

Yearly whole school overview of writing with text types linked to the reading canon

Whole school					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Year R	<b>What makes me a Me?</b> <b>The Gruffalo</b> <b>Here We Are</b> <b>The Squirrels who Squabbled</b> <b>Funnybones</b>	<b>Brave and the Fox</b> <b>Shackleton's Journey</b> <b>Mr Gumpy's Motor Car</b> <b>The Trainride</b>	<b>Whatever Next!</b> <b>Meet the Planets</b> <b>How to Catch a Star</b>	<b>The Enormous Turnip</b> <b>Oliver's Vegetables / Fruit Salad</b> <b>Jasper's Beanstalk</b> <b>The Very Hungry Caterpillar</b> <b>Once there were Giants</b>	<b>Paddington at the Palace</b> <b>The Queen's Hat</b> <b>Katie in London</b>
Examples of texts linked to PKC units for adult read aloud (NB not exhaustive)					
PKC Unit	All About Me	Transport	Space	Growing and Changing	Kings and Queens
Writing opportunities	NB as children develop their code knowledge and confidence writing through spelling dictation lessons taught in phonics sessions and discrete handwriting knowledge to their independent writing. Indeed, they should build up to writing simple phrases and sentences that can be read by others by the end of Y1 children should have access to a range of tools for mark making and writing, and staff should encourage children to ask for support when they are spelling rather than guessing. Therefore, it is important that adults are continuously monitoring and checking in with children who may be writing in continuous				
Year R	<ul style="list-style-type: none"> <li>Be able to articulate that a sentence needs a subject (someone or something) and a verb (doing or being something).</li> <li>Use simple sentences accurately in speech.</li> <li>Identify the difference between statements and questions.</li> <li>Write a simple sentence with a stop mark (full stop).</li> <li>Recognise a stop mark (full stop).</li> <li>Apply learned phonic code when attempting to spell words.</li> </ul>			NB in YR writing is taught discretely during the dictation apply taught code knowledge. If they are writing a word ask them to use the code knowledge for the sound-spelling then say, 'In this word, xx is spelt like this.' For the sound yet. Write the sound-spelling correspondence for the character to spell words correctly from the outset.	
GPS focus					
Y1  (CYCLE A for mixed year groups)	<b>Entertain / inform</b>  <b>The Gruffalo - Julia Donaldson</b> - narrative, 3 <sup>rd</sup> person, past tense (Y2 include character, too)  <b>The Brother's Grimm Hansel and Gretel illustrated by Anthony Browne</b> - narrative, 3 <sup>rd</sup> person, past tense (dictation)  Instructions to escape the witch (dictation)	<b>Entertain / Inform</b>  <b>Coming Home - Michael Morpurgo</b> Simple narrative of robin's journey 1 <sup>st</sup> person, present tense (Y2 include character descriptions, too, letters for Y2 - dictation)	<b>Entertain / inform -</b>  <b>The Tales of Peter Rabbit - Beatrix Potter</b> - recount story (Y1 simple sequencing, Y2 reader's viewpoint letter) Instructions to escape McGreggor's garden (taught)  choose other tales as appropriate for class.	<b>Inform/ entertain</b>  <b>The Emperor's New Clothes and The Little Mermaid Hans Christian Anderson</b> - recount events to form short narratives and setting descriptions (Y2 include character description and simple speech - single character)	<b>Entertain / inform</b>  <b>The Jungle Book - Rudyard Kipling (Ladybird Classics)</b> Setting descriptions (Y2 include simple speech and include character, too) Simple 3 <sup>rd</sup> person narrative recount stories  Linked to DT or other subject learning - instructions 2 <sup>nd</sup> person, commands (app
	<b>Poems to perform</b>	<b>(Twas the Night Before Christmas</b> - learn to perform)		<b>(The Owl and the Pussycat</b> - Edward Lear - learn to perform)	
		<b>PKC Science - Human Body</b>		<b>PKC geography - The UK</b>	

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<b>PKC simple reports</b> <b>NB simple reports in KS1</b>		Y1 simple dictation using existing code knowledge if mixed year group Y2 write with compound sentences		Y1 simple sentences using existing code knowledge if mixed year group Y2 write with compound sentences	
