



CURRICULUM

Writing



Content Overview

| | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------|---|--|---|--|---|--|--|
| Autumn 1 | <p>The Dot, In every house in every street, This is how we do it, All about families.</p> <p>Phase 1 and 2 Mark making - giving meaning to marks. Pre-writing skills. Name writing; Drawing; Pencil control; Daily stories</p> | <p>5 Star Sentences - <i>There's a Dragon in My School</i></p> | <p>Descriptive writing (5 Star Sentences) - <i>Grandpa Jazz.</i> Letter (Personal) - <i>Grandpa Jazz.</i> Poetry - Black History Month</p> | <p>Instructions - <i>How to wash a Woolly Mammoth</i> Narrative (adventure) - <i>Stone Age Boy</i></p> | <p>Poetry -- <i>The River</i> Explanations-The Water Cycle</p> | <p>Travel Brochure -New York Narrative- <i>Nowhere Emporium</i> Poetry - <i>Skyboys</i></p> | <p>Balanced argument - Is graffiti art of vandalism? Poetry - 'The Hope-o-potamus'</p> |
| Autumn 2 | <p>The Gruffalo & The Gruffalo's Child - Retell stories and narratives Writing CVC words.</p> | <p>Non - chronological report - Victorians narrative- <i>Daisy Saves the Day</i></p> | <p>Narrative (Historical Fiction) - <i>Vlad & The Great Fire of London</i> Description - Setting</p> | <p>Narrative (Historical Fiction) - <i>Escape to Pompeii</i> Informal Letter - Roman Soldier</p> | <p>Recount - Discovery of King Tut's Tomb Narrative (Historical Fiction) - <i>An Egyptian Tale</i></p> | <p>Narrative (Adventure) - <i>Cosmic</i> Non-chronological Report - Planets</p> | <p>Narrative - Ancient Mayan Myth Non-chronological Report - Ancient Maya</p> |
| Spring 1 | <p>Beegu, Look inside Space A Journey Through Space Space - for kids who really love space Label and short phrase.</p> | <p>Sense poem - adjective focus Diary - hot air balloon ride Recount - science experiment</p> | <p>Narrative - <i>The Journey</i></p> | <p>Poetry - inspired by sources of light Narrative - myth - <i>How the Stars Came to Be</i></p> | <p>Narrative - 'Float' Persuasive writing - advert for ear defenders</p> | <p>Narrative - <i>Morris's books - myth</i> Timeline - Ancient Greece</p> | <p>Biography - Charles Darwin Letters - as Charles Darwin</p> |
| Spring 2 | <p>Dinosaur Roar! If I had a Dinosaur. Dinosaurs - Usborne Big Book of Dinosaurs Simple facts.</p> | <p>Narrative - <i>Nothing</i> Instructions - <i>Traction Man</i></p> | <p>Non - chronological Report - rainforest animal</p> | <p>Non-schronological report - <i>The Arctic</i></p> | <p>Narrative - Beowulf Non - chronological report - Anglo Saxons</p> | <p>Narrative - The Arrival story Recount - school camp</p> | <p>Persuasive argument- Ban mobile phones? Diary Entry - Suffragettes</p> |
| Summer 1 | <p>The very hungry caterpillar, Tad, A Tadpoles promise, frog and caterpillar life cycles. Write a simple sentence or caption.</p> | <p>Recount - Aquarium Trip Letter - Bristol Aquarium Report - sea creatures</p> | <p>Diary - a day in the chocolate room Persuasive Letter - fairtrade chocolate</p> | <p>Non - Chronological Report - Healthy Me Persuasive writing - advert</p> | <p>Narrative - Fantasy - <i>Quest - The Journey</i> Diary - Bedminster children In the pits</p> | <p>Narrative - building tension Explanation - Viking longboats</p> | <p>Narrative - A Monster Calls</p> |
| Summer 2 | <p>The Little Red Hen The Gingerbread Man The Runaway Chapatti Writing short narrative on familiar text.</p> | <p>Narrative - Tinga Tinga Tale Non- chronological report - African countries Riddle - What am I?</p> | <p>Narrative - Jack and the Beanstalk</p> | <p>Narrative - <i>The Promise</i> Poetry - Summer is Here</p> | <p>Biography - Cary Grant then choice- Francis Greenway, Princess Campbell, Nick Park Balanced argument - Lynx reintroduction to the UK</p> | <p>Biography - David Attenborough Persuasive speech - plastic pollution</p> | <p>Explanation - Puberty Narrative - Uplevelling</p> |

Medium Term Plans

| EYFS | |
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| Key Texts | <i>The Gruffalo; The Gruffalo's Child; Beegu; A Journey Through Space; Dinosaur Roar!; The Very Hungry Caterpillar; The Little Red Hen; The Gingerbread Man; The Runaway Chapati; Other traditional tales for comparison (e.g. The Three Little Pigs, The Three Billy Goats Gruff)</i> |
| Linked ELG | <p>Literacy English in the EYFS Framework falls in the Literacy area of learning with the addition of spoken language elements in Communication and Language.</p> <p>Word reading ✦ Say a sound for each letter in the alphabet and at least 10 digraphs ✦ Read words consistent with their phonic knowledge by sound blending ✦ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>Comprehension ✦ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ✦ Anticipate – where appropriate – key events in stories ✦ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>Writing ✦ Spell words by identifying sounds in them and representing the sounds with a letter or letters ✦ Write simple phrases and sentences that can be read by others ✦ Write recognisable letters, most of which are correctly formed</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions • Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking</p> <ul style="list-style-type: none"> • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher |
| Examples of Writing in an Enabling Environment | <p>Block Play and Construction Listening to what others say and responding appropriately ✦ Expressing thoughts and sharing ideas ✦ Demonstrating their understanding when talking with others ✦ Developing their own narratives and explanations by connecting ideas or events ✦ Using a growing vocabulary to describe their buildings and structures ✦ Creating and retelling stories that have a setting, characters and a plot ✦ Describing what they have built and how they built it</p> <p>Writing Using a variety of mark making materials to draw, make patterns and write ✦ Creating stories, representing past experiences and responding to how they are feeling ✦ Selecting their name card and writing their name ✦ Asking adults to scribe their ideas or help label their pictures ✦ Noticing their friend's names and making observations and comments about the letters and sounds that are different and the same as their own ✦ Writing for a variety of purposes as part of play scenarios ✦ Using a range of resources to create their own books ✦ Practising what they have been directly taught in adult-led sessions</p> <p>Books ✦ Retelling familiar stories in their own words ✦ Using key words and phrases from familiar stories ✦ Talking to others about their favourite books, making predictions or describing their favourite parts ✦ Discussing illustrations and using to predict what stories might be about ✦ Using puppets and props to support retelling of favourite stories as well as making up their own narratives ✦ Using phonic knowledge to decode texts ✦ Reading high frequency words from memory</p> <p>Workshop ✦ Providing a running commentary of what they are making ✦ Describing in advance what they plan to do ✦ Using associated vocabulary including accurate terms to describe tools and techniques ✦ Drawing or writing a plan of what they intend to do ✦ Creating pictures and models in response to favourite stories</p> <p>Imaginative and Role-Play ✦ Providing a running commentary of what they are doing ✦ Acting out familiar stories and/or creating their own narratives ✦ Role-playing characters and using associated language and vocabulary ✦ Writing in role such as making a shopping list or sending a letter ✦ Playing alongside others, communicating, sharing ideas, negotiating and co-operating</p> <p>Small World ✦ Giving small world characters a 'voice' ✦ Playing alongside others, communicating, sharing ideas, negotiating and co-operating ✦ Planning and communicating their ideas ✦ Expressing their thoughts and ideas to others, adults and children ✦ Creating imaginative and real world scenarios ✦ Creating stories around a set of characters and with a familiar pattern and sequences ✦ Retelling stories to and/or share story ideas with an audience ✦ Narrating their play ✦ Recording their ideas and stories</p> |

| Year Group | Key Text (s) or Stimulus | Linked Learning | Key Literacy Objectives (ELG) | Key Activities |
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| <p>Rec</p> <p><i>All About Me</i></p> | <p>Key Text: <i>The Gruffalo</i> by Julia Donaldson and Axel Scheffler</p> <p>Key Stimulus: Visuals and Props: Gruffalo-themed evidence (e.g., items symbolizing Gruffalo features)</p> <p>Illustrations: Images from <i>The Gruffalo</i> for discussions and Role on the Wall</p> <p>Multimedia: Videos and pictures of real forest animals, autumn changes</p> <p>Drama and Role Play: Character masks, small-world props, guided reenactments</p> <p>Creative Activities: Gruffalo art, story maps, poetry, and outdoor play</p> <p>Letters and Writing Tasks: Writing in response to a letter from the mouse, speech bubbles for character thoughts</p> | <p>Forest School: Opportunities to explore the natural environment, supporting discussions on forest settings, real animals, and seasonal changes.</p> <p>Outdoor Activities: Use of natural materials to build habitats (e.g., log pile houses, underground dens) and create Gruffalo-themed crafts.</p> <p>Creative Play: Outdoor role play and storytelling linked to <i>The Gruffalo</i> using woodland animal soft toys and props.</p> <p>Observation and Discovery: Weather diaries, collecting leaves and sticks for booklets, and noticing signs of autumn in the outdoor environment.</p> | <p>Communication and Language:</p> <p>Listening, Attention, and Understanding Listen attentively to stories, responding with relevant questions, comments, and actions.</p> <p>Engage in discussions, demonstrating understanding by asking clarifying questions.</p> <p>Speaking Participate in group and one-to-one discussions, offering ideas and using recently introduced vocabulary.</p> <p>Provide explanations and use vocabulary drawn from stories, non-fiction, and role play.</p> <p>Literacy:</p> <p>Comprehension Retell stories and narratives in their own words, using recently introduced vocabulary.</p> <p>Anticipate key events in familiar stories and explain their predictions. Use new vocabulary in conversations and creative activities.</p> <p>Word Reading Recognize and use rhyming words. Apply phonics knowledge to decode words.</p> <p>Writing Write simple phrases and sentences that can be read by themselves and others. Use new vocabulary in writing tasks.</p> | <ul style="list-style-type: none"> Engage with and enjoy a core text Develop oral storytelling skills Infer meaning from illustrations and text Build descriptive vocabulary Retell a story using story maps Explore character thoughts and feelings Use drama and talk to deepen understanding Identify and generate rhyming words Compose simple rhyming poems Write for a clear purpose and audience (letters) Express ideas through shared and independent writing |

