

**Unit Overviews Set 1 and 2: Year 1 to Year 6**

**Whole school set 1 overview**

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| --- | --- | --- | --- |
| **Year group** | **Autumn term** | **Spring term** | **Summer term** |
| **1** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Lost and Found by Oliver Jeffers** | **Nibbles: The Book Monster by Emma Yarlett** | **The Lion Inside by Rachel Bright** | **The Curious Case of the Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen** | **Toys in Space by Mini Grey** | **Goldilocks and Just the One Bear by Leigh Hodgkinson** |
| **2** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald** | **The Owl Who Was Afraid of The Dark by Jill Tomlinson, (and Chapter version)** | **The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey** | **Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton** | **The Last Wolf by Mini Grey** | **Grandad’s Secret Giant by David Litchfield** |
| **3** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Seal Surfer by Michael Foreman** | **Winter’s Child by Graham Baker-Smith, Ice Palace by Robert Swindells** | **Stone Age Boy by Satoshi Kitamura** | **Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo** | **Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty** | **Zeraffa Giraffa by Dianne Hofmeyr** |
| **4** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Gorilla by Anthony Browne** | **Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)** | **Escape from Pompeii by Christina Balit** | **Amazing Islands by Sabrina Weiss, Koji’s Island by The Literacy Company** | **Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company** | **Blue John by Berlie Doherty** |
| **5** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli and Francesca Cavallo** | **The Lost Happy Endings by Carol Ann Duffy** | **Arthur and the Golden Rope by Joe Todd-Stanton** | **The Darkest Dark by Chris Hadfield** | **The Paperbag Prince by Colin Thompson** | **Radiant Child by Javaka Steptoe, Life Doesn’t Frighten Me by Maya Angelou** |
| **6** |  Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Star of Fear, Star of Hope by Jo Hoestlandt, Erika’s Story by Ruth Vander Zee** | **Can We Save the Tiger? by Martin Jenkins** | **The Selfish Giant by Oscar Wilde & Ritva Voutila** | **Island by Jason Chin, Jemmy Button by** [**Alix Barzelay**](https://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Alix+Barzelay%22) | **Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys** | **Sky Chasers by Emma Carroll** |

**Whole school set 2 overview**

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| --- | --- | --- | --- |
| **Year group** | **Autumn term** | **Spring term** | **Summer term** |
| **1** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Meesha Makes Friends by Tom Percival** | **Katie in London by James Mayhew** | **Grandpa’s Gift by Fiona Lumbers** | **Beegu by Alexis Deacon** | **Somebody Swallowed Stanley by Sarah Roberts** | **A Midsummer Night’s Dream** **Adapted by Brooke Jorden** |
| **2** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Look Up! By Nathan Bryon** | **The Great Fire of London by Emma Adams** | **Grandad’s Camper by Harry Woodgate**  | **My Name is Not Refugee by Kate Milner** | **Tidy by Emily Gravett** | **Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens** |
| **3** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Coming to England by Floella Benjamin** | **Nen and the Lonely Fisherman by Ian Eagleton** | **The Fossil Girl by Catherine Brighton** | **The Silence Seeker by Ben Morley** | **Amazing Rivers by Julie Vosburgh Agnone** | **A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)** |
| **4** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Counting on Katherine by Helaine Becker** | **Greek Myths by Jean Menzies** | **Our Tower by Joseph Coelho** | **Wisp: A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International** | **Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton** | **A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)** |
| **5** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Young, Gifted and Black by Jamia Wilson** **Race to the Frozen North: The Matthew Henson Story by Catherine Johnson** | **Beowulf by Michael Morpurgo** | **Kai and the Monkey King by Joe Todd-Stanton** | **Malala’s Magic Pencil****by Malala Yousafzai, For the Right to Learn by Rebecca Langston-George** | **The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin** | **Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister** |
| **6** |  Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **King Kong by Anthony Browne, King Kong (1933 film)** | **The Place for Me: Stories about the Windrush Generation by Black Cultural Archives, A Brief History of Enslaved People by The Literacy Company** | **Shackleton’s Journey by William Grill** | **The Day War Came****by Nicola Davies, Leaf by Sandra Dieckmann** | **Plastic Planet by** [**Georgia Amson-Bradshaw**](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Georgia+Amson-Bradshaw&text=Georgia+Amson-Bradshaw&sort=relevancerank&search-alias=books-uk)**, Greta’s Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini** | **Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister** |