<b>Year 1 Writing outcomes</b>	<b>Narrative Instructions</b>	<b>Narrative</b> <b>Setting description</b> <b>Simple report</b>	<b>narrative - recount stories (letter Y2)</b> <b>instructions</b>	<b>narrative - recount stories</b> <b>narrative - descriptions</b> <b>Simple report</b>	<b>narrative - recount stories</b> <b>narrative - descriptions</b> <b>Instructions</b>
Year 1  GPS focus - core learning to secure  KS1 CEW taught through SW	Simple sentences - emphasis on oral rehearsal and dictation. Writing events in past tense. 3 <sup>rd</sup> person. Know a sentence is a complete idea. Identify statements and questions. Write commands (dictation)	Simple sentences - emphasis on oral rehearsal and dictation. 1 <sup>st</sup> person. Writing events in present tense. Identify fragments orally - subject missing. Know what a noun is recognize plurals. Know what a verb is.	Simple sentences - identify fragments orally - subject or verb missing, identify subject & verb. Recognize verbs and tenses. All sentences begin with capital letter and end with appropriate stop mark. Secure use of full stops and	Identify subject, object & verb - identify main clauses. Only verbs have different tenses. Maintain tense throughout writing. Sentence stems with and, but, so introduced. 2 <sup>nd</sup> person	Identify simple and compound sentences. Not all sentences are simple. Explain what a noun is. Explain what a verb is. Explain that coordinating conjunctions 'and' links clauses. Apostrophes for contraction

	2 <sup>nd</sup> person in instructions (dictation) <i>Ongoing: capital letter for names or people, places, days of week, months of year and pronoun I.</i>	Write statements. Write questions. Apostrophes for contraction (exposure)	question marks. 2 <sup>nd</sup> person Apostrophes for contraction (taught) Apostrophes for possession (exposure)	Apostrophes for contraction (taught) Apostrophes for possession (exposure)	(applying) Apostrophes for possession (exposure)
<b>Y2</b>  (CYCLE B for mixed year groups)	<b>Entertain / inform</b>  <b>Owl Babies</b> – retell story present tense, setting description (oral for Y1, consolidation for Y2)  <b>Arabian Nights</b> <b>Aladdin/Sinbad/Ali Baba – Usborne Illustrated</b> <b>Arabia</b> – recount extracts past tense & character description  <b>Instructions</b> (dictation for Y1 apply for Y2 linked to Arabian Nights)	<b>Inform / Entertain</b>  <b>A Christmas Carol</b> – Charles Dickens (Real Reads) pdf version available  Narrative with character descriptions, (Y2 setting description, too) (taught)  retell extracts in 1 <sup>st</sup> person (simple recount for Y1, letters for Y2)	<b>Entertain / inform</b>  <b>Greek Myths</b> <b>In the beginning and Pandora's Box, Persephone and the Pomegranate Seeds- Geraldine McCaughrean (letters)</b>  <b>Narrative: recount</b> 3 <sup>rd</sup> person retelling of story with character and setting descriptions 1 <sup>st</sup> person letter	<b>Inform /entertain</b>  <b>Aesop's Fables: The Wind and the Sun, The Wolf in Sheep's Clothing</b> simple narratives (Y2 with simple speech – single character & character description)  <b>Linked to DT or other suitable learning – instructions</b> 2 <sup>nd</sup> person, commands (taught)	<b>Entertain / inform</b>  <b>King Arthur</b> – Andrew Matthews or Tracey May recount extracts as narrative with simple speech) 3 <sup>rd</sup> narrative Retell story extracts with character descriptions (a (speech Y2 dictation and description) Letter from Arthur to fri
<b>poems to perform</b>			<b>(On the Ning Nang Nong – Spike Milligan – learn to perform)</b>		<b>(Duck's Ditty - Kenneth Grahame Learn to perform)</b>

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<b>PKC</b> <b>NB simple reports in KS1</b>		<b>PKC science Human Body</b> Y2 dictated sentences – simple and compound (and, but, so)  If mixed year groups, Y1 dictated sentences using existing code knowledge – simple sentences	<b>Non-chronological report: Romans</b> Y2 write with compound sentences  if mixed year group: Y1 simple sentences using existing code knowledge		<b>Non-chronological report: Tudors</b> Y2 write with compound sentences, complex sentences with because, if, when commas in a list if mixed year group Y1 simple and compound sentences and, but, so existing code knowledge