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| <p>Rec</p> <p><i>The Deep Dark Wood</i></p> | <p>Key Text: <i>The Gruffalo's Child</i> by Julia Donaldson</p> <p>Key Stimulus: The story of <i>The Gruffalo's Child</i> and <i>The Gruffalo</i></p> <p>Winter forest animals (e.g., deer, owls, foxes, rabbits)</p> <p>Imagery and themes from the story, such as bravery, curiosity, and family</p> <p>Seasonal changes, including winter elements like snow, frost, and hibernation</p> | <p>Building on Prior Learning (Gruffalo): Continues exploring <i>The Gruffalo</i> universe, focusing on characters, themes of bravery, and imaginative storytelling.</p> <p>Seasonal Changes & Animal Behavior: Links to science, exploring winter, animal hibernation, and migration through both literacy and art.</p> <p>Art & Design: Creative activities, like creating winter scenes and snowflakes, connect to the text's themes and develop fine motor skills.</p> <p>Physical Development: Role play, freeze-frame acting, and music-based movement support gross motor skills and coordination.</p> | <p>Listening, Attention, and Understanding Listen attentively to stories, responding with relevant questions, comments, and actions.</p> <p>Speaking Participate in group and one-to-one discussions, offering ideas and using recently introduced vocabulary.</p> <p>Provide explanations and use vocabulary drawn from stories, non-fiction, and role play.</p> <p>Comprehension Retell stories and narratives in their own words, using recently introduced vocabulary. Anticipate key events in familiar stories and explain their predictions.</p> <p>Use new vocabulary in conversations and creative activities such as role play and storytelling.</p> <p>Word Reading Recognize and use rhyming words in the context of the story and poetry activities.</p> <p>Apply phonics knowledge to decode words (e.g., rhyming CVC word activity).</p> <p>Writing Write simple phrases and sentences that can be read by themselves and others (e.g., writing letters to the mouse, creating rhyming pairs, making booklets, or recording findings).</p> <p>Use new vocabulary in writing tasks (e.g., Role on the Wall, story maps, and descriptive poetry).</p> | <ul style="list-style-type: none"> Listen to and enjoy a core text Compare two stories by the same author Retell a story using story maps Sequence events in the correct order Join in with repeated phrases Explore character feelings and viewpoints Discuss themes (e.g. bravery, curiosity, family) Use talk and drama to retell a story Write short messages with adult support Create captions and simple sentences Make meaning through mark-making and drawing Use story language in play and storytelling |
| <p>Rec</p> <p><i>Blast Off!</i></p> | <p>Key Text: <i>Beegu</i> by Alexis Deacon</p> <p>Key Stimulus: Spaceship crash site with Beegu in the garden</p> <p>Images of Beegu's emotions and actions</p> | <p>Understanding the World Exploring Earth through non-fiction books and discussions, comparing different environments and the features of Earth.</p> <p>Expressive Arts and Design Using materials to create art based on Beegu's world,</p> | <p>Communication and Language Listening, attention, and understanding through discussions about Beegu's appearance and actions; speaking during class discussions and role-play.</p> <p>Literacy Comprehension, retelling, and vocabulary development through the story of Beegu; role-play activities; understanding emotions and storytelling.</p> | <ul style="list-style-type: none"> Engage with and respond to a core text Describe characters using adjectives Infer meaning from images Ask and answer questions about a story Explore and name emotions Retell events through talk and role play Write for a purpose (posters, postcards) Use labels, captions, and simple sentences |

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| | <p>Non-fiction books and maps (including Google Earth) to explore Earth</p> <p>Art materials for creating Beegu's planet and creative responses</p> | <p>creating models and puppets, and performing stories and songs.</p> | <p>Comprehension Demonstrate understanding of what has been read by retelling stories, using their own words and vocabulary.</p> <p>Speaking Participate in small group, class, and one-to-one discussions, offering their own ideas using recently introduced vocabulary.</p> | <ul style="list-style-type: none"> • Create and follow story/adventure maps • Develop oral storytelling and vocabulary • Experiment with imagined language (alien words) • Express viewpoints using thought and speech bubbles |
| <p>Rec <i>Blast Off!</i></p> | <p>Key Texts: -<i>A Journey Through Space</i> -<i>Space for Kids Who Really Love Space!</i> -<i>Look Inside Space</i> -<i>How to Catch a Star</i></p> <p>Key Stimulus: Photos and videos of planets, stars, the moon, and the Mars Rover</p> <p>YouTube videos and websites about space exploration and astronauts</p> <p>Non-fiction books about space</p> <p>Craft materials for creating models, rockets, and space-related items</p> <p>Explorify website for interactive learning</p> <p>Historical newspaper articles on the moon landing</p> | <p>Understanding the World Discussing space exploration, planets, stars, the moon, and astronauts</p> <p>Comparing past and present events (e.g., the moon landing)</p> <p>Exploring the environments of other planets through videos, books, and real-world facts</p> <p>Expressive Arts and Design Creating models of planets, rockets, and astronauts</p> <p>Engaging in imaginative play, creating stories and role-playing with space themes</p> <p>Experimenting with materials to create space-related art and models</p> | <p>Communication and Language Listening attentively to discussions and responding with relevant questions or comments</p> <p>Using new vocabulary when talking about space and explaining ideas</p> <p>Expressing ideas and feelings using full sentences, incorporating past, present, and future tenses</p> <p>Literacy (Comprehension) Retelling stories and facts about space, using their own words and new vocabulary</p> <p>Using vocabulary to describe planets, stars, and space phenomena during role-play and discussions</p> <p>Role-play and storytelling related to space exploration</p> | <ul style="list-style-type: none"> • Engage with and respond to a core text or media (books, videos, songs) • Generate and record questions about a topic • Develop topic-specific vocabulary (planets, stars, astronauts, moon) • Describe objects and phenomena using adjectives and descriptive language • Retell information through story maps and class-generated narratives • Compare and discuss historical vs. current information • Write for a purpose (sentences, labels, captions) • Explore sequencing and cause/effect in events (moon landing, rocket launches) • Use oral storytelling, discussion, and role play to deepen understanding • Record observations and ideas using writing, drawing, and captions |

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| <p>Rec</p> <p><i>Dinosaur Discovery</i></p> | <p>Key Texts:</p> <ul style="list-style-type: none"> - <i>Dinosaur Roar!</i> by Paul & Henrietta Stickland - <i>If I Had a Dinosaur</i> by Gabby Dawnay - <i>Usborne Big Book of Dinosaurs</i> (non-fiction) <p>Key Stimulus:</p> <p>Dinosaur footprints discovered in the environment</p> <p>Fossils and fossil-making activities</p> <p>Small world dinosaur play Images, videos and BBC Teach clips (e.g. Mary Anning)</p> <p>Outdoor dinosaur hunts and role-play experiences</p> | <p>Understanding the World:</p> <p>Exploring prehistoric life, dinosaurs, fossils and habitats using non-fiction and digital sources.</p> <p>Communication and Language: Developing vocabulary, questioning, explaining ideas and retelling experiences through talk and play.</p> <p>Physical Development:</p> <p>Strengthening fine motor skills through mark making, writing, modelling and tool use.</p> <p>Expressive Arts and Design:</p> <p>Creating and performing dinosaur-themed art, music, movement and role-play.</p> <p>Maths (Cross-curricular):</p> <p>Measuring, comparing, sorting and classifying dinosaurs by size, features and diet.</p> | <p>Reading</p> <p>Demonstrate understanding of what has been read to them by retelling stories, sequencing events and discussing key ideas</p> <p>Use and understand new vocabulary introduced through stories and non-fiction texts</p> <p>Recall facts from non-fiction books and talk about information learned</p> <p>Writing</p> <p>Use phonic knowledge to write labels, captions and simple sentences</p> <p>Write simple, meaningful sentences that can be read by others</p> <p>Represent ideas through drawings and emergent writing linked to stories and facts</p> <p>Communication and Language</p> <p>Listen attentively and respond with relevant comments and questions</p> <p>Participate in discussions using newly introduced vocabulary</p> <p>Explain ideas, retell events and invent narratives in talk and play</p> | <ul style="list-style-type: none"> • Shared reading of core texts (<i>Dinosaur Roar, If I Had a Dinosaur</i>) with book talk and questioning • Oral retelling using role-play, drama, story maps and sequencing activities • Vocabulary development: exploring opposites, descriptive language and subject-specific words (e.g. carnivore, herbivore, extinct) • Mark making and writing: Labels and captions for dinosaur models and artwork Sentence writing: “Where would you take your dinosaur?” Dinosaur fact files and posters with adult scaffolding • Non-fiction exploration: using information books, images and videos to answer questions • Shared and modelled writing: teacher scribing children’s ideas and modelling sentence structure • Speaking & listening outcomes: children sharing ideas, writing and learning with peers and the class |
| <p>Rec</p> <p><i>From Wriggles to Wonders</i></p> | <p>Key Texts</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>Tad</i> by Benji Davies</p> <p><i>Tadpole’s Promise</i> by Jeanne Willis</p> <p>Poems: <i>Caterpillar, The Tadpole</i></p> <p>Non-fiction texts about life cycles</p> | <p>Understanding the World: Life cycles of animals and humans, growth and change over time, observing living things, comparing past and present</p> <p>Communication and Language: Storytelling, questioning, vocabulary development and discussion</p> <p>Physical Development: Fine motor skills through writing, cutting, collage, painting and modelling</p> | <p>Reading</p> <p>Retell familiar stories and discuss characters, settings and events</p> <p>Use and understand new vocabulary from stories and non-fiction</p> <p>Recall information from texts and talk about what they have learned</p> <p>Writing</p> <p>Use phonics to write labels, captions and simple sentences</p> <p>Write phrases and sentences that can be read by others</p> <p>Record ideas through drawings and emergent writing</p> | <ul style="list-style-type: none"> • Shared reading and book talk using core texts • Story retelling, sequencing and role-play • Vocabulary work linked to description, feelings and change • Writing opportunities: caterpillar diary entries, life cycle captions, simple sentences and personal timelines • Non-fiction exploration through videos, books and first-hand experiences (e.g. pond dipping) |

