

# Writing Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Lost and Found by Oliver Jeffers</b> <b>Outcome</b> - Fiction: adventure story based on the structure of the text	<b>Nibbles: The Book Monster by Emma Yarlett</b> <b>Outcome</b> - Recount: diary entry	<b>Lion Inside by Rachel Bright</b> <b>Outcome</b> - Fiction: journey story based on the structure of the text	<b>The curious case of the missing mammoth by Ellie Hattie</b> <b>Outcome</b> - Fiction: adventure story based on the structure of the text	<b>Toys in Space by Mini Grey</b> <b>Outcome</b> - Fiction: fantasy story based on the structure of the text	<b>Goldilocks and Just the one bear by Leigh Hodgkinson</b> <b>Outcome</b> - Fiction: traditional story based on the structure of the text
<b>Year 2</b>	<b>Troll Swap by Leigh Hodgkinson</b> <b>Outcome</b> - Fiction: focus on characters	<b>The Owl who was afraid of the dark by Jill Tomlinson</b> <b>Outcome</b> - Non-chronological report	<b>Dragon Machine by Helen Ward</b> <b>Outcome</b> - Fiction: adventure focus	<b>Major Glad, Major Dizzy by Jan Oke</b> <b>Outcome</b> - Recount: diary entry	<b>The Last Wolf by Mini Grey</b> <b>Outcome</b> - Letter: letter in role	<b>Grandad's Secret Giant by David Litchfield</b> <b>Outcome</b> - Fiction: moral focus
<b>Year 3</b>	<b>Seal Surfer by Michael Foreman</b> <b>Outcome</b> - Recount: letter in role	<b>Winter's Child by Graham Baker-Smith</b> <b>Outcome</b> - Fiction: fantasy story	<b>Stone Age Boy by Satoshi Kitamura</b> <b>Outcome</b> - Fiction: historical narrative	<b>Big blue whale by Nicola Davies</b> <b>Outcome</b> - Persuasion: information text	<b>Journey by Aaron Becker</b> <b>Outcome</b> - Fiction: adventure story	<b>Zeraffa Giraffa by Dianne Hofmeyr</b> <b>Outcome</b> - Persuasion: tourism leaflet
<b>Year 4</b>	<b>Gorilla by Anthony Browne</b> <b>Outcome</b> - Fiction: fantasy story	<b>Leon and the place between by Graham Baker-Smith</b> <b>Outcome</b> - Recount: diary	<b>Escape from Pompeii by Christina Balit</b> <b>Outcome</b> - Fiction: historical narrative	<b>When the Giant stirred by Celia Godkin</b> <b>Outcome</b> - Fiction: adventure story	<b>Where the Forest Meets the Sea by Jeannie Baker &amp; 100 facts – Rainforests by Miles Kelly</b> <b>Outcome</b> - Non-chronological report	<b>Blue John by Berlie Doherty</b> <b>Outcome</b> - Explanation: letter in role
<b>Year 5</b>	<b>Queen of the falls by Chris Van Allsburg</b> <b>Outcome</b> - Recount: series of diary entries	<b>The Lost Happy Endings by Carol Ann Duffy</b> <b>Outcome</b> - Fiction: traditional tale	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b> <b>Outcome</b> - Fiction: myth	<b>The Darkest Dark by Chris Hadfield</b> <b>Outcome</b> - Recount: formal biography	<b>The Paperbag Prince by Colin Thompson</b> <b>Outcome</b> - Persuasion/ information: hybrid leaflet	<b>Radiant Child by Javaka Steptoe</b> <b>Outcome</b> - Information text for gallery
<b>Year 6</b>	<b>Star of Fear, Star of Hope by Jo Hoestlandt</b> <b>Outcome</b> – Fiction: flashback story & Information text	<b>Can we save the tiger? by Martin Jenkins</b> <b>Outcome</b> – Information/ persuasion/explanation: hybrid text & Recount: diary	<b>Selfish Giant by Oscar Wilde and Ritva Voutilainen</b> <b>Outcome</b> – Fiction: classic narrative & Explanation	<b>The Island by Jason Chin &amp; Jemmy Button by Alix Barzelay</b> <b>Outcome</b> – Recount: journalistic writing & Discussion	<b>Manfish by Jennifer Berne</b> <b>Outcome</b> – Recount: biography & Fiction: adventure story	<b>Sky Chasers by Emma Carroll</b> <b>Outcome</b> – Fiction: adventure story with multiple narrators & Recount: autobiography