<b>Year 2 Writing outcomes</b>	<b>narrative – 1<sup>st</sup> person</b> <b>narrative - description</b> <b>instructions – 2<sup>nd</sup> person</b>	<b>narrative recount – 1<sup>st</sup> &amp; 3<sup>rd</sup> person</b> <b>letters</b> <b>simple report</b>	<b>narrative – 1<sup>st</sup> and 3<sup>rd</sup> person - description</b> <b>report: non chron</b>	<b>narrative – description &amp; simple speech</b> <b>instructions</b>	<b>narrative – simple speech</b> <b>retell story</b> <b>report: non-chron</b>
Year 2  GPS focus – core learning to secure  KS1 CEW taught through SW	Identify and explain a main clause. Simple and compound sentences using and, but, so. Consistent tense in writing. Identify and write commands. 2 <sup>nd</sup> person	Identify present and past progressive Identify speech in sentences. Identify commas in lists – noun phrases. Identify exclamations. Identify apostrophes for possession.	Complex sentences using because, if, when. Identify main and subordinate clause. Identify speech in sentences. Use exclamations. Use commas in lists – noun phrases. Apostrophes for contraction	Simple, compound, and complex sentences. Identify speech in sentences. Write speech by a single character. Use present and past progressive	Identify commas in lists explain their purpose. Explain if a comma has 'and' or 'or'. Use apostrophes for possession
<b>Y1</b>	<b>Sentence level</b> (NB see KLI for full coverage)  Simple sentences – subject, object, verb Co-ordinating conjunctions: and, but, so Compound sentences with and, but, so			<b>Text type</b>  Simple narrative Simple instructions Simple report	<b>Narrative focus</b>  Setting descriptions
<b>Y2</b>	<b>Sentence level</b> (NB see KLI for full coverage)  Compound sentences with and, but, so Complex sentences with because, if, when Consistent tense: simple present and past, progressive / continuous present and past Inverted commas for speech – single character apostrophes – singular and exposure to plurals commas in lists			<b>Text type</b>  Simple narrative Simple instructions Simple report Simple letter	<b>Narrative focus</b>  Setting descriptions Character descriptions

<b>Y3</b>	<b>Entertain/ inform</b>	<b>Inform / entertain</b>	<b>Entertain / inform</b>	<b>Inform / Entertain</b>	<b>Entertain / inform</b>
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(CYCLE A for mixed year groups)	<p>Recount – 3<sup>rd</sup> person biography of Clive King (dictation – see progression in non-fiction for elements)</p> <p><b>Stig of the Dump – Clive King</b> (Focus on speech punctuation)</p>	<p><b>Stig of the Dump – Clive King</b></p> <p>Narrative – chapter ending with dialogue</p> <p>Speech punctuation- dialogue (dictation)</p>	<p><b>The Firework Maker's Daughter (Philip Pullman) -</b></p> <p>Recount – 3<sup>rd</sup> person <b>biography</b> of Philip Pullman (taught)</p> <p><b>instructions:</b> how to wash an</p>	<p><b>The Firework Maker's Daughter (Philip Pullman) -</b></p> <p>Narrative recount: character descriptions, 1<sup>st</sup> &amp; 3<sup>rd</sup> person narrative contd. from spring 1</p>	<p>Recount – 3<sup>rd</sup> person biography of Michael Morpurgo (a)</p> <p><b>Beowulf – Michael Morpurgo (Anglo Saxons)</b></p> <p><b>Recount</b> battle scene</p>
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	in reading lessons)		elephant (adverbial phrases)	<p><b>Letter</b> to father recounting part of story</p> <p>(<b>Ice Trap – Meredith Hooper</b> read in reading lessons).</p>	Retell stories 1 <sup>st</sup> & 3 <sup>rd</sup> person with speech punctuation
poems to perform				( <b>Jim – A Cautionary Tale –</b> Hillarie Belloc Learn to perform)	
PKC					
NB reports with explanation element in LKS2		<p><b>Geography</b> spatial sense: Compare London and San Francisco</p> <p>Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases</p> <p><b>If mixed year group, include local area. Independent writing – not dictated</b></p>		<p><b>History: Anglo Saxons People</b></p> <p>Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because)</p> <p>If mixed year group Y4: structuring in paragraphs using (SPO)</p>	