**Year 1 Texts and Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Set 1** | **Lost and Found by Oliver Jeffers**  | **Nibbles: The Book Monster by Emma Yarlett** | **The Lion Inside by Rachel Bright** | **The Curious Case of the Missing Mammoth by Ellie Hattie, A Great Big Cuddle by Michael Rosen** | **Toys in Space by Mini Grey** | **Goldilocks and Just the One Bear by Leigh Hodgkinson**  |
| **Outcome**Fiction: write an adventure story **Greater Depth**Change the setting and characters of the story | **Outcome**Recount: write a diary entry based on Nibbles’ adventures**Greater Depth**Add a new adventure based on a previously read text | **Outcome**Fiction: write a journey story **Greater Depth**Change both animals in the story | **Outcome** Fiction: write an adventure story with a change of character**Greater Depth**Change the setting of the story | **Outcome**Fiction: write a fantasy story changing the characters**Greater Depth**Change the settings of the story**Extension:** Instructions | **Outcome**Fiction: write a traditional story with a new character **Greater Depth**Change the character/ setting **Extension:** Non-chron. report |
|  |
| **Set 2** | **Meesha Makes Friends by Tom Percival** | **Katie in London by James Mayhew** | **Grandpa’s Gift by Fiona Lumbers** | **Beegu by Alexis Deacon** | **Somebody Swallowed Stanley by Sarah Roberts and Hannah Peck** | **A Midsummer Night’s Dream Adapted by Brooke Jorden** |
| **Outcome**Recount: write a diary entry in first person**Greater Depth**Include character feelings | **Outcome**Non-fiction: write a non-chronological report**Greater Depth**Include a fun fact | **Outcome**Fiction: write a story about a character**Greater Depth**Change both characters and the setting | **Outcome** Fiction: write own version of the story**Greater Depth**Write the story in first person | **Outcome**Non-fiction: write information about sea animals**Greater Depth**Includes sections on how to protect them | **Outcome**Fiction: write a character description**Greater Depth**Include additional information about their opinion |

**Year 1 Mastery Keys**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word** Use plural noun suffixes -s and -es | **Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -estSome accurate use of the prefix un- | **Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est | **Word** Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -estChange the meaning of verbs/adjectives by adding prefix un- | **Word** |
| **Word** Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills:Spell words containing each of the 40+ phonemes already taught and spell common exception words |
| **Sentence**Combine words to make sentences | **Sentence**Join words using *and* | **Sentence**Join words and clauses using *and* | **Sentence**Join words and clauses using *and* | **Sentence**Join words and clauses using *and* | **Sentence**Join words and clauses using *and* Use simple description |
| **Text** | **Text** Sequence sentences (link ideas or events by pronoun) | **Text**  | **Text** | **Text**  | **Text** Sequence sentences to form short narratives (link ideas or events by pronouns) |
| **Punctuation**Leave spaces between wordsBegin to use capital letters and full stopsUse a capital letter for names of people and the personal pronoun ‘I’ | **Punctuation**Punctuate sentences using a capital letter and a full stopUse capital letters for names of people and places | **Punctuation**Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks | **Punctuation**Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Punctuation**Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | **Punctuation**Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation marks |