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1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Lost and Found by Oliver Jeffers</b> Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's Egg by Martin Jenkins The Penguin who Wanted to Find Out by Jill Tomlinson	<b>Nibbles: The Book Monster by Emma Yarlett</b> Goldilocks and the Three Bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the Wild Things are by Maurice Sendak	<b>The Lion Inside by Rachel Bright</b> How to be a lion by Ed Vere The Tiger who came to Tea by Judith Kerr Mog the Forgetful Cat by Judith Kerr Zoo-ology by Joelle Jolivet	<b>The Curious Case of the Missing Mammoth by Ellie Hattie</b> Lost in the Toy Museum by David Lucas Woolly Mammoth by Mick Manning How to Wash a Woolly Mammoth by Michelle Robinson and Kate Hindley A Great Big Cuddle by Michael Rosen	<b>Toys in Space by Mini Grey</b> Traction Man by Mini Grey Biscuit Bear by Mini Grey It was a dark and stormy night Janet and Allan Ahlberg One True Bear by Ted Dewan Dr Xargles by Jeanne Willis	<b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b> Goldilocks and the Three Bears by Emma Chichester Clark Me and You by Anthony Browne Old Bear Stories by Jane Hissey Dogger by Shirley Hughes
	<b>Outcome</b> Fiction: adventure story based on the structure of <i>Lost and Found</i> <b>Greater Depth</b> Change the setting and characters of the story	<b>Outcome</b> Recount: diary entry based on Nibbles' adventures <b>Greater Depth</b> To add a new adventure based on a previously read text	<b>Outcome</b> Fiction: journey story based on the structure of <i>The Lion Inside</i> <b>Greater Depth</b> Change both animals in the story	<b>Outcome</b> Fiction: adventure story based on the structure of <i>The Curious Case of the Missing Mammoth</i> with a change of character <b>Greater Depth</b> Change the setting of the story	<b>Outcome</b> Fiction: fantasy story based on the structure of <i>Toys in Space</i> , changing the characters <b>Greater Depth</b> Change the settings of the story <b>Extension:</b> Instructions	<b>Outcome</b> Fiction: traditional story with new character or setting based on <i>Goldilocks and just the one bear</i> . <b>Greater Depth</b> Change the character/ setting <b>Extension:</b> Non-chron. report
	<b>Word</b>	<b>Word</b> Use plural noun suffixes -s and -es	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	<b>Word</b>
	<b>Word</b> Throughout each unit of <i>Pathways to Write</i> 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					
	<b>Sentence</b> Combine words to make sentences	<b>Sentence</b> Join words using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i> Use simple description
	<b>Text</b>	<b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronoun)	<b>Text</b>	<b>Text</b>	<b>Text</b>	<b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronouns)
	<b>Punctuation</b> 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'	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

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2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Troll Swap by Leigh Hodgkinson</b> Trolls Go Home (Troll Trouble series) by Alan MacDonald	<b>The Owl Who Was Afraid of the Dark by Jill Tomlinson</b> (picture book) The Owl Who Was Afraid of the Dark (chapter version) by Jill Tomlinson	<b>Dragon Machine by Helen Ward</b> The Dragonsitter Disasters (The Dragonsitter series) by Josh Lacey	<b>Major Glad, Major Dizzy by Jan Oke</b> Naughty Amelia Jane by Enid Blyton	<b>The Last Wolf by Mini Grey</b> Fantastic Mr. Fox by Roald Dahl	<b>Grandad's Secret Giant by David Litchfield</b> The BFG by Roald Dahl
	<b>Outcome</b> Fiction: story with focus on characters <b>Greater Depth</b> Story about two invented contrasting characters who swap places	<b>Outcome</b> Non-chronological report: fact sheet about owls <b>Greater Depth</b> Alter the layout to include own subheadings and extra features	<b>Outcome</b> Fiction: adventure story with change of character and machine <b>Greater Depth</b> Story written in 1 <sup>st</sup> person	<b>Outcome</b> Recount: diary entry of historical events from Major Glad's point of view <b>Greater Depth</b> Diary entry to include the feelings of Major Dizzy	<b>Outcome</b> Letter: letter in role as the character persuading to save the trees <b>Greater Depth</b> Real life letter to specific audience e.g. local MP	<b>Outcome</b> Fiction: story with a moral focus <b>Greater Depth</b> Story from the point of view of the giant
	<b>Word</b>	<b>Word</b> Add -ly to turn adjectives into adverbs	<b>Word</b>	<b>Word</b>	<b>Word</b> Add -er and -est to adjectives Use homophones and near homophones	<b>Word</b> Add suffixes to spell longer words (e.g -ment,- ful)
	<b>Word</b> Throughout each unit of <i>Pathways to Write</i> 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.					
	<b>Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Sentence</b> Use co-ordination (but, or)	<b>Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i> )	<b>Sentence</b> Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	<b>Sentence</b> Use subordination ( <i>if</i> , <i>that</i> )	<b>Sentence</b> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	<b>Text</b>	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Text</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form
	<b>Punctuation</b> Use punctuation correctly - full stops, capital letters	<b>Punctuation</b> Use commas to separate items in a list	<b>Punctuation</b> Use punctuation correctly - exclamation marks, question marks	<b>Punctuation</b> Use punctuation correctly – introduce apostrophe for the possessive (singular)	<b>Punctuation</b> Use punctuation correctly – apostrophes for contracted forms	<b>Punctuation</b>