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| | <p>Key Stimuli: Class caterpillars, pond dipping, baby/toddler photos, videos and images</p> | <p>Expressive Arts and Design: Art inspired by illustrations, life cycle crafts, music, movement and drama</p> <p>PSHE: Feelings, friendships, promises, forgiveness and growing older</p> | <p>Communication and Language Listen attentively and respond with relevant comments and questions</p> <p>Participate in discussions using recently introduced vocabulary</p> <p>Sequence and explain ideas, events and experiences</p> | <ul style="list-style-type: none"> Speaking and listening activities: talk partners, class discussions and sharing work |
| <p>Rec <i>Once Upon a Time</i></p> | <p>Key Texts <i>The Little Red Hen</i> (traditional tale) <i>The Gingerbread Man</i> (traditional tale) <i>The Runaway Chapati</i></p> <p>Other traditional tales for comparison (e.g. <i>The Three Little Pigs, The Three Billy Goats Gruff</i>)</p> <p>Videos showing bread-making and farming processes</p> <p>Key Stimuli: baking bread, role play, puppets, masks and story props</p> | <p>Understanding the World: Where food comes from, farming and bread-making, comparing traditional tales from different cultures</p> <p>Communication and Language: Oral storytelling, questioning, prediction, explanation and retelling</p> <p>Physical Development: Fine motor skills through writing, cutting, baking, playdough and puppet making</p> <p>Expressive Arts and Design: Role-play, drama, puppetry, music and story-inspired art</p> <p>PSHE: Turn-taking, cooperation, fairness, helping others and transition to Year 1</p> | <p>Reading Retell familiar traditional tales using story language and structure</p> <p>Describe characters, settings and key events in increasing detail</p> <p>Use and understand new vocabulary linked to traditional tales</p> <p>Make predictions and comparisons between different stories</p> <p>Writing Use developing phonic knowledge to write labels, lists, captions and simple sentences</p> <p>Write sentences that make sense and can be read by others</p> <p>Begin to use capital letters and full stops appropriately</p> <p>Communication and Language Listen attentively to stories and respond with relevant comments and questions</p> <p>Use talk to sequence, explain and retell narratives</p> <p>Introduce storylines into play and discussion</p> | <ul style="list-style-type: none"> Shared reading and repeated retelling of traditional tales Story mapping (beginning, middle, end) and oral rehearsal Role play, puppetry and drama to retell and innovate stories Shared writing and supported independent sentence writing Sentence-level work: what a sentence is, word order, capitals and full stops Story innovation using <i>The Gingerbread Man</i> and <i>The Runaway Chapati</i> Baking-linked writing: lists, recipes, instructions Transition-focused writing and discussion in preparation for Year 1 |

| Year Group | Key Text (s) or Stimulus | Success Criteria |
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| 1 | <p>Key Texts:</p> <ul style="list-style-type: none"> • <i>There's a Dragon in My School</i> by Tom Nicoll • <i>Zog</i> by Julia Donaldson <p>Stimulus:</p> <ul style="list-style-type: none"> • Pictures of dragons (from books or teacher-created resources). • Non-fiction books featuring labels (e.g., labeled diagrams in science books). • Classroom settings manipulated to reflect "dragon mischief" (e.g., book corner turned upside down, pencils scattered). • Science topics (plants and maps) to integrate labelling skills. <p>Formal</p> | <p>5 Star Sentences:</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • Use phonics and sounds to write words and sentences accurately. • Apply finger spaces to separate words clearly. • Use capital letters and full stops correctly at the start and end of sentences and for proper nouns • Write descriptive sentences using adjectives and clear structure. • Label objects with accurate vocabulary and clarity. • Edit and improve writing by correcting mistakes and adding details. • Develop fine motor skills through handwriting practice and pre-writing activities. • Engage creatively in writing, responding to imaginative prompts. • Build independence by checking and improving own work. |
| 1 | <p>Key Texts:</p> <ul style="list-style-type: none"> • <i>Daisy Saves the Day</i> by Shirley Hughes <p>Stimulus:</p> <ul style="list-style-type: none"> • Images of Victorian and modern Southville • Historical comparisons of Victorian hospitals and schools • Christmas-themed visual prompts, including <i>Sprout Boy</i> | <p>5 Star Sentences:</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • Write 5-star sentences focusing on clarity, punctuation • Identify and correctly use question marks in writing. • Compare Victorian and modern settings verbally and in writing using descriptive language. • Improve and edit writing by correcting errors and enhancing with adjectives and conjunctions. • Use creative language to describe characters, settings, and events. • Produce descriptive and imaginative sentences. |

| Year Group | Text Audience Purpose (TAP) | Key Text (s) or Stimulus | Success Criteria for Outcome |
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| 1 | <p>T: Description of a setting (Autumn Term Assessment)</p> <p>A: SLT</p> <p>P: to entertain</p> | <p>Use this image of a pathway in a magical world to help you write a description</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should</p> <ul style="list-style-type: none"> • Describe the setting using adjectives |
| 1 | <p>T: Poetry (Senses Poem)</p> <p>A: Peers, teachers, and possibly parents (if shared or displayed) Class book in book corner</p> <p>P: To entertain and describe (using sensory details and adjectives)</p> | <p>Poems</p> <ul style="list-style-type: none"> -<i>Hot Air Balloon</i> by Angela Wybrow -<i>Silly Old Baboon</i> (Rhyming Poem) -<i>Chocolate Cake</i> by Michael Rosen (Non-rhyming Poem) <p>Videos</p> <ul style="list-style-type: none"> -<i>The Worm That Wouldn't Wiggle</i> -<i>Chocolate Cake</i> by Michael Rosen -<i>Hot Air Balloon Flight Over Bristol</i> (to inspire sensory descriptions) <p>Other Stimuli</p> <ul style="list-style-type: none"> -Senses walk; Picture prompts (hot air balloons, landscapes); -Word banks for adjectives and sensory vocabulary | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should</p> <ul style="list-style-type: none"> • I can use the correct layout to write a senses poem. • I can use adjectives to describe what I can see, hear, feel, etc. • I can edit my writing to improve it. |
| 1 | <p>T: Diary entry</p> <p>A: Themselves (personal diary entry)</p> <p>P: To entertain and inform (reflecting on an experience and sharing thoughts/feelings)</p> <p>Formality: Informal</p> | <p>Diary Entry (WAGOLL) – "Monday 27th January" diary entry about a hot air balloon ride</p> <p>Video Stimuli:</p> <ul style="list-style-type: none"> <i>What is a Diary?</i> – YouTube Video <i>Past Tense Verbs (Nessy Video)</i> – YouTube Video <p>Image Stimulus: Picture of a view from a hot air balloon for descriptive language inspiration</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should: I can use the key features of a diary entry:</p> <ul style="list-style-type: none"> - Start with "Dear Diary,". - Write in first person (I, me, my). - Use past tense verbs correctly. - Include personal thoughts and feelings. - Use descriptive language to describe what I saw, heard, and felt |

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| <p>1</p> | <p>T: Recount (writing about events in order, such as the story of Raccoon and the Hot Air Balloon or the waterproof materials investigation)</p> <p>A: Year 1 children</p> <p>P: To inform (explaining events and actions in sequence) and to entertain (through the recounting of a story or investigation process)</p> <p>Formality: Informal</p> | <p>"Raccoon and the Hot Air Balloon" (YouTube video: Raccoon and the Hot Air Balloon)</p> <p>Recount of the Waterproof Materials Investigation</p> <p>Spelling/Grammar resources: Video and activities on the use of conjunctions ("because" and "and").</p> <p>Verb song to establish actions (YouTube video: Verb Song).</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should:</p> <ul style="list-style-type: none"> • I can use time words to write a recount in order. • I can use conjunctions like "and" and "because" to link sentences. • I can write in the past tense. • I can recount events in a clear sequence. • I can extend my sentences using conjunctions and adjectives. • I can reflect on my writing and improve it. |
| <p>1</p> | <p>T: A short narrative retelling and rewritten version of <i>Nothing</i> by Mick Inkpen</p> <p>A: Teacher and peers.</p> <p>P: To retell a familiar story with a clear beginning, middle and end.</p> | <p><i>Nothing</i> by Mick Inkpen (core text)</p> <p>Story illustrations</p> <p>Story maps and drama/role play</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should:</p> <ul style="list-style-type: none"> • use adjectives and conjunctions • sequence events chronologically • edit for basic punctuation |
| <p>1</p> | <p>T: Simple written questions about old toys.</p> <p>A: Family member who they will interview about toys in the past (toy maker / historical enquiry).</p> <p>P: To ask questions to find out information.</p> <p>Formality: Informal</p> | <p>Images of old toys</p> <p>History topic on toys</p> <p>Question word prompts and videos</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • Use question words and question marks |

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| <p>1</p> | <p>T: A set of simple instructions explaining how Traction Man rescues something.</p> <p>A: Teacher and peers (as a reader who needs to follow the instructions).</p> <p>P: To explain a process clearly</p> <p>Formality: Formal</p> | <p><i>Traction Man</i> by Mini Grey</p> <p>Story scenes (saving the dolls / spoons)</p> <p>Drama, props, pictures, and shared modelling</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • To use time words and imperative (bossy) verbs • To sequence events logically |
| <p>1</p> | <p>T: A short descriptive paragraph about an underwater animal, written in multiple sentences.</p> <p>A: Teacher and peers.</p> <p>P: To describe an animal clearly</p> <p>Formality: Formal</p> | <p>Images of underwater creatures</p> <p>WAGOLL descriptive paragraph</p> <p>Shared and reconstructed paragraphs</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • To practise writing extended sentences within a paragraph • To use capital letters and full stops accurately |
| <p>1</p> | <p>T: A recount of the class visit to the aquarium, written in chronological order.</p> <p>A: Teacher, peers, and familiar readers.</p> <p>P: To recount a real-life experience</p> <p>Formality: Formal</p> | <p>The aquarium trip itself</p> <p>Photos from the visit</p> <p>Teacher modelled recounts</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • To use past tense verbs and time words • To sequence events clearly and add detail |
| <p>1</p> | <p>T: A thank-you letter to aquarium staff.</p> <p>A: Aquarium staff (real-world audience).</p> | <p>Aquarium visit experience</p> <p>WAGOLL thank-you letter</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation |

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| | <p>P: To thank and share learning from the visit</p> <p>Formality: Formal</p> | Shared discussion of favourite moments | <ul style="list-style-type: none"> • Spelling • To use letter features • Write in the past tense |
| 1 | <p>T: A non-chronological report about a chosen sea creature, including labelled diagrams and sections.</p> <p>A: Peers, teacher, and future readers of the class book.</p> <p>P: To inform the reader with factual information</p> <p>Formality: Formal</p> | <p>Children's home research</p> <p>Non-chronological report books</p> <p>Example reports and BBC Bitesize videos</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • To organise information under subheadings • To use topic vocabulary and factual sentences |
| 1 | <p>T: A short narrative in the style of a <i>Tinga Tinga</i> tale, explaining why an animal looks the way it does (beginning, middle, end).</p> <p>A: Teacher, peers, and class readers.</p> <p>P: To entertain the reader. To retell and adapt a familiar story</p> | <p><i>Why the Giraffe Has a Long Neck</i> (Tinga Tinga Tales – video/text)</p> <p>Oral storytelling and story maps</p> <p>Images from the story</p> <p>African Hook Day experiences</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • To sequence events using time connectives • To use adjectives, past tense verbs, and simple dialogue |
| 1 | <p>T: A simple non-chronological report about an African country, organised under subheadings (Weather, Food, Animals).</p> <p>A: Teacher, peers, and visitors to the classroom.</p> <p>P: To inform the reader. To share factual information clearly</p> <p>Formality: Formal</p> | <p>Children's home research</p> <p>BBC Bitesize non-fiction clips</p> <p>Model reports (UK vs Kenya)</p> <p>Photographs and fact cards</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • To organise ideas using headings and subheadings • To use conjunctions, adjectives, and full sentences |

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| 1 | <p>T: A short animal riddle written in first person, ending with a question.</p> <p>A: Peers and class readers. Shared class book in book corner</p> <p>P: To entertain and engage the reader</p> <p>Formality: Formal</p> | <p>Example riddles (BBC Bitesize)</p> <p>Teacher WAGOLL riddles</p> <p>Images of African animals</p> <p>Shared reading of riddles</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none">• Finger spaces• Capital Letters• Handwriting• Punctuation• Spelling• To describe an animal using clues• To use adjectives and simple sentence structures |
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| Year Group | Text Audience Purpose (TAP) | Key Text (s) or Stimulus | Success Criteria for Outcome |
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| 2 | <p>T: Descriptive and creative writing inspired by pictures from <i>Grandpa Jazz</i>.</p> <p>Question sentences and exclamation sentences related to story images.</p> <p>A: Themselves and the teacher for assessment purposes.</p> <p>P: To entertain by writing with description and clarity</p> <p>Formality: L1</p> | <p><i>Grandpa Jazz</i> by Mirna Imamovic</p> <p><i>Grandpa Jazz</i> (via YouTube reading). Pictures from <i>Grandpa Jazz</i> used for visual prompts.</p> <p>Whiteboard-based sentence-building activities and teacher-modeled examples.</p> | <p>These are taken from the progression overview.</p> <p>5 Star Sentences:</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation (full stops, question and exclamation marks) • Spelling <p>Focus on word choices, particularly adjectives:</p> |
| 2 | <p>T: Letter (personal)</p> <p>A: Fictional audience (Grandpa in the letter).</p> <p>The class for oral presentations and reflections.</p> <p>P: To recount</p> <p>Formality: L1</p> | <p><i>Grandpa Jazz</i> by Mirna Imamovic</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should</p> <ul style="list-style-type: none"> • Noun Phrases • Past Tense Verbs <p>Could</p> <ul style="list-style-type: none"> • Question Sentences |
| 2 | <p>T: Narrative (Historical Fiction about the Great Fire of London)</p> <p>A: Peers, teachers, and potentially parents or display audiences.</p> <p>P: To entertain and inform by retelling the events of the Great Fire of London through the lens of newly created characters.</p> <p>Formality: L2</p> | <p><i>Vlad and the Great Fire of London</i> by Kate Cunningham (used as inspiration for character and plot development).</p> <p>Putdng Lane video (for sensory inspiration and setting descriptions).</p> <p>Nessy videos on past tense verbs and suffixes (-ed).</p> <p>Images and structured plot points for scaffolding historical narratives.</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should</p> <ul style="list-style-type: none"> • Use regular past tense verbs • Use noun phrases • Use conjunctions in sentences |

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| <p>2</p> | <p>T: Description of a setting (Autumn Term Assessment)</p> <p>A: SLT</p> <p>P: To entertain</p> <p>Formality: L1</p> | <p>Use this image of a pathway in a magical world to help you write a description</p> | <p>Must (5 Star Sentences)</p> <ul style="list-style-type: none"> • Finger spaces • Capital Letters • Handwriting • Punctuation • Spelling <p>Should</p> <ul style="list-style-type: none"> • Describe the setting using adjectives |
| <p>2</p> | <p>T: Narrative (adventure/journey story)</p> <p>A: Peers, teachers, and possibly parents (for display or sharing)</p> <p>P: To entertain</p> <p>Formality: L2</p> | <p><i>Journey</i> by Aaron Becker (a wordless picture book)</p> <p>Video link: Journey Story</p> <p>Additional visual stimuli: pictures of magical lands, settings, and characters</p> | <p>5 Star Sentences:</p> <ul style="list-style-type: none"> • Finger spaces • Capital letters • Handwriting • Punctuation • Spelling <p>Varied sentences</p> <ul style="list-style-type: none"> • Noun phrases • Exclamation sentences <p>Varied punctuation</p> <ul style="list-style-type: none"> • Possessive apostrophe • Speech marks |
| <p>2</p> | <p>T: Non-chronological report about an Amazon rainforest animal (appearance, habitat, diet, interesting facts)</p> <p>A: Peers, younger children (Year 2s), and the school community</p> <p>P: To inform and entertain by presenting facts about the animal in an engaging way, using descriptive language, comparative and superlative adjectives, conjunctions, and interesting “Did you know?” facts</p> <p>Formality: L3</p> | <p>Key Texts: Non-chronological reports on animals (modelled reports, WAGOLLS); Amazon rainforest stories (e.g., “Amazon story on a leaf”) Information texts about rainforest animals</p> <p>Stimulus: School trip observations and photos; Images and videos of rainforest animals and habitats; BBC Teach clips on summer rainforest wildlife; Class discussions, word banks, and mood boards</p> | <p>5 Star Sentences:</p> <ul style="list-style-type: none"> • Finger spaces • Capital letters • Handwriting • Punctuation • Spelling <ul style="list-style-type: none"> • Conjunctions – and, or, but, so, because, if • ‘-er’ and ‘-est’ suffixes • Noun phrases • Commas in a list |

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| <p>2</p> | <p>T: Diary entry (a day in the chocolate room)</p> <p>A: Themselves / personal record</p> <p>P: To describe experiences, thoughts, and feelings in first person; to entertain and reflect on events (chocolate room visit)</p> <p>Formality: L1</p> | <p>Key Texts: Example diary entries about experiences, including chocolate-related events</p> <p>Stimulus: Images of a chocolate room/factory; Chocolate Factory video clip; BBC Bitesize guide on diary writing Sensory prompts (taste, smell, sound, sight, movement)</p> | <ul style="list-style-type: none"> • Five star sentences • The first person • Past tense • Paragraphs • Chronological order • Emotive language • Adjectives and adverbs |
| <p>2</p> | <p>T: Formal letter (Fairtrade Chocolate)</p> <p>A: Local shops/companies (BS3 Community Café, Mokoko Coffee, Sweven Coffee)</p> <p>P: To inform and persuade; explain the ethical hot chocolate project and suggest improvements (ethical ingredients, packaging, sustainability)</p> <p>Formality: L3</p> | <p>Key Texts: Example formal letters to companies</p> <p>Stimulus: Bristol shops/companies (BS3 Community Café, Mokoko Coffee, Sweven Coffee) Facts about ethical vs. unethical chocolate production Discussion of ingredients, packaging, and sustainability</p> | <ul style="list-style-type: none"> • Five star sentences • Correct layout • Commas for lists • Questions and question marks |
| <p>2</p> | <p>T: Narrative story (retelling and reimagining <i>Jack and the Beanstalk</i>)</p> <p>A: Class teacher / peers / general reader</p> <p>P: To entertain by telling a story with a clear structure, interesting characters, descriptive language, and creative twists</p> <p>Formality: L2</p> | <p>Key Texts: <i>Jack and the Beanstalk</i> traditional tale</p> <p>Stimulus: Reading the original story; Images of Jack, the beanstalk, the giant, the castle, and magical elements; Word banks of adjectives, verbs, and descriptive phrases; Sentence stacking examples for body, appearance, actions, and emotions</p> | <p>Must</p> <ul style="list-style-type: none"> • 5 Star Sentences: Finger spaces, Capital Letters, Handwriting, Punctuation, Spelling • Write a story with a beginning, middle and end • Include interesting vocab (adjectives and verbs) • <p>Should</p> <ul style="list-style-type: none"> • Write in the past tense • Include adverbs <p>Could</p> <ul style="list-style-type: none"> • Include a simile |