**Year 2 Texts and Outcomes**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Set 1** | **Troll Swap by Leigh Hodgkinson, Trolls Go Home by Alan MacDonald** | **The Owl Who Was Afraid of The Dark by Jill Tomlinson** (picture book and chapter book) | **The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter Disasters by Josh Lacey** | **Major Glad, Major Dizzy by Jan Oke, Naughty Amelia Jane by Enid Blyton** | **The Last Wolf by Mini Grey**  | **Grandad’s Secret Giant by David Litchfield** |
| **Outcome**Fiction: write a story with focus on characters**Greater Depth**Story about two invented contrasting characters who swap places | **Outcome**Non-chronological report: write a fact sheet about owls**Greater Depth**Alter the layout to include own subheadings and extra features  | **Outcome**Fiction: write an adventure story with change of character and machine **Greater Depth**Story written in first person | **Outcome** Recount: write a diary entry of historical events from Major Glad’s point of view**Greater Depth**Diary entry to include the feelings of Major Dizzy | **Outcome**Letter: write a letter in role as the character persuading to save the trees**Greater Depth**Real life letter to specific audience e.g. local MP | **Outcome**Fiction: write a story with a moral focus**Greater Depth**Story from the point of view of the giant |
|  |
| **Set 2** | **Look Up! By Nathan Bryon** | **The Great Fire of London by Emma Adams** | **Grandad’s Camper by Harry Woodgate**  | **My Name is Not Refugee by Kate Milner** | **Tidy by Emily Gravett** | **Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens** |
| **Outcome**Recount: write a diary entry**Greater Depth**Draw on wider reading to inform vocabulary choices | **Outcome**Non-fiction: write a fact sheet**Greater Depth**Greater choice in how to represent the information | **Outcome**Fiction: write a story using own ideas for characters and locations**Greater Depth**Use a range of sentence forms to show character feelings and viewpoints | **Outcome** Recount: write a recount of events from character’s point of view**Greater Depth**Include how the other characters felt | **Outcome**Persuasion: write a letter in role**Greater Depth**Write a persuasive letter in role as another animalInclude inference | **Outcome**Fiction: retell an abridged and adapted version**Greater Depth**Include other characters’ thoughts and feelings |

**Year 2 Mastery Keys**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word**Add -ly to turn adjectives into adverbs | **Word** | **Word** | **Word**Add -er and -est to adjectivesUse homophones and near homophones | **Word** Add suffixes to spell longer words (e.g -ment,- ful) |
| **Word** Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words. |
| **Sentence**Use subordination (because) and co-ordination (and)Use expanded noun phrases to describe and specify | **Sentence**Use co-ordination (but, or) | **Sentence**Write sentences with different forms: statement, question, exclamation, commandUse subordination (apply *because*, introduce *when*) | **Sentence**Use subordination (apply *because, when*; introduce *that*)  | **Sentence**Use subordination (*if*, *that*)  | **Sentence**Use subordination (when, if, that, because) and co-ordination (or, and, but)Use expanded noun phrases to describe and specify |
| **Text** | **Text**  | **Text** Use present and past tenses correctly and consistently (some progressive) | **Text**Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense | **Text**  | **Text** Use present and past tenses correctly and consistently including the progressive form |
| **Punctuation**Use punctuation correctly -full stops, capital letters | **Punctuation**Use commas to separate items in a list | **Punctuation**Use punctuation correctly - exclamation marks, question marks | **Punctuation**Use punctuation correctly – introduce apostrophe for the possessive (singular) | **Punctuation**Use punctuation correctly – apostrophes for contracted forms  | **Punctuation** |