Year 3 Writing outcomes	recount – biography (dictation) narrative – 1 <sup>st</sup> & 3 <sup>rd</sup> person narrative with setting and character description	narrative – 1 <sup>st</sup> & 3 <sup>rd</sup> person with simple speech Letter explanation text (dictation)	recount – biography (taught) instructions narrative – character descriptions & simple dialogue	Narrative – character & setting descriptions letter – 1 <sup>st</sup> person explanation text (taught)	Biography (apply) Narrative – plot points organized into paragraphs explanation text (apply)
Year 3	Compound sentences with coordinating conjunctions Identify dialogue between two characters. Teach expanded noun phrases. Identify sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Identify a phrase. Secure use of apostrophes for possessive singular and plural and apostrophes for contraction.	Write dialogue between two characters (dictation - inverted commas, opening and closing punctuation). Write sentences which open with an adverbial phrase. Know the difference between a phrase and clause. Write expanded noun phrases. Recognise comma splices between main clauses. Identify rhetorical questions	Write dialogue between two characters (taught – inverted commas, opening and closing punctuation) Write sentences which open with a preposition that include WHEN an event occurred. Use complex sentences with conjunctions: when, before, while, so because. Rhetorical questions Awareness of relative pronouns who, whom, which, whose, that. <b>NB relative clauses taught in UKS2. (not core learning)</b>	Identify and explain a complex sentence. Write expanded noun phrases accurately. Awareness of relative pronouns who, whom, which, whose, that. Organise writing using complex sentences with conjunctions: when, before, while, so that, because.	Write dialogue between characters (apply – inverted commas, opening and closing punctuation) Maintain consistent tense whole piece of writing – present and past, present past progressive (continuing) and present perfect. <b>SCH TO MAP THIS</b>
GPS focus – core learning to secure					
LKS2 words and spellings taught through SW					
	Entertain / inform	Entertain / inform / discuss	Entertain / inform	Inform / Entertain	Entertain / inform

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Y4 (CYCLE B for mixed year	<p><b>Oliver Twist – Charles Dickens/ Usborne Classics</b> (chapter 4 character description Lesley Baxter)</p> <p><b>Recount: Biography</b> of Charles Dickens (taught)</p> <p>If mixed year group Y4:</p>	<p><b>Oliver Twist – Charles Dickens/ Usborne Classics</b> (chapter 4 character description Lesley Baxter)</p> <p><b>Recount:</b> Retelling story extracts (Y4 from an alternative perspective)</p>	<p><b>Recount: biography</b> of Gillian Cross</p> <p><b>The Wooden Horse (Iliad)</b> Gillian Cross (Marcia Williams for original quotes,</p> <p>Focus on speech punctuation in reading lessons</p> <p>Setting &amp; character description</p>	<p><b>Odyssey</b> Geraldine McCaughrean and Emma Chichester</p> <p><b>Narrative</b> – chapter ending with dialogue</p> <p>Speech punctuation- dialogue (dictation)</p>	<p><b>The Miraculous Journey of Edward Tulane</b> by Kate DiCamillo</p> <p><b>Recount: biography</b> of K DiCamillo (apply)</p> <p><b>Character descriptions, descriptions</b></p>
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groups)	<p>in mixed year group Y3: Dictation</p> <p><b>Narrative with dialogue</b> (retell extracts) Full speech punctuation-dialogue (taught)</p>	<p><b>Letter:</b> Fagin to Oliver from prison repenting</p>	<p><b>Setting &amp; character description,</b> 1<sup>st</sup> &amp; 3<sup>rd</sup> person narrative</p>	<p><b>Letter</b> from Odysseus to Penelope recounting (some) adventures</p>	
poems to perform		<p><b>Crying, my little one, footsore and weary</b> – by Christina Rossetti Learn to perform</p>		<p><b>The Tyger</b> – William Blake Learn to perform</p>	
PKC		<p><b>History Report (non-chron):</b> The Legacy of the ancient Greeks</p> <p>Independent writing – not dictated If mixed year group Y3, Dictation compound and complex, secure apostrophes for possession, open sentences with adverbial phrases</p>		<p><b>Geography-Describing Eastern Europe (Human and Physical)</b> structuring in paragraphs using (SPO)</p> <p>If mixed year group Y3: Write sentences which open with a preposition for when events occurred. Complex sentences with conjunctions (when, before, while, so, because)</p>	