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| <p>2</p> | <p>T: Poem about a tree in a particular season</p> <p>A: Class teacher / peers / seasonal walk audience</p> <p>P: To entertain and evoke imagery and emotion through descriptive and poetic language</p> <p>Formality: L2</p> | <p>Key Texts: Selection of poems about seasons and nature (teacher-chosen examples)</p> <p>Stimulus: Seasonal walks to observe trees. Word banks of adjectives, verbs, and sensory language Descriptive images of trees in different seasons. Examples of poetic techniques (similes, noun phrases, alliteration, onomatopoeia)</p> | <ul style="list-style-type: none"> ● describe a tree in a specific season ● use sensory details (what I can see, hear, feel or smell) ● use adjectives and expanded noun phrases ● I use at least one poetic feature, such as: a simile, alliteration, onomatopoeia |
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| Year Group | Text Audience Purpose (TAP) | Key Text (s) or Stimulus | Success Criteria for Outcome |
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| 3 | <p>T: Instructions</p> <p>Specifically a set of instructions for washing a woolly mammoth, as well as creating a mammoth model.</p> <p>A: Year 3 class- as they will be writing instructions for their peers to follow.Plus any adult who wants to wash a woolly mammoth.</p> <p>P: To instruct clearly and effectively how to to complete a task, using time conjunctions, imperative verbs, prepositions and adjectives.</p> <p>Formality: L3</p> | <p><i>How to Wash a Woolly Mammoth</i> by Michelle Robinson – a book that provides a fun approach to instructional writing.</p> <p>WAGOLL</p> <p>YouTube video links for visual and practical guidance</p> | <p>These are taken from the progression overview.</p> <p>Must</p> <ul style="list-style-type: none"> • Bold, eye-catching title • A list of what you need introduced with a colon (:) and bullet points • Numbered steps • Time conjunctions • Bossy imperative verbs • Introduction, including rhetorical questions • Final concluding sentence <p>Should</p> <ul style="list-style-type: none"> • Pictures/diagrams |
| 3 | <p>T: Narrative (Adventure Story)</p> <p>A: Classmates, parents (for Parents' Evening), and the wider school (when published as a class book).</p> <p>P: To entertain by creating an engaging time-travel adventure story set in the Stone Age, incorporating descriptive techniques and historical context.</p> | <p><i>Stone Age Boy</i> by Satoshi Kitamura – inspiration for plot, setting, and descriptive language.</p> <p>Sounds: Audio of campfire cooking and other sensory stimuli for descriptive tasks.</p> <p>BBC History video on life in the Stone Age</p> <p>Images: Stone Age clothing and tools, visuals from Stone Age Boy</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (capitalisation, handwriting, spelling, vocabulary, punctuation) • Fronted adverbials • Use precise adjectives to describe • Use precise verbs • Clear story structure: beginning, middle and end <p>Should:</p> <ul style="list-style-type: none"> • Simile • Onomatopoeia <p>Could:</p> <ul style="list-style-type: none"> • Direct speech punctuated correctly |
| 3 | <p>T: Narrative (Historical Fiction about Pompeii)</p> <p>A: Classmates, teacher and parents (writing in the style of the model)</p> | <p><i>Escape to Pompeii</i> by Christina Balit – a fictional narrative that introduces Pompeii's history.</p> <p>Visual stimuli, including pictures of Pompeii and characters like Tranio and Livia, help children visualize and describe the setting.</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capitalisation, Handwriting, Spelling, Vocabulary, Punctuation) • written a clear adventure plot structure – from: build-up/problem/resolution/ending • used sensory description for setting • included an ellipsis to create suspense • included some fronted adverbials • Improve my work by editing it ... adding extra detail (in red) |

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| | <p>P: To entertain by creating an engaging and suspenseful story set during the eruption of Mount Vesuvius</p> <p>To inform by providing insight into life in Pompeii and the historical event of the eruption</p> | <p>YouTube videos of the Mount Vesuvius eruption enhance sensory description and emotional writing.</p> | <p>Should:</p> <ul style="list-style-type: none"> used speech marks correctly (SCAPS) <p>Could:</p> <ul style="list-style-type: none"> included a simile/metaphor include subordinating conjunctions |
| 3 | <p>T: Informal Letter (written in role as a Roman soldier)</p> <p>A: A fictional family member or friend of the Roman soldier.</p> <p>P: To inform the recipient about the historic battle against Boudicca and its aftermath, recounting the events using descriptive language and historical context.</p> <p>Formality: L2</p> | <p>BBC Teach clip on Roman soldiers and letter writing.</p> <p>WAGOLL: Example letter from a Roman soldier.</p> <p>Historical sources and fact sheets on Boudicca and Roman Britain.</p> <p>Visual and audio stimuli of Roman battles and celebrations</p> <p>Word banks and writing prompts</p> | <p>Must:</p> <ul style="list-style-type: none"> 5 star sentences (Capital letters, Handwriting, Spelling, Punctuation, Checking) Included an introduction (with a question and reason for writing) Used appropriate adjectives Used adverbials to show time/cause Organised my writing into paragraphs Included feelings and emotions <p>Should:</p> <ul style="list-style-type: none"> Included some complex sentences <p>Could:</p> <ul style="list-style-type: none"> Used apostrophes correctly (possessive or contraction) Finished with a concluding paragraph (with a change in tense) |
| 3 | <p>T: Opening to a story</p> <p>(Autumn Term Assessment)</p> <p>A: SLT</p> <p>P: To entertain</p> <p>Descriptive language and exciting literary techniques</p> | <p>Use this image of a pathway in a magical world help you write a descriptive and exciting opening to a story</p> | <p>Must:</p> <ul style="list-style-type: none"> 5 star sentences (Capital letters, Handwriting, Spelling, Punctuation, Checking) <p>Should:</p> <ul style="list-style-type: none"> Paragraphs Stay in the same tense Interesting, descriptive vocabulary Include thoughts and feelings Fronted adverbials - start your sentences in different, interesting ways <p>Could:</p> <ul style="list-style-type: none"> You could include some speech |
| 3 | <p>T: Poetry</p> <p>(Odes, Kennings, and Cinquains)</p> <p>A: Peers, teachers, and potentially a wider school audience (e.g., for a display or performance)</p> | <p>Ode to the Moon (used as an example for poetic features)</p> <p>Ode to a Rainbow (used to explore imagery)</p> | <p>Ode Poetry:</p> <p>Must:</p> <ul style="list-style-type: none"> use powerful adjectives greet your object grandly use 2nd person (you) <p>Should:</p> |

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| | <p>P: to entertain (through creative and expressive writing)</p> | <p>Various poetry resources, including BBC Bitesize videos and interactive tasks</p> <p>Northern Lights video (stimulus for cinquain poetry)</p> <p>Performance poetry resources (e.g., tongue twisters, peer feedback strategies)</p> | <ul style="list-style-type: none"> include simile (like, as) include onomatopoeia <p>Could:</p> <ul style="list-style-type: none"> use a metaphor <p>Cinquain Poetry</p> <p>Must:</p> <ul style="list-style-type: none"> 5 star sentences (Handwriting, Spelling, Vocabulary, Punctuation) Write interesting adjectives in the 2nd line Include powerful verbs in the 3rd line Write a phrase to describe the subject in the 4th line Start every line with a capital letter Improve my work by editing it ... adding extra detail (in red) <p>Should:</p> <ul style="list-style-type: none"> Include a simile in one of your poems Include the correct number of syllables in one of your poems |
| 3 | <p>T: Narrative (Myth)</p> <p>A: Reading aloud to peers Teachers or parents if shared more widely</p> <p>P: To entertain</p> | <p>BBC Bitesize Myth Video (https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/ztwrsrd)</p> <p>YouTube Myth Videos (e.g., How the Stars Came to Be - https://www.youtube.com/watch?v=S_GUMIVIMlIc)</p> <p>Example myths (e.g., "The Lightning and Thunder Story")</p> <p>Teacher-created models and WAGOLL (What a Good One Looks Like) examples</p> | <p>Must:</p> <ul style="list-style-type: none"> 5 Star Sentences Used common myth phrases (e.g. opening and ending) Written in the third person throughout (he/she) used fronted adverbials <p>Should:</p> <ul style="list-style-type: none"> included direct speech included subordinate conjunctions (as, while) <p>Could:</p> <ul style="list-style-type: none"> Included interesting similes and metaphors |
| 3 | <p>T: Non-chronological report about the Polar Regions (Arctic & Antarctic), including effects on animals and people, and calls to action.</p> <p>A: Peers, school community, and a general reader interested in environmental issues.</p> <p>P: To inform readers about the Polar Regions, including where they are, the</p> | <p>Double check with KE</p> <p>Key Texts: fact sheets, WAGOLL articles, Geography books</p> <p>Stimulus: Images of polar regions/animals, headlines/alliteration examples, discussion prompts</p> | <p>Must:</p> <ul style="list-style-type: none"> 5 star sentences (Capitalisation, Handwriting, Spelling, Vocabulary, Punctuation) Eye catching heading and subheadings Written in third person (he, she or they) Written in past tense Organised into paragraphs - animals, people, why it matters? Conclusion paragraph - what can we do with quote. <p>Should:</p> <ul style="list-style-type: none"> Include rhetorical questions Include fronted adverbials |

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| | <p>weather and climate, the animals and how climate change is affecting them.</p> <p>Formality: L3</p> | | <p>Could:</p> <ul style="list-style-type: none"> Conjunctions - eg. 'so' |
| 3 | <p>T: A fantasy narrative story inspired by <i>The Lonely Polar Bear</i>.</p> <p>A: Classmates, teacher, and potentially a wider audience if shared (e.g., parents).</p> <p>P: To entertain and engage through storytelling.</p> | <p>Key Texts: <i>The Lonely Polar Bear</i> (YouTube version and text)</p> <p>Stimulus: Arctic/Antarctic setting (images, videos, sounds of storms/blizzards) Polar bear character and magical spirit girl Videos of Northern Lights and Arctic landscapes Drama and roleplay (acting out scenes, freeze frames) Pictures and word banks for adjectives, verbs, similes, metaphors</p> | <p>Must</p> <ul style="list-style-type: none"> 5 star sentences (Capitalisation, Handwriting, Spelling, Vocabulary, Punctuation) written a story with a beginning, middle and end. written in third person included interesting vocabulary (adjectives, verbs and adverbs) <p>Should</p> <ul style="list-style-type: none"> included a simile or metaphor used fronted adverbials <p>Could</p> <ul style="list-style-type: none"> include direct speech |
| 3 | <p>T: Persuasive advert for a healthy flapjack/energy bar</p> <p>A: Year 2 children (primary school peers)</p> <p>P: To persuade and inform others to buy and try a healthy flapjack by highlighting its benefits, taste, and unique features, using persuasive techniques such as rhetorical questions, descriptive adjectives, alliteration, and direct speech.</p> <p>Formality: L2</p> | <p>Key Texts: Gingerbread advert Flapjack adverts (e.g., Kerry YouTube video) Model persuasive texts</p> <p>Stimulus: Real flapjack: taste, smell, look, feel Healthy ingredient discussion Advert videos/images Role-play interviews for quotes</p> | <p>Must</p> <ul style="list-style-type: none"> 5 star sentences (Capitalisation, Handwriting, Spelling, Vocabulary, Punctuation) have a catchy title or slogan appeals to the sense include important information, such as where to buy it, how much it costs, main ingredients <p>Should</p> <ul style="list-style-type: none"> direct speech (SCAPS) Include rhetorical question exaggeration <p>Could</p> <ul style="list-style-type: none"> included some alliteration |
| 3 | <p>T: Non-chronological report (about the human body – skeleton, muscles, and healthy living).</p> <p>A: Classmates, teacher, and potentially a wider school audience (peers reading their reports).</p> | <p>Key Texts: Non-chronological reports on the human body (skeleton and muscles); BBC Bitesize resources on healthy living.</p> <p>Stimulus: Science lessons on the skeleton, muscles, and healthy</p> | <p>Must</p> <ul style="list-style-type: none"> 5 star sentences: Capitalisation, Punctuation, Handwriting, Vocabulary, Spelling A catchy title A short introduction (what is the report about) Subheadings for each section technical/topic vocabulary <p>Should</p> <ul style="list-style-type: none"> Formal language |