**Year 3 Texts and Outcomes**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Set 1** | **Seal Surfer by Michael Foreman** | **Winter’s Child by Angela McAllister, Ice Palace by Robert Swindells** | **Stone Age Boy by Satoshi Kitamura** | **Big Blue Whale by Nicola Davies, This Morning I Met a Whale by Michael Morpurgo** | **Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty** | **Zeraffa Giraffa****by Dianne Hofmeyr** |
| **Outcome**Recount: write a letter in role recounting events of the story**Greater Depth**Write a letter from Grandad in response to one of his grandson’s letters | **Outcome**Fiction: write a fantasy story based on a fable**Greater Depth**Narrative from a different point of view | **Outcome**Fiction: write a historical narrative set in the Stone Age**Greater Depth**Write from the point of view of a person from the Stone Age  | **Outcome**Persuasion: write an informative article persuading for the protection of the blue whale**Greater Depth**Include a fact file about other endangered sea creatures | **Outcome**Fiction: write an adventure story based on *Journey* using the language of Berlie Doherty**Greater Depth**Include a new setting route to lead from one place into another | **Outcome**Persuasion: write a tourism leaflet for the *Jardin des Plantes* in Paris**Greater Depth**Include a section of a researched Paris landmark |
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| **Set 2** | **Coming to England by Floella Benjamin** | **Nen and the Lonely Fisherman by Ian Eagleton** | **The Fossil Girl by Catherine Brighton** | **The Silence Seeker by Ben Morley** | **Amazing Rivers by Julie Vosburgh Agnone** | **A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)** |
| **Outcome**Recount: write a letter in role recounting events of the story**Greater Depth**Include a response | **Outcome**Fiction: write a fantasy story based on a classic tale**Greater Depth**Write a narrative from a different point of view | **Outcome**Recount: write a fossil journal**Greater Depth**Add an additional section of text e.g. a letter or information  | **Outcome**Fiction: rewrite the story in third person with dialogue**Greater Depth**Write the story in first person | **Outcome**Persuasion: write an information board to persuade people to take care of rivers**Greater Depth**Add an additional paragraph to the board to engage reader | **Outcome**Non-fiction: write a guide**Greater Depth**Write a guide to appeal to teachers |

**Year 3 Mastery Keys**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 3** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word** Use a or an according to whether the next word begins with a vowel or consonant | **Word** Form nouns with a range of prefixes |  | **Word** | **Word** Form nouns with a range of prefixes | **Word**Use a or an according to whether the next word begins with a vowel or consonant | **Word** |
| **Sentence**Use prepositions to express time, place and cause. | **Sentence**Use conjunctions and adverbs to express, time, place and cause  | **Sentence** | **Sentence**Build an increasing range of sentence structuresUse adverbs to express time, place and cause | **Sentence**Build an increasing range of sentence structuresUse adverbs to express time, place and cause | **Sentence** | **Sentence**Use prepositions, conjunctions and adverbs to express time, place and cause  | **Sentence**Build an increasing range of sentence structures |
| **Text**Group related ideas into paragraphs *Build a varied and rich vocabulary* | **Text** In narratives, create characters, settings and plot  | **Text** Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary*  | **Text** Use headings and sub- headings to aid presentation *Assess the effectiveness of own and others’ writing*  | **Text** Use headings and sub- headings to aid presentation *Assess the effectiveness of own and others’ writing* | **Text** Use present and past tenses correctly and consistently including the progressive and present perfect forms *Build a varied and rich vocabulary*  | **Text** Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense | **Text**Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation |
| **Punctuation**Introduce inverted commas to punctuate direct speech | **Punctuation**Use inverted commas to punctuate direct speech | **Punctuation**Use inverted commas to punctuate direct speech  | **Punctuation** | **Punctuation** | **Punctuation**Use inverted commas to punctuate direct speech  | **Punctuation** | **Punctuation** |

**\*Set 1** **\*Set 2** *\*Please note that spring 1 and spring 2 mastery keys have been swapped in set 1 and set 2 Pathways to Write*