NB reports with explanation element in LKS2					
Year 4 Writing outcomes	<p>recount – biography (dictation) narrative – 1<sup>st</sup> &amp; 3<sup>rd</sup> person narrative with setting and character description</p>	<p>narrative – 1<sup>st</sup> and 3<sup>rd</sup> person (see GPS focus) report: non chron</p>	<p>Recount – biography (taught) Narrative character descriptions with dialogue (full speech punctuation) Recount – letter (see GPS focus)</p>	<p>3<sup>rd</sup> person narrative short story with formal and informal language 1<sup>st</sup> person narrative letter (formal / informal taught) explanation text</p>	<p>recount - biography (approx) short story extracts with speech punctuation and paragraphing explanation</p>
Year 4	<p>Explain effective dialogue between two characters Use sentences that open with words other than nouns or pronouns (adverbial / prepositional phrase). Controlled use of apostrophes for possessive singular and</p>	<p>Write dialogue between two characters (dictation narration tag at beginning / end / middle) Write sentences that open with an adverbial, phrase, present participle Recognise and correct comma splices between main clauses.</p>	<p>Write dialogue between two characters (taught reporting clause at beginning / end / middle) Identify when to begin a new paragraph time, place, subject, dialogue Write sentences that open with</p>	<p>Controlled use of expanded noun phrases. Write with embedded clauses. Write sentences with relative pronouns who, whom, which, whose, that. Organise ideas into paragraphs by time, place, subject,</p>	<p>Write dialogue between characters (reporting clause at beginning / end / middle) Maintain consistent tense throughout whole piece of writing – present and past, present progressive (continuous) and present and past perfect</p>

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spellings taught through SW	<p>plural and apostrophes for contraction. Review expanded noun phrases</p>		<p>a preposition WHEN / WHERE an event happened Write complex sentences with varied prepositional and adverbial openings. Identify embedded clauses. Identify relative pronouns who, whom, which, whose, that.</p>	<p>dialogue.</p>	<p>SCHOOLS TO MAP THIS</p>
Y3	<p><b>Sentence level</b> (NB see KLI for full coverage) Compound sentences with FANBOYS conjunctions Sentences that open with adverbial / prepositional phrase. Organise ideas Identify when to begin a new paragraph Know the difference between a phrase and clause. Identify and explain complex sentence. Consistent tense: simple present and past, present and past progressive (continuous) and present and perfect. Simple dialogue.</p>			<p><b>Text type</b> recount – biography recount - letters narrative – 1<sup>st</sup> and 3<sup>rd</sup> person explanation (builds from reports) intro to playscripts</p>	<p><b>Narrative focus</b> dialogue speech punctuation</p>
Y4	<p><b>Sentence level</b> (NB see KLI for full coverage) Secure use of adverbial and prepositional phrases at the beginning of sentences. Identify when to begin a new paragraph. Explain when to begin a new paragraph. Organise ideas in to paragraphs according to time, place, subject, dialogue. Identify expanded noun phrases that contain a relative pronoun Secure consistent tense: simple present and past, present and past progressive (continuous) and present and perfect. Secure dialogue</p>			<p><b>Text Type</b> recount – biography recount - letters narrative – 1<sup>st</sup> and 3<sup>rd</sup> person explanation playscripts</p>	<p><b>Narrative focus</b> dialogue integrated in narrative secure speech punctuation</p>

	<p><b>Entertain / inform/ discuss</b> <b>Skellig</b> – David Almond</p>	<p><b>Inform / discuss</b> <b>Skellig</b> – David Almond</p>	<p><b>Entertain / inform / discuss</b> <b>The Lion, the Witch and the</b></p>	<p><b>Entertain / Discuss /</b> <b>The Lion, the Witch and the</b></p>	<p><b>Entertain / inform</b> <b>Journey to the River Sea</b></p>