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| | <p>P: To inform and explain, using clear facts, subheadings, technical vocabulary, and structured paragraphs.</p> <p>Formality: L3</p> | <p>lifestyle; videos, fact sheets, and reference books to provide ideas and factual content for writing.</p> | <ul style="list-style-type: none"> • Use a variety of conjunctions • A Picture or diagram <p>Could</p> <ul style="list-style-type: none"> • Fact file box (with bullet points) • Glossary to explain tricky words |
| 3 | <p>T: Narrative (based on <i>The Promise</i>) – creating a story with settings, characters, and a plot. Children will plan, draft, and write their own versions, either retelling, innovating, or inventing a story inspired by the original.</p> <p>A: Peers, teachers, and potentially a wider school audience (when published as a picture book).</p> <p>P: To entertain and engage the reader, convey a clear plot, develop characters and settings, and explore themes/messages such as caring for the environment.</p> | <p>Key Texts: <i>The Promise</i> (book/film), WAGOLL narrative examples</p> <p>Stimulus: Images of derelict and green cities, city sounds, time-lapse of acorn growth, role-play of characters, outdoor sensory exploration</p> | <p>Must</p> <ul style="list-style-type: none"> • 5 star sentences: Capitalisation, Punctuation, Handwriting, Vocabulary, Spelling • Written in a clear plot structure • Included interesting vocab (adjectives, adverbs and verbs) • Written in the first person (I, me, We) <p>Should</p> <ul style="list-style-type: none"> • Used fronted adverbials • Included direct speech • Included subordinate conjunctions (as, while) <p>Could</p> <ul style="list-style-type: none"> • Included similes and metaphors |
| 3 | <p>T: Seasons poems (with focus on Summer) – narrative/lyrical poems</p> <p>A: Peers, teacher, wider school community (through reading aloud and display)</p> <p>P: To entertain, using descriptive language, imagery, and poetic devices.</p> | <p>Key Texts: <i>Autumn is Here</i> and other seasonal poems with personification and metaphor</p> <p>Stimulus: <i>Leaves Falling</i> video, outdoor seasonal observations, mood boards, and images of summer (e.g., flowers, wildlife, the Queen)</p> | <p>Must</p> <ul style="list-style-type: none"> • use clear handwriting and check spelling using word bank • include precise verbs and adjectives • use some alliteration • include repeated phrase <p>Should</p> <ul style="list-style-type: none"> • include personification • include some adverbs <p>Could</p> <ul style="list-style-type: none"> • include a metaphor (or simile) |

| Year Group | Text Audience Purpose (TAP) | Key Text (s) or Stimulus | Success Criteria for Outcome |
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| 4 | <p>T: Instructions</p> <p>A: Year 4 students, writing instructions for themselves and potentially younger children (KS1).</p> <p>P: To inform and instruct readers on how to complete specific tasks</p> <p>Formality: L3</p> | <p>WAGOLLS: instructional texts such as "All about Teeth" and "How to change a tyre on a monster truck."</p> <p>BBC Bitesize resources on punctuation and instruction writing.</p> <p>Videos: The "Why do we lose our baby teeth?" video by Maddie Moate, linked to science lesson.</p> | <p>Must</p> <ul style="list-style-type: none"> • Bold, eye-catching title • Subheadings - underlined • A list of what you need introduced with a colon (:) • Bullet points or numbered points • Clear paragraphs • Chronological (TIME) order • Time openers • Bossy imperative verbs <p>Should</p> <ul style="list-style-type: none"> • Pictures/diagrams <p>Could</p> <ul style="list-style-type: none"> • A short introduction • A short concluding statement |
| 4 | <p>T: Poetry</p> <p>Narrative and descriptive poetry using metaphor, personification, and rhyme, structured around the theme of rivers.</p> <p>A: Class peers, teachers, and potentially a wider audience during performances or classroom displays.</p> <p>P: To entertain by creating vivid and engaging poetry that brings the river to life through rich imagery.</p> | <p>The River by Valerie Bloom</p> <p>WAGOLLS</p> <p>Visual stimuli such as river-themed videos on river formation and characteristics</p> <p>Word banks and vocabulary-building materials (e.g., adjective and verb lists for river metaphors).</p> <p>Geography resources (BBC Bitesize and additional materials about rivers and the water cycle).</p> | <p>Must:</p> <ul style="list-style-type: none"> • Metaphors • Action verbs • Rhymes / near rhymes (lines 2 and 4) • Descriptive adjectives • Organised in same way as 'The River' <p>5 Star Sentences</p> <ul style="list-style-type: none"> • Capital Letters • Handwriting • Spelling • Editing (does it make sense?) • Punctuation |
| 4 | <p>T: Explanation</p> <p>A: Peers, teachers, and potentially other readers in a classroom or school display context.</p> | <p>Explanation texts, including: How Volcanoes Erupt (WAGOLL and guided text); How Do Seeds Grow?; Why Does an Iceberg Float?; How Flowering Plants Grow.</p> | <p>Must:</p> <ul style="list-style-type: none"> • A title – explains what the text is for • An opening statement – about the subject • Clear, simple points about how something occurs, in a certain order • Technical words – where appropriate • Causal Conjunctions – e.g. because, resulting in |

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| | <p>P: To inform readers about scientific processes (specifically, the water cycle) clearly and effectively.</p> <p>Formality: L2</p> | <p>Water Cycle song (video/lyrics as a mnemonic device), diagrams and science content.</p> <p>Explanation Planning Flowchart (visual stimulus for structuring writing).</p> | <ul style="list-style-type: none"> • Time conjunctions -- e.g. firstly, next, after some time • The present tense • A clear layout and design which is easy to follow |
| 4 | <p>T: Recount</p> <p>Historical recount of the discovery of King Tut's tomb.</p> <p>A: History enthusiasts (magazine article)</p> <p>P: to inform and recount events</p> <p>Presenting them in a clear and engaging way.</p> <p>Formality: L2</p> | <p>WAGOLLS: Example recounts such as those on moon landings, Pakistan floods, and school council meetings.</p> <p>Articles related to the discovery of King Tut's tomb (e.g., The Week magazine article on the Tutankhamun discovery).</p> <p>Video clips and additional resources on recount writing, including BBC Bitesize materials.</p> | <p>Must</p> <ul style="list-style-type: none"> • An attention-grabbing title • Who (Who is this recount about?) • What (What is this recount about?) • When (When did these events happen?) • Where (Where did these events happen?) • Why (Why were they doing what they were doing?) • Past tense (the event has already happened) • Time adverbials (At first, Eventually, Finally, After that, Suddenly) <p>Should</p> <ul style="list-style-type: none"> • Fronted adverbials (at the front of the sentence explaining how, when, why, where an event is happening) • Descriptive information that includes senses. • At least one quote with "speech marks" <p>Could</p> <ul style="list-style-type: none"> • Picture with a caption |
| 4 | <p>T: Narrative (Historical Fiction) based on the events from <i>The Egyptian Cinderella</i>.</p> <p>A: General readers, likely classmates or the teacher.</p> <p>P: To entertain and engage the reader by retelling events from the story, using structure, sensory description, character development, and narrative techniques to bring the historical context and emotions to life.</p> | <p><i>The Egyptian Cinderella</i> - historical context, setting, and characters</p> <p>WAGOLL: first-person narrative using historical details and rich description.</p> <p>Chn's narratives will innovate and modernise the themes and characters.</p> <p>Images of Ancient Egypt to spark imagination for setting and characters.</p> <p>Audio Clips (marketplace, desert wind) to inspire sensory descriptions.</p> | <p>Must</p> <ul style="list-style-type: none"> • 5 STAR sentences • Sensory description to describe setting. • Appropriate choice of pronouns or nouns. • Paragraphs to progress the plot. • Fronted adverbials. • A range of conjunctions. <p>Should</p> <ul style="list-style-type: none"> • Correctly punctuated direct speech. • Emotions and a varied vocabulary to develop characters. • 'ed' and 'ing' sentence starters. <p>Ancient Egyptian content to include:</p> <p>Must</p> |