# Writing Curriculum Overview



3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Seal Surfer by Michael Foreman</b> <i>The Dancing Bear by Michael Morpurgo</i>	<b>Winter's Child by Angela McAllister</b> <i>Ice Palace by Robert Swindell</i>	<b>Stone Age Boy by Satoshi Kitamura</b> <i>The Iron Man by Ted Hughes</i>	<b>Big Blue Whale by Nicola Davies</b> <i>This morning I met a whale by Michael Morpurgo</i>	<b>Journey by Aaron Becker</b> <i>Tilly Mint Tales by Berlie Doherty</i>	<b>Zeraffa Giraffa by Dianne Hofmeyr</b> <i>The White Fox by Jackie Morris</i>
	<b>Outcome</b> Recount: letter in role recounting events of the story <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Outcome</b> Fiction: fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Outcome</b> Fiction: historical narrative set in the Stone Age <b>Greater Depth</b> Write from the point of view of a person from the Stone Age	<b>Outcome</b> Persuasion: informative article persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about other endangered sea creatures	<b>Outcome</b> Fiction: adventure story based on <i>Journey</i> using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Outcome</b> Persuasion: tourism leaflet for the <i>Jardin des Plantes</i> in Paris <b>Greater Depth</b> Include a section of a researched Paris landmark
	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b> Form nouns with a range of prefixes	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b>
	<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause	<b>Sentence</b>	<b>Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b> Use prepositions, conjunctions and adverbs to express time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures
	<b>Text</b> Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	<b>Text</b> In narratives, create characters, settings and plot	<b>Text</b> Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	<b>Text</b> Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	<b>Text</b> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	<b>Text</b> 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
	<b>Punctuation</b> Introduce inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)	<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b>

*\*Objectives in italics are writing composition objectives*

# Writing Curriculum Overview



4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Gorilla by Anthony Browne</b> Gorilla Journal by Carolyn Franklin	<b>Leon and the Place Between by Graham Baker-Smith</b> The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	<b>Escape from Pompeii by Christina Balit</b> Pompeii: A Roman Girl's Diary by Sue Reid	<b>When the Giant Stirred by Celia Godkin</b> Journey to the Centre of the Earth Usborne Young Reader or Arika and the Island of Wonders by Nicola Davies	<b>Where the Forest Meets the Sea by Jeannie Baker &amp; 100 facts – Rainforests by Miles Kelly</b> The Boy Who Biked the World: Part 1 by Alastair Humphreys	<b>Blue John by Berlie Doherty</b> Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
	<b>Outcome</b> Fiction: fantasy story based on <i>Gorilla</i> <b>Greater Depth</b> Re-tell the story from the animal's viewpoint and include speech	<b>Outcome</b> Recount: diary from Leon's point of view <b>Greater Depth</b> Write from Abdul Kazam's point of view	<b>Outcome</b> Fiction: historical narrative from character's point of view <b>Greater Depth</b> Write from the point of view of the captain	<b>Outcome</b> Fiction: adventure story from point of view of the boy <b>Greater Depth</b> Write from the point of view of the God	<b>Outcome</b> Non-chronological report: information board for a rainforest exhibit <b>Greater Depth</b> Include an interactive element	<b>Outcome</b> Explanation: letter in role as a caving expert, including an explanation <b>Greater Depth</b> Include a persuasive section about Treak Cliff Caverns
	<b>Word</b>	<b>Word</b> Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	<b>Word</b> Use Standard English forms for verb inflections	<b>Word</b>	<b>Word</b> Recognise the grammatical difference between plural and possessive 's'	<b>Word</b>
	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	<b>Sentence</b>	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Sentence</b>	<b>Sentence</b> Build a varied and rich vocabulary and an increasing range of sentence structures
	<b>Text</b> 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	<b>Text</b> <i>Build a varied and rich vocabulary</i>	<b>Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)  Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	<b>Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> <i>Build a varied and rich vocabulary</i> Use paragraphs to organise information and ideas around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns</i>	<b>Text</b> Use paragraphs to organise information and ideas around a theme  Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	<b>Punctuation</b> Use commas after fronted adverbials Recap: Use inverted commas for direct speech	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns	<b>Punctuation</b> Use and punctuate direct speech (using dialogue to show the relationship between characters)	<b>Punctuation</b> Use and punctuate direct speech Use commas after fronted adverbials	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns.	<b>Punctuation</b>