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<b>Y5</b>  (CYCLE A for mixed year groups)	<b>Recount: biography</b> of David Almond <b>Recount: narrative</b> extracts with dialogue  (Character descriptions and analysis in reading lessons to use in balanced argument.)	<b>Discussion: balanced argument</b> (taught) - use learning from character descriptions   <b>Persuasive advert:</b> persuading parents to evacuate their children  <b>Recount: narrative</b> from different viewpoints recounting	<b>Wardrobe – C.S. Lewis</b>  <b>Recount: biography</b> of C.S. Lewis  (Character descriptions and analysis in reading lessons – changing perspectives to use in balanced argument.)  <b>Persuasive advert:</b> persuading parents to evacuate their children  <b>Recount: narrative</b> from different viewpoints recounting	<b>Wardrobe – C.S. Lewis</b>  <b>Discussion: balanced argument</b> (taught) Edmund – good or bad? – use learning from character descriptions	<b>lbbotson</b>  <b>Recount: biography</b> of E <b>Chapter summaries</b> (part reading lessons)  <b>Recount: letter</b> from Ma friend describing her journey along the Amazon River (informal tone, descriptive vocabulary)  <b>Recount: narrative</b> – Minton's journey – begin continue over half term
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			events – short story.		
poems to perform		<b>The Listeners</b> - by Walter de la Mare		<b>The Schoolboy</b> – William Blake (Learn to perform)	
PKC NB reports with discussion element in UKS2		<b>History report: Baghdad</b> Dictated passive and active voice. Dictated use of punctuation around embedded clauses.  [If mixed, Y6 independently write multi-clause compound sentences.]		<b>Geography Discussion essay:</b> The landscape of England is very similar. Do you agree?  Applying relative clauses. Use punctuation around embedded clauses.  [If mixed, Y6 use subjunctive form for opinion. ]	
Year 5 Writing outcomes	recount: biography narrative with dialogue	discussion: balanced argument (dictation) report: (history)	recount: biography recount: narrative with viewpoint – short story discussion report (history)	discussion: balanced argument (taught) discussion report (geography)	recount: letter informal narrative with formal dia build up to own story report: nonfiction (histor
Year 5 GPS focus – core learning to secure  UKS2 words and spellings taught through SW	Securing speech punctuation with narrative tags at beginning, middle and end. Identify relative clauses (dictation) Identify punctuation around embedded clauses (dictation) Identify passive voice Identify active voice	Identify passive voice Identify active voice Identify formal and informal language	Identify passive voice Explain active voice Use formal and informal language Identify modal verbs Use relative clauses (taught) Use punctuation around embedded clauses (taught)	Identify subjunctive (conditional only) Use modal verbs Identify bias and opinion. Use relative clauses and punctuation around embedded clauses (apply)	Use passive voice Use conditional subjunctive Modal verbs Controlled use of speech punctuation
<b>Y6</b>  (CYCLE B for mixed year groups)	<b>Discuss / Inform / Entertain</b> Dystopian novel  recount: biography of Ross Welford  <b>The 1,000 year-old-boy – Ross Welford</b>  narrative extracts with dialogue character descriptions  discussion: balanced argument - (dictation)	<b>Inform / Discuss / Persuade</b>  <b>The 1,000 year-old-boy – Ross Welford</b>  character descriptions 1 <sup>st</sup> person narrative – (perspectives)	<b>Entertain / persuade / inform</b>  <b>The Boy in the Tower – Polly Ho Yen</b>  recount: biography of Lois Lowry / Polly Ho Yen  narratives – 1 <sup>st</sup> and 3 <sup>rd</sup> person  <b>(Or The Giver – Lois Lowry Dystopia alternative for single year group)</b> Planning not currently available	<b>Entertain / Inform / Discuss</b>  <b>The Boy in the Tower – Polly Ho Yen</b>  narrative from different viewpoints recounting events <b>short story</b>  <b>(Or The Giver – Lois Lowry Dystopia alternative for single year group)</b> Planning not currently available	<b>Explain / Inform/ Entertain</b>  report: Life and times of Orwell  <b>Animal Farm – George Orwell</b> chapter summaries (part reading lessons) Securing GPS.