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| | | Historical fact sheets and excerpts about society, culture, and daily life | <ul style="list-style-type: none"> • Historical facts. • Day-to-day activities. • Clothing and appearance. • Setting. • Names. <p>Should</p> <ul style="list-style-type: none"> • Royalty, gods, pharaohs, and people's jobs. • Objects, tools, weapons, and transport. • Buildings. |
| 4 | <p>T: Opening to a story (Autumn Term Assessment)</p> <p>A: SLT</p> <p>P: To entertain</p> <p>Descriptive language and exciting literary techniques</p> | Use this image of a pathway in a magical world help you write a descriptive and exciting opening to a story | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capital letters, Handwriting, Spelling, Punctuation, Checking) <p>Should:</p> <ul style="list-style-type: none"> • Paragraphs • Stay in the same tense • Interesting, descriptive vocabulary • Include thoughts and feelings • Fronted adverbials - start your sentences in different, interesting ways <p>Could:</p> <ul style="list-style-type: none"> • You could include some speech |
| 4 | <p>T: Narrative inspired by 'Float' by Daniel Miyares</p> <p>A: Year 4 peers, teacher, and potentially wider school audience (through reading aloud or sharing final narratives).</p> <p>P: To entertain and engage the reader, convey a clear plot, develop characters and settings, and explore themes/messages such as playfulness, resourcefulness, loss and resilience.</p> | <p>Story of 'Float' including:</p> <p>The text versions and videos with music and animation.</p> <p>Supporting materials like slides, animations, and illustrations.</p> <p>Narrative techniques and story elements explored through sentence stacking, SPAG activities, and plot mapping.</p> <p>Outcome an innovation through continuation of the story along similar themes.</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • Carefully chosen verbs with adverbs • Correctly punctuated and organised direct speech • Character feelings and inner thoughts • Senses <p>Should:</p> <ul style="list-style-type: none"> • Personification / pathetic fallacy • Complex sentences • Carefully chosen adjectives <p>Could:</p> <ul style="list-style-type: none"> • Expanded noun phrases • Repetition for emphasis/dramatic effect |
| 4 | T: Persuasive adverts | TV/Video Adverts: L'Oréal, Tesco, McDonald's (slogans & repetition) | <p>Must:</p> <ul style="list-style-type: none"> • Asks the reader rhetorical questions • Written in second or third person |

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| | <p>(posters, TV/video adverts, product descriptions).</p> <p>A: General consumers, specifically targeting children and families.</p> <p>P: To persuade</p> <p>Formality: L2</p> | <p>Adverts/Posters plus a WAGOLL to demonstrate structure and language.</p> <p>Other Stimuli: BBC Bitesize video on persuasive techniques and real-world examples of sensory descriptions & rhetorical questions in media.</p> | <ul style="list-style-type: none"> • Powerful adjectives • Repeated/memorable phrases (includes slogans) • Appeals to the senses • Exaggerates the positive points • Alliteration • Offers/deals • Reviews <p>Could:</p> <ul style="list-style-type: none"> • Direct speech quotes • Technical info including facts and figure |
| 4 | <p>T: Historical narrative inspired by Beowulf (Part 2: Beowulf fights Grendel's mother), incorporating Anglo-Saxon myths and legends, using sentence stacking techniques, metaphors, complex sentences, dialogue, and sensory descriptions.</p> <p>A: Year 4 peers, teacher, and potentially wider school audience (through reading aloud or sharing final narratives).</p> <p>P: To entertain, develop writing skills, and demonstrate understanding of the Anglo-Saxon myth through structured, engaging storytelling.</p> | <p>Story of Beowulf, including:</p> <p>The text versions by Mick Gowar and the BBC adaptation.</p> <p>Supporting materials like slides, animations, and illustrations of characters (Grendel, Grendel's mother).</p> <p>Narrative techniques and story elements explored through sentence stacking, SPAG activities, and plot mapping.</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capital letters, Handwriting, Spelling, Punctuation, Checking) • Fronted adverbials (with commas) • Powerful verbs and adverbs. • Correctly punctuated direct speech. • Paragraphs to organise and progress the plot. <p>Should:</p> <ul style="list-style-type: none"> • Metaphors • The correct spelling of homophones & near homophones • Sensory description of setting. <p>Could:</p> <ul style="list-style-type: none"> • Complex sentences using subordinating conjunctions. • Characters' inner thoughts and feelings. |
| 4 | <p>T: Non-chronological report about the Anglo-Saxons</p> <p>A: Classmates, teacher, and potentially other readers in the school community. Peers during peer assessment activities.</p> <p>P: To inform readers about Anglo-Saxon life and society, show understanding of the topic and non-fiction features, and develop writing skills such as using</p> | <p>Non-chronological reports about Anglo-Saxons, supported by:</p> <p>WAGOLL examples (e.g., reports on Romans, Werewolves, Stone/Ice Age, Turtles)</p> <p>BBC Teach clips on writing non-chronological reports</p> | <p>Must:</p> <ul style="list-style-type: none"> • Use 5 STAR sentences: capital letters, punctuation, handwriting, checking if your writing makes sense and spelling. • Include a title and subheadings • Include an introduction • Use paragraphs for each subject area • Be written in past tense • Use a formal tone • Include pictures and captions <p>Should:</p> <ul style="list-style-type: none"> • Include adverbs |

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| | <p>expanded noun phrases, adverbs, relative clauses, past tense, and a formal tone.</p> <p>Formality: L3</p> | <p>Topic books and slides about Anglo-Saxon life, beliefs, society, artefacts, and settlements</p> | <ul style="list-style-type: none"> • Use relative clauses <p>Could:</p> <ul style="list-style-type: none"> • Include a glossary |
| 4 | <p>T: Fantasy Narrative - The Journey</p> <p>A: Year 4 Peers and teachers</p> <p>P: To entertain through an engaging fantasy narrative</p> | <p><i>The Journey</i> by Aaron Becker – a wordless picture book that inspires children to create their own fantasy adventure stories.</p> | <p>Must:</p> <ul style="list-style-type: none"> • Capital letters • Full stops • Paragraphs • The third person (he, she, it, they) <p>Should:</p> <ul style="list-style-type: none"> • Correctly punctuated direct speech • Expanded noun phrases • Fronted adverbials including commas • Prepositions • Rhetorical questions including the question mark at the end • Similes • Action verbs and phrases for urgency • Complex sentences • Character emotions <p>Could:</p> <ul style="list-style-type: none"> • Relative clauses • Alliteration • Superlatives |
| 4 | <p>T: Diary entry written from the perspective of a child miner in 19th-century Bristol.</p> <p>A: Teacher and peers (classroom/KS2 audience), aiming for clarity, engagement, and historical authenticity.</p> <p>P: To write an engaging first-person diary recount of a child miner's day, using vivid, emotive, and sensory language, demonstrating historical understanding, and applying diary conventions and key writing skills.</p> | <p>Primary sources / historical accounts of Victorian child miners in 19th-century Bristol, including transcripts and first-hand digital/audio accounts.</p> <p>WAGOLs (What A Good One Looks Like) – model diary entries of child miners to demonstrate structure, language, and features.</p> <p>Visual and sensory stimuli – images of mines, child miners at work, and props used in drama/role-play to generate emotive and sensory vocabulary.</p> | <p>Must:</p> <ul style="list-style-type: none"> • Be written in the 'first person'. • Include a clear introduction and conclusion. • Use paragraphs organised chronologically to describe key events. • Use time adverbials, including fronted adverbials with commas. • Use technical language. • Use negative feelings/thoughts vocabulary including the prefixes 'un' and 'im'. • Be edited to ensure it includes 5* sentence essentials. <p>Should:</p> <ul style="list-style-type: none"> • Use the five senses (sight, sound, smell, taste, and touch) to help create a vivid and realistic first person experience. • Use emotive language to show personal responses. <p>Could:</p> <ul style="list-style-type: none"> • Include 'direct speech' which includes inverted commas and other punctuation. • Use embedded/relative clauses |

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| | Formality: L1 | Drama / role-play sessions – simulating mining experiences to inspire language for diary writing. | |
| 4 | <p>T: A chronological biography of a famous person, including key life stages (Early Life, Career, Family, Later Life/Legacy, Fun Facts)</p> <p>A: Peers, teachers, and wider school community. Children are expected to write in a style accessible to other Year 4 pupils while demonstrating understanding of biography conventions.</p> <p>P: To inform – providing accurate facts about the person’s life and achievements. To entertain and engage – through interesting facts, anecdotes, and emotive language.</p> <p>Formality: L2</p> | <p>Key Texts (models/WAGOLLS):</p> <p>Cary Grant biography (used as the main WAGOLL to study structure, language, and SPAG features)</p> <p>Examples of biographies of other famous people: Nick Park, Tony Robinson, Diana Wynne Jones, Francis Greenway</p> <p>Stimulus:</p> <p>Short videos about Cary Grant and other famous Bristolians</p> <p>Pictures, fact sheets, and information sheets about the chosen famous people</p> <p>Online resources about famous Bristol figures</p> | <p>Must</p> <ul style="list-style-type: none"> include key facts and events in chronological order. use subheadings to organise the text. include an introduction to explain who the person is, and a conclusion about their legacy. have information organised into paragraphs, each covering a different part of their life. have been checked for spelling and punctuation errors. <p>Should</p> <ul style="list-style-type: none"> have improved some of my word choices to make my writing more engaging. include fronted adverbials (e.g. In her early years, During the war). include time conjunctions (e.g. after that, later, eventually) to link events. <p>Could</p> <ul style="list-style-type: none"> include expanded noun phrases to add detail. include relative clauses. |
| 4 | <p>T: Non-chronological report (fact file) about an endangered animal (e.g., Iberian Lynx, Black Rhino)</p> <p>A: Tourists or visitors to a wildlife/nature reserve (e.g., Donana National Park). Readers of the fact file who want to learn factual, scientific information about the animal.</p> <p>P: To inform readers about the endangered animal, its characteristics, habitat, threats, and conservation</p> | <p>Key texts: Black Rhino WAGOLL, Iberian Lynx fact file, glossary/technical vocabulary sheets.</p> <p>Stimulus: Model texts, animal images, and invertebrate hunt.</p> | <p>Must</p> <ul style="list-style-type: none"> A bold title Subheadings Paragraphs Pictures / diagrams Technical language The third person – him her, they, them The present tense <p>Should</p> <ul style="list-style-type: none"> Bullet points A formal, not ‘chatty’ tone <p>Could</p> <ul style="list-style-type: none"> Include data/statistics |