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5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Queen of the Falls by Chris Van Allsburg</b> <i>Goodnight Stories for Rebel Girls by Elena Favilli or The Boy who Swam with Piranhas by David Almond</i>	<b>The Lost Happy Endings by Carol Ann Duffy</b> <i>Hansel and Gretel by Neil Gaiman</i>	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b> <i>Myths of the Norsemen by Roger Lancelyn Green</i>	<b>The Darkest Dark by Chris Hadfield</b> <i>Cosmic by Frank Cottrell Boyce</i>	<b>The Paperbag Prince by Colin Thompson</b> <i>The Last Wild by Piers Torday</i>	<b>Radiant Child by Javaka Steptoe</b> <i>Life doesn't frighten me - Poem by Maya Angelou</i>
	<b>Outcome</b> Recount: series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters	<b>Outcome</b> Fiction: traditional tale with an alternative ending <b>Greater Depth</b> Tell the traditional tale from the point of view of a woodland creature	<b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Tell the myth from and alternative viewpoint	<b>Outcome</b> Recount: a formal biography of Chris Hadfield <b>Greater Depth</b> Include an extra section in informal first person	<b>Outcome</b> Persuasion/ information: hybrid leaflet about waste management <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast	<b>Outcome</b> Information: text suitable for an art gallery <b>Greater Depth</b> Plan structure and layout of information text
	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>	<b>Word</b>
	<b>Sentence</b>	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely	<b>Sentence</b> 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	<b>Sentence</b> Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b> Use modal verbs to indicate degrees of possibility	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility
	<b>Text</b> <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	<b>Text</b> <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	<b>Text</b> Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	<b>Punctuation</b> Recap: Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Recap: Use of inverted commas and other punctuation to punctuate direct speech	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>

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6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Star of Hope, Star of Fear by Jo Hoestlandt</b> An Eagle in the Snow by Michael Morpurgo	<b>Can We Save the Tiger? by Martin Jenkins</b> The Jungle Book by Rudyard Kipling	<b>Selfish Giant by Oscar Wilde</b> Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell or The Happy Prince and Other Tales by Oscar Wilde	<b>Island by Jason Chin &amp; Jemmy Button by Alix Barzelay</b> The Explorer by Katherine Rundell	<b>Manfish by Jennifer Berne</b> Dolphin Song by Lauren St. John	<b>Sky Chasers by Emma Carroll</b>
	<b>Outcome</b> Fiction: flashback story & Non-chronological report <b>Greater Depth</b> To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i>	<b>Outcome</b> Information/explanation/persuasion: hybrid booklet about an amazing animal & Recount: diary <b>Greater Depth</b> Write a Newsround TV style report about the tiger crisis	<b>Outcome</b> Fiction: retelling of a classic narrative from a character's point of view & Explanation <b>Greater Depth</b> Write the narrative from viewpoint the viewpoint of the special tree	<b>Outcome</b> Recount: journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion <b>Greater Depth</b> Include extracts from another genre <i>e.g., diary, interview, information</i>	<b>Outcome</b> Recount: biography of Jacques Cousteau & Fiction: adventure story <b>Greater Depth</b> Include a section entitled 'How Jacques Cousteau inspired me'	<b>Outcome</b> Fiction: adventure story from two different viewpoints & Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person
	<b>Word</b>	<b>Word</b>	<b>Word</b> Recognise vocabulary for formal speech and writing	<b>Word</b>	<b>Word</b>	<b>Word</b> Recognise vocabulary for formal speech and writing
	<b>Sentence</b> Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs	<b>Sentence</b> Recap: Use modal verbs or adverbs to indicate degrees of possibility	<b>Sentence</b> Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	<b>Sentence</b> Use passive verbs	<b>Sentence</b> Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentence</b> Recognise structures for formal speech and writing, including subjunctive forms
	<b>Text</b> Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms)	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> <i>Identify the audience and purpose for writing</i> <i>Choose the appropriate register</i>
	<b>Punctuation</b> Punctuate bullet points consistently Additional writing: Use a colon to introduce a list	<b>Punctuation</b> Recap: Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently	<b>Punctuation</b> Use colons or dashes to mark boundaries between independent clauses	<b>Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	<b>Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses

*\*Objectives in italics are writing composition objectives*