*\*Objectives in italics are writing composition objectives*

**Year 4 Texts and Outcomes**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Set 1** | **Gorilla by Anthony Browne** | **Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)** | **Escape from Pompeii by Christina Balit** | **Amazing Islands****by Sabrina Weiss, Koji’s Island by The Literacy Company** | **Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company** | **Blue John by Berlie Doherty** |
| **Outcome**Fiction: write a fantasy story based on *Gorilla***Greater Depth**Re-tell the story from the animal’s viewpoint and include speech | **Outcome**Recount: write a diary from Leon’s point of view**Greater Depth**Write from Abdul Kazam’s point of view | **Outcome** Fiction: write a historical narrative from character’s point of view**Greater Depth**Write from the point of view of the captain | **Outcome** Fiction: write an adventure story from point of view of the boy**Greater Depth**Write from the point of view of the God | **Outcome**Non-chronological report: write an information board for a rainforest exhibit**Greater Depth**Include an interactive element | **Outcome**Explanation: write a letter in role as a caving expert, including an explanation**Greater Depth**Include a persuasive section about Treak Cliff Caverns |
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| **Set 2** | **Counting on Katherine by Helaine Becker** | **Greek Myths by Jean Menzies** | **Our Tower by Joseph Coelho** | **Wisp: A Story of Hope by Zana Fraillon****Home by Carson Ellis****Dreams of Freedom by Amnesty International** | **Alba The Hundred Year Old Fish by Lara Hawthorne, A Planet Full of Plastic by Neal Layton** | **A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)** |
| **Outcome**Non-fiction: write a fact file**Greater Depth**Include quotes | **Outcome**Fiction: make a mini-book of their own adventure**Greater Depth**Write from another character’s point of view | **Outcome** Recount: write the adventure as a journal**Greater Depth**Include alternative points of view | **Outcome** Fiction: write a narrative from the character’s point of view**Greater Depth**Include a diary entry | **Outcome**Non-fiction: write an information board**Greater Depth**Include a graphic and voiceover | **Outcome**Fiction: write a playscript for a part of the story**Greater Depth**Include omens and use weather to reflect the mood |

**Year 4 Mastery Keys**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 4** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word**Use Standard English forms for verb inflectionsRecognise the grammatical difference between plural and possessive ‘s’ | **Word**Use Standard English forms for verb inflections | **Word** | **Word**Recognise the grammatical difference between plural and possessive ‘s’ | **Word** |
| **Sentence**Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrasesUse fronted adverbials  | **Sentence**Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although | **Sentence** | **Sentence**Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | **Sentence** | **Sentence**Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although  |
| **Text**Organise paragraphs around a theme (to organise and sequence more extended narrative structures)Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | **Text** Build a varied and rich vocabulary  | **Text**Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)Variety of verb forms used correctly and consistently including the progressive and the present perfect forms  | **Text**Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | **Text** Build a varied and rich vocabulary Organise paragraphs around a theme *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences* | **Text** Build a varied and rich vocabulary Organise paragraphs around a theme Variety of verb forms used correctly and consistently including the progressive and the present perfect forms |
| **Punctuation**Use commas after fronted adverbialsRecap: Use inverted commas for direct speech | **Punctuation**Indicate possession by using the possessive apostrophe with plural nouns | **Punctuation**Use and punctuate direct speech (using dialogue to show the relationship between characters) | **Punctuation**Use inverted commas and other punctuation to punctuate direct speechUse commas after fronted adverbials | **Punctuation**Indicate possession by using the possessive apostrophe with plural nouns.  | **Punctuation** |

