>Mastery focus:</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Make comparisons within and across books</p>	<p>To write the traditional tale from a woodland creature's point of view who is also scared by the witch</p> <p>Linked text:</p> <p>The Last Wild by Piers Torday</p> <p>Pathways to Read:</p> <p>Hansel and Gretel by Neil Gaiman</p> <p>Mastery focus:</p> <p>Evaluate authors' language choice, including figurative language Identify and discuss themes and conventions</p> <p>Summarise main ideas from more than one paragraph, identifying key details</p>	<p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p>	<p>from more than one paragraph, identifying key details</p> <p>Distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>behind the scenes by The Literacy Company</p> <p>Mastery focus: Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>language Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify and discuss themes and conventions</p>
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts	Key Concepts
	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation	Transcription Composition Analysis & Presentation
	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills	Mastery Skills
	Use expanded noun	Enhance meaning	Distinguish between	Use passive verbs	Use relative clauses	Recognise vocabulary

<p>phrases to convey complicated information concisely (recap from Y5)</p> <p>Use passive verbs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices</p> <p>Integrate dialogue to convey character and advance the action</p>	<p>through selecting appropriate grammar and vocabulary</p> <p>Use modal verbs and adverbs to indicate degrees of possibility</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>the language of speech and writing</p> <p>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use passive verbs</p> <p>Use semi-colons to mark boundaries between independent clauses</p>	<p>Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</p> <p>Use a wide range of devices to build cohesion</p> <p>Use organisational and presentational devices to structure text</p> <p>Use colons to mark boundaries between independent clause</p>	<p>beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p> <p>Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation</p> <p>Use a colon to introduce a list and use semi-colons within lists</p> <p>Use hyphens to avoid ambiguity</p>	<p>and structures for formal speech and writing, including subjunctive forms</p> <p>Identify the audience and purpose for writing</p> <p>Choose the appropriate register</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>
<p>Breadth Core text:</p> <p>Star of Hope, Star of Fear by Jo Hoestlandt</p> <p>Shared Reading Texts:</p> <p>An Eagle in the snow by Michael Morpurgo</p> <p>Writing outcome:</p> <p>Fiction – Flashback story</p> <p>To write a story with a flashback from another character's point of view</p> <p>Greater depth writing</p>	<p>Breadth</p> <p>Core text:</p> <p>Can we Save the Tiger? By Martin Jenkins</p> <p>Shared Reading Texts:</p> <p>The Jungle Book by Rudyard Kipling</p> <p>Writing outcome:</p> <p>Report writing – Information, explanation and persuasion</p> <p>To write an independent version of a booklet based on an</p>	<p>Breadth</p> <p>Core text:</p> <p>The Selfish Giant by Oscar Wilde</p> <p>Shared read:</p> <p>Jonathan Swift's Gulliver retold by Martin Jenkins</p> <p>Writing outcome:</p> <p>To write a narrative</p> <p>Greater depth outcome:</p> <p>To write a narrative from a different</p>	<p>Breadth</p> <p>Core text:</p> <p>Island by Jason Chin</p> <p>Shared reads:</p> <p>Jemmy Button by Jennifer Uma (this is needed for the unit)</p> <p>Maps by Aleksandra and Daniel Mizielinska</p> <p>The Explorer by Katherine Rundell (class novel to link)</p> <p>Writing outcome:</p> <p>The children will write a</p>	<p>Breadth</p> <p>Core text:</p> <p>Manfish by Jennifer Berne</p> <p>Shared reads:</p> <p>Dolphin Song by Lauren St. John (class novel to link)</p> <p>The Fantastic Undersea Life of Jacques Cousteau by Dan Yaccharino (optional)</p> <p>Great Adventurers by Alastair Humphreys (optional)</p>	<p>Breadth</p> <p>Core text: (Also used as shared read text)</p> <p>Sky Chasers by Emma Carroll</p> <p>Writing outcome:</p> <p>To write the next chapter of Sky Chasers in the style of the author from two different viewpoints</p> <p>Greater depth writing outcome:</p> <p>To write from three different viewpoints</p>

	<p>outcome:</p> <p>To write a story with a flashback from another character's point of view including a section in recount genre e.g. <i>diary, letter, eye-witness account</i></p> <p>Pathways to Read:</p> <p>Poems from the Second World War selected by Gaby Morgan</p> <p>When we were Warriors by Emma Carroll</p> <p>Mastery focus:</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Make comparisons within and across books Evaluate authors' language choice, including figurative language</p>	<p>amazing animal (hybrid text type including information, explanation and persuasion)</p> <p>Greater depth writing outcome:</p> <p>To write and present a 'Newsround' style TV news story about the tiger crisis</p> <p>Pathways to Read:</p> <p>Jungle Book by Rudyard Kipling (Macmillan)</p> <p>Martha's Suitcase by The Literacy Company</p> <p>Mastery focus:</p> <p>Identify and discuss themes and conventions</p> <p>Summarise main ideas, identifying key details</p> <p>Distinguish between fact and opinion</p>	<p>perspective in first person</p> <p>Pathways to Read:</p> <p>The Happy Prince and Other Tales by Oscar Wilde</p> <p>Mastery focus:</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Evaluate authors' language choice, including figurative language</p> <p>Make comparisons within and across books</p>	<p>journalistic report (hybrid) about Charles Darwin's discoveries, focusing on: verb forms, cohesive devices and colons to mark boundaries between independent clauses.</p> <p>Greater depth writing outcome:</p> <p>The children will write a journalistic report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information</p> <p>Pathways to Read:</p> <p>The Explorer by Katherine Rundell Exploring the Amazon by The Literacy Company</p> <p>Mastery focus:</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Identify how language,</p>	<p>Writing outcome:</p> <p>To write a multi-modal biography of Jacques Cousteau in the style of the 'Great Adventurers' text</p> <p>Greater depth writing outcome:</p> <p>To add a section entitled 'How Jacques Cousteau inspired me' linked to his role in the conservation debate</p> <p>Pathways to Read:</p> <p>Great Adventurers by Alastair Humphreys</p> <p>Mastery focus:</p> <p>Summarise main ideas, identifying key details Identify how language, structure and presentation contribute to meaning</p> <p>Distinguish between fact and opinion</p>	<p>Pathways to Read:</p> <p>Sky Chasers by Emma Carroll</p> <p>Mastery focus:</p> <p>Identify and discuss themes and conventions</p> <p>Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</p> <p>Evaluate authors' language choice, including figurative language</p>
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				structure and presentation contribute to meaning Evaluate authors' language choice, including figurative language		
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