Poems to perform (Reading)		WWI poets – Rupert Brook, Siegfried Sassoon, Wilfred Owen		<b>(I wandered lonely as a cloud – Wordsworth learn to perform.)</b>	

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Lessons)		schools to choose			
PKC NB reports with discussion element in UKS2		Science Explanation text: How the circulatory system works		Geography: North America is a large and diverse continent. Explain why a geographer might say this.  Use subjunctive form for opinion.  If mixed, Y5 applying relative clauses. Use punctuation around embedded clauses.	
Year 6 Writing outcomes	recount: biography narrative with dialogue (formal and informal tone) discussion: balanced argument (formal) – continues next half term.	1 <sup>st</sup> person narrative persuasion: letter explanation text (science)	recount: biography 1 <sup>st</sup> & 3 <sup>rd</sup> person narrative dialogue and characters' perspectives (more than one) report discussion from history unit	narrative with viewpoint – short story report: discussion from geography unit	recount: biography report: discussion Cold War (history)
Year 6 GPS focus – core learning to secure  Secure all UKS2 words and spellings taught through SW	Review direct speech with reporting clause at beginning, embedded and end.  Complex sentences that open with an adverbial phrase.  Write sentences which open with a subordinate clause.  Identify and write sentences which use a relative clause.  Secure punctuation around embedded clauses  Identify and write simple sentences to <b>enhance the mood</b> and/or <b>add emphasis</b>	Secure multi-clause sentences and associated punctuation: <i>Identify and write multi-clause compound sentences joined with two different co-ordinating conjunctions</i> <i>Identify and write multi-clause complex sentences joined with two different subordinating conjunctions</i> <i>Identify and write multi-clause complex sentences joined with one subordinating conjunction and one co-ordinating conjunction</i> <i>Identify and write a combination of sentence types to avoid repetition</i>  Use active and passive voice  Modal verbs	Subjunctive – opinion, belief, purpose, intention, desire (taught)  Complex sentences that are extended using conjunctions to include two or more main clauses (taught).  Identify a dash and explain its function. Use a dash in writing (taught).  Identify where a semi-colon, colon and dash are used to mark main clauses. Mark the boundary between main clauses using semi-colon, colon and dash (taught).	Subjunctive – opinion, belief, purpose, intention, desire (apply)  Complex sentences that are extended using conjunctions to include two or more main clauses (apply).  Identify a dash and explain its function. Use a dash in writing (apply).  Identify where a semi-colon, colon and dash are used to mark main clauses. Mark the boundary between main clauses using semi-colon, colon and dash (taught).	Secure all KS2 grammar, punctuation and spelling  Reported speech (apply)
Y5	<b>Sentence level</b> (NB see KLI for full coverage)  Sentences that open with subordinate clauses. Sentences containing relative clauses. Sentences that open with adverbials indicating, when, where, how and why events occurred. Sentences that contain phrases. Identify and explain when to use modal verbs. Secure tense use: simple, progressive / continuous and perfect forms. Use subjunctive form for conditional sentences.			<b>Text type</b>  recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	<b>Narrative focus</b>  formal and informal tone beginning to use passive subjunctive form – conditional more than one viewpoint dialogue integrated in narrative
Y6	<b>Sentence level</b> (NB see KLI for full coverage)			<b>Text Type</b>	<b>Narrative focus</b>

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Complex sentences with more than two main clauses. Use reported speech Use subjunctive form for sentences that include opinion, belief, purpose, intention or desire. Identify and explain how hyphens can be used to avoid ambiguity. Mark the boundary between independent clauses using semi-colon, colon and dashes	recount – biography & letters narrative with dialogue discussion - balanced argument discussion – non-fiction essay discussion – book review playscripts	for ma l an d inf or ma l to ne co ntr oll ed us e of pa ssi ve voi ce	semi colons to join two main clauses colon to give additional information controlled use of brackets and dashes for parenthesis
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