**Year 5 Texts and Outcomes**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Set 1** | **Queen of the Falls by Chris Van Allsburg, Good Night Stories for Rebel Girls by Elena Favilli & Francesca Cavallo** | **The Lost Happy Endings by Carol Ann Duffy** | **Arthur and the Golden Rope by Joe Todd-Stanton** | **The Darkest Dark by Chris Hadfield** | **The Paperbag Prince by Colin Thompson** | **Radiant Child by Javaka Steptoe, Life Doesn’t Frighten Me by Maya Angelou** |
| **Outcome**Recount: write a series of diary entries**Greater Depth**Series of diary entries including her viewpoint on other characters  | **Outcome**Fiction: write a traditional tale with an alternative ending**Greater Depth**Tell the traditional tale from the point of view of a woodland creature | **Outcome**Fiction: write a myth, creating characters and settings**Greater Depth**Tell the myth from an alternative viewpoint | **Outcome** Recount: write a formal biography of Chris Hadfield**Greater Depth**Include an extra section in informal first person | **Outcome**Persuasion/ information: write a hybrid leaflet about waste management**Greater Depth**Write an oral presentation for a TV or online broadcast  | **Outcome**Non-fiction: write an information text for a gallery**Greater Depth**Plan own layout and structure for gallery information |
|  |
| **Set 2** | **Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson** | **Beowulf by Michael Morpurgo** | **Kai and the Monkey King by Joe Todd-Stanton** | **Malala’s Magic Pencil****by Malala Yousafzai, For the Right to Learn by Rebecca Langston-George** | **The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin** | **Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister** |
| **Outcome**Recount: write a series of diary entries**Greater Depth**Series of diary entries including her viewpoint on other characters  | **Outcome**Fiction: write a further adventure**Greater Depth**Invent their own monster and include motives and viewpoint | **Outcome**Fiction: write a myth, creating characters and settings**Greater Depth**Write from the character’s viewpoint  | **Outcome** Recount: write an autobiography**Greater Depth**Include a first-person recount from another point of view | **Outcome**Persuasion/information: write an information leaflet**Greater Depth**Authorial choices on sections of text and layout  | **Outcome**Recount: write and perform a soliloquy **Greater Depth**Choose the form of the text |

**Year 5 Mastery Keys**

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| --- | --- | --- | --- | --- | --- | --- |
| **Year 5** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word** | **Word** | **Word** | **Word** | **Word** |
| **Sentence** | **Sentence**Use expanded noun phrases to convey complicated information concisely | **Sentence**Use expanded noun phrases to convey complicated information conciselyUse relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | **Sentence**Extend the range of sentences with more than one clause by using a wider range of conjunctions  | **Sentence**Use modal verbs to indicate degrees of possibility | **Sentence**Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronounUse adverbs to indicate degrees of possibility |
| **Text***Identify the audience for and purpose of writing*Organise paragraphs around a theme with a focus on more complex narrative structures | **Text** *Describe settings, characters and atmosphere* *Integrate dialogue to convey character and advance the action* | **Text** Link ideas across paragraphs using adverbials | **Text**Link ideas across paragraphs using adverbials and tense choicesRecap: Variety of verb forms used correctly and consistently  | **Text** Use devices to build cohesion within a paragraph*Choose the appropriate register**Enhance meaning through selecting appropriate grammar and vocabulary* | **Text** Use a wider range of devices to build cohesion across paragraphsLink ideas using tense choices |
| **Punctuation**Use commas after fronted adverbials (Y4)Use commas to clarify meaning or avoid ambiguity in writing | **Punctuation**Use of inverted commas and other punctuation to punctuate direct speech (Y4) | **Punctuation**Use commas to clarify meaning or avoid ambiguity in writing | **Punctuation**Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis | **Punctuation**Use brackets, dashes or commas to indicate parenthesis | **Punctuation** |

**Year 6 Texts and Outcomes**

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| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Set 1** | **Star of Fear, Star of Hope by Jo Hoestlandt, Erika’s Story by Ruth Vander Zee** | **Can We Save the Tiger? by Martin Jenkins** | **The Selfish Giant by Oscar Wilde & Ritva Voutila** | **Island by Jason Chin, Jemmy Button by** [**Alix Barzelay**](https://www.google.co.uk/search?tbo=p&tbm=bks&q=inauthor:%22Alix+Barzelay%22) | **Manfish by Jennifer Berne, Great Adventurers by Alastair Humphreys** | **Sky Chasers by Emma Carroll** |
| **Outcome**Fiction: write a flashback story & non-chronological report**Greater Depth**To write a narrative with a flashback including a section in recount genre *e.g. diary, letter, eye-witness account* | **Outcome**Information/explanation/ persuasion: write a hybrid booklet about an amazing animal & Recount: diary**Greater Depth**Write a Newsround TV style report about the tiger crisis | **Outcome**Fiction: retell a classic narrative from a character’s point of view &Explanation**Greater Depth**Write the narrative from the viewpoint of the special tree | **Outcome**Recount: write a journalistic report (hybrid text) about Charles Darwin’s discoveries & Discussion**Greater Depth**Include extracts from another genre *e.g., diary, interview, information* | **Outcome**Recount: write a biography of Jacques Cousteau & Fiction: adventure story**Greater Depth**Include a section entitled ‘How Jacques Cousteau inspired me’ | **Outcome**Fiction: write an adventure story from two different viewpoints & Recount: autobiography**Greater Depth**Include a section written from the viewpoint of another person |
|  |
| **Set 2** | **King Kong by Anthony Browne, King Kong (1933 film)** | **The Place for Me: Stories about the Windrush Generation by Dame Floella Benjamin *et al.*** | **Shackleton’s Journey by William Grill** | **The Day War Came****by Nicola Davies, Leaf by Sandra Dieckmann** | **Plastic Planet by** [**Georgia Amson-Bradshaw**](https://www.amazon.co.uk/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=Georgia+Amson-Bradshaw&text=Georgia+Amson-Bradshaw&sort=relevancerank&search-alias=books-uk)**, Greta’s Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini** | **Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister**  |
| **Outcome**Fiction: write an action-packed story ending**Greater Depth**With a viewpoint from one of the characters | **Outcome**Information/recount/ explanation: write a hybrid leaflet**Greater Depth**Write extra sections about other periods | **Outcome**Recount: write a journal entry from the expedition**Greater Depth**Write journal entry from another character’s point of view | **Outcome**Persuasion: write a letter to raise awareness**Greater Depth**Choose the form and the audience | **Outcome**Persuasion: write a persuasive speech**Greater Depth**Write to a wider audience outside of school community | **Outcome**Fiction: write a sonnet **Greater Depth**Write a sonnet in role |

**Year 6 Mastery Keys**

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| **Year 6** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Word** | **Word** | **Word** | **Word** | **Word** | **Word** |
| **Sentence**Use expanded noun phrases to convey complicated information concisely Use passive verbs | **Sentence**Use modal verbs or adverbs to indicate degrees of possibility (Y5) | **Sentence**Recognise structures for formal speech and writing, including subjunctive formsUse passive verbs | **Sentence**Use passive verbs  | **Sentence**Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5) | **Sentence**Recognise vocabulary and structures for formal speech and writing, including subjunctive forms |
| **Text**Link ideas across paragraphs using a wider range of cohesive devices*Integrate dialogue to convey character and advance the action* | **Text** *Enhance meaning through selecting appropriate grammar and vocabulary* | **Text** *Distinguish between the language of speech and writing* *Integrate dialogue to convey character and advance the action* | **Text**Use a wider range of devices to build cohesion Use organisational and presentational devices to structure textVariety of verb forms used correctly and consistently (progressive present perfect forms) | **Text** Use a wider range of devices to build cohesion  | **Text** *Identify the audience for and purpose of writing**Choose the appropriate register* |
| **Punctuation**Punctuate bullet points consistently  | **Punctuation**Use brackets, dashes or commas to indicate parenthesis (Y5) | **Punctuation**Use semi-colons to mark boundaries between independent clauses | **Punctuation**Use colons or dashes to mark boundaries between independent clauses | **Punctuation**Use a colon to introduce a list and use of semi-colons within listsUse hyphens to avoid ambiguity | **Punctuation**Use semi-colons, colons or dashes to mark boundaries between independent clauses |

*\*Objectives in italics are writing composition objectives*