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| | <p>efforts. To explain how environmental changes can endanger living things</p> <p>Formality: L2</p> | | |
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| Year Group | Text Audience Purpose (TAP) | Key Text (s) or Stimulus | Success Criteria for Outcome |
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| 5 | <p>T: Holiday brochures</p> <p>A: Potential holidaymakers, teachers, classmates.</p> <p>P: To persuade and inform readers about travel destinations effectively.</p> <p>Formality: L3</p> | <p>WAGOLL brochures.</p> <p>Visual and video prompts, including YouTube travel videos and slides.</p> <p>Example travel brochures for New York and other destinations.</p> <p>Frank Sinatra's <i>New York, New York</i> song.</p> | <p>These are taken from the progression overview.</p> <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuations, spelling, vocab, handwriting) • Include expanded noun phrases • Use modal verbs • Include some interesting facts • Include a rhetorical question <p>Should</p> <ul style="list-style-type: none"> • Include alliteration • Use a wide range of conjunctions <p>Could</p> <ul style="list-style-type: none"> • Include a simile • Use 'The power of three' |
| 5 | <p>T: Narrative (Fantasy)</p> <p>Descriptive language, character development, and plot progression</p> <p>A: Classmates, teachers, potentially a wider audience (peers or family members).</p> <p>P: To entertain and engage the audience using descriptive techniques</p> | <p><i>The Nowhere Emporium</i> by Ross MacKenzie - Fantasy novel about a young boy who discovers a magical shop.</p> <p>Videos or images to inspire descriptive language and setting.</p> <p>Plot structures for planning narrative progression.</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuations, spelling, vocab, handwriting) • use descriptive language (e.g. well-chosen adjectives, verbs, simile..) • include questions <p>Should</p> <ul style="list-style-type: none"> • use paragraphs • fronted adverbials/ adverbials <p>Could</p> <ul style="list-style-type: none"> • use small bits of dialogue, correctly punctuated • repetition |
| 5 | <p>T: Poetry</p> <p>About New York or another landmark / city e.g. Bristol, Statue of Liberty, Central Park</p> <p>A: Peers and teacher</p> <p>P: To entertain the audience by using literary devices to bring the city to life in a creative and engaging way</p> | <p><i>Sky Boys</i> by Deborah Hopkinson (story / video)</p> <p>Poem about the Empire State Building</p> <p>WAGOLL (What A Good One Looks Like) examples</p> | <p>Must</p> <ul style="list-style-type: none"> • Include expanded noun phrases • Use the five senses to produce imagery <p>Should</p> <ul style="list-style-type: none"> • Include a simile • Include a metaphor <p>Could</p> <ul style="list-style-type: none"> • Include personification |

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| <p>5</p> | <p>T: Narrative (Adventure)</p> <p>The focus is on building tension and excitement through detailed descriptions of settings, characters, and actions.</p> <p>A: Peers and teachers</p> <p>P: To entertain and engage by building atmosphere and conveying emotion and excitement</p> | <p>Cosmic by Frank Cottrell-Boyce (provides the context for the space adventure theme and language structures)</p> <p>Car advertisements (Porsche, Audi, BMW) to explore descriptive language</p> <p>Matilda clip to inspire character interactions</p> <p>Space-themed visuals</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • paragraphs • included ambitious vocabulary • included fronted adverbials <p>Should</p> <ul style="list-style-type: none"> • varied sentences for effect • included subordinate conjunctions • punctuate direct speech correctly (SCAPS) <p>Could</p> <ul style="list-style-type: none"> • used repetition for effect • included a simile /metaphor |
| <p>5</p> | <p>T: Non-chronological Report</p> <p>About Mars (or another planet)</p> <p>A: Peers, teacher, or potentially a wider audience such as an online class or school display.</p> <p>P: To inform and educate others about Mars through a detailed, well-organized, and clearly written non-chronological report, using specific subheadings and evidence to support key points.</p> <p>Formality: L4</p> | <p>BBC Supermovers video on punctuation to support correct punctuation.</p> <p>Examples of well-written non-chronological reports (potentially using their own previous work or exemplary reports).</p> <p>Their own research on Mars or another planet to inform their writing.</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuations, spelling, vocab, handwriting) • facts • headings and paragraphs • rhetorical questions as subheadings <p>Should:</p> <ul style="list-style-type: none"> • subordinating conjunctions • relative clauses • fronted adverbials / adverbial phrases • brackets to add definitions or extra information <p>Could:</p> <ul style="list-style-type: none"> • colons |
| <p>5</p> | <p>T: Opening to a story</p> <p>(Autumn Term Assessment)</p> <p>A: SLT</p> <p>P: To entertain</p> <p>Descriptive language and exciting literary techniques</p> | <p>Use this image of a pathway in a magical world help you write a descriptive and exciting opening to a story</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capital letters, Handwriting, Spelling, Punctuation, Checking) <p>Should:</p> <ul style="list-style-type: none"> • Paragraphs • Stay in the same tense • Interesting, descriptive vocabulary • Include thoughts and feelings • Fronted adverbials - start your sentences in different, interesting ways <p>Could:</p> <ul style="list-style-type: none"> • You could include some speech |

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| <p>5</p> | <p>T: Narrative (Adapted Greek Myths)</p> <p>A: Year 3</p> <p>P: To entertain</p> | <p><i>The Fantastic Flying Books of Mr. Morris Lessmore</i></p> <p>Greek myths (especially Perseus)</p> <p>Film clips and photos.</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • include ambitious vocabulary • include fronted adverbials <p>Should:</p> <ul style="list-style-type: none"> • use varied sentences for effect • use repetition for effect <p>Could</p> <ul style="list-style-type: none"> • use inner dialogue, correctly punctuated • include a simile/ personification |
| <p>5</p> | <p>T: Timeline (Informational text- Ancient Greece)</p> <p>A: Other children / people interested in this period of history</p> <p>P: To inform about Ancient Greece</p> <p>Formality: L4</p> | <p>Anglo-Saxon WAGOLL timeline</p> <p>Ancient Greece info sheets/resources,</p> <p>AD/BC film clips</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • Use facts • Order dates chronologically on the timeline • Write in paragraphs • Include a subheading <p>Should</p> <ul style="list-style-type: none"> • Include brackets • Use time adverbials • Use adjectives <p>Could</p> <ul style="list-style-type: none"> • Use passive voice sentences • Use ellipsis |

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| <p>5</p> | <p>T: Narrative Opening</p> <p>A: Year 5 (another year group) – An engaged reader who enjoys immersive, emotionally driven narrative and who expects vivid description, character insight and tension</p> <p>P: To entertain and engage the reader and compels them to read on</p> | <p>The Arrival by Shaun Tan (wordless picture book) – specifically the opening section, up to the father saying goodbye.</p> <p>Supporting stimulus</p> <p>Selected illustrations from The Arrival</p> <p>Drama and role-play (packing a battered suitcase)</p> <p>Physical artefacts: family photograph, favourite shirt, love letter</p> <p>Atmospheric music: The Arrival by Max Richter</p> <p>Visual prompts: images of night, departure, storms, journeys, separation</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • include precise vocabulary – including verbs and adjectives • Should • Use a range of subordinating conjunctions: • If, since, as, when, although, while, after, before, until, because • Include questions • Use repetition for effect • use a couple bits of dialogue, correctly punctuated <p>Could</p> <ul style="list-style-type: none"> • include figurative language – simile, personification, metaphor- to build description • Use the passive voice |
| <p>5</p> | <p>T: A first-person recount – School Camp</p> <p>A: A general reader (e.g. teacher, peers, family) who was not on the trip. Someone who wants to understand what happened, in what order, and how it felt</p> <p>P: To recount and reflect on a real event by clearly explaining what happened and when, sequencing events chronologically, and sharing personal thoughts and reflections to inform and engage the reader.</p> <p>Formality: L1</p> | <p>School trip to Kilve Court, including photos from the trip that prompt memory recall and discussion to support planning and writing the recount.</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • Use first person pronouns such as: I, me, we, our, my • Be written in chronological order • Use past tense verbs: walked, threw, laughed, decided, woke, had <p>Should</p> <ul style="list-style-type: none"> • Use a range of time adverbials; after that, later that day, just before lunch • Include adjectives to describe • Include thoughts and feelings <p>Could</p> <ul style="list-style-type: none"> • include figurative language (such as metaphors, similes and personification) |
| <p>5</p> | <p>T: Narrative (historical fiction) – a story recounting events from a Viking raid on</p> | <p>WAGOLLS: Modelled narrative texts showing how to write from the monk’s and Viking’s first-person perspectives, with examples of</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • Use first person pronouns such as: I, me, we, our, my • Use ambitious vocabulary and sentence structures <p>Should</p> |

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| | <p>Lindisfarne, written from a first-person perspective.</p> <p>A: Peers, specifically Year 6 students, who will read the stories later in the term; the audience is familiar with Anglo-Saxons and Vikings, allowing some inference and engagement.</p> <p>P: To engage the reader by retelling a historical event from a Viking's perspective, using descriptive language, dialogue, and narrative techniques to build tension, convey emotions, and immerse the reader in the setting.</p> | <p>atmosphere, tension, and descriptive techniques</p> <p>Videos: Clips showing the raid from both the monks' and Vikings' perspectives, calm sea, stormy weather, longship journey, Viking weapons, and arrival at Lindisfarne.</p> <p>Images: Photographs of the monks, the monastery, and the island environment to inspire descriptive writing.</p> | <ul style="list-style-type: none"> • Use short sentences for impact • "Show Not Tell" how the main character is feeling • Use dialogue, correctly punctuated <p>Could</p> <ul style="list-style-type: none"> • include figurative language (such as metaphors, similes and personification) • Include questions that reflect the character's feelings |
| 5 | <p>T: Explanation text about Viking longboats</p> <p>A: Other pupils, possibly younger or same-age peers, interested in history</p> <p>P: To inform and explain how Viking longships worked, why they were successful, and their role in Viking exploration and raids, using clear, formal language and technical vocabulary</p> <p>Formality: L4</p> | <p>Stimulus/key content: Viking longships and the Vikings' arrival in Britain (including their design, purpose, and impact)</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • Used technical vocabulary • Included appropriate adjectives • Organised writing into clear paragraphs, including an introduction <p>Should</p> <ul style="list-style-type: none"> • Written in a formal tone • Include cohesive devices (e.g. adverbials) • Varied sentence structure, including subordinating clauses <p>Could</p> <ul style="list-style-type: none"> • Used semicolons correctly • Included some parenthesis |
| 5 | <p>T: A biography of a significant contemporary figure (e.g. David Attenborough, Marcus Rashford, Adele or DanTDM), written in a formal, informative style and organised chronologically, including an introduction, key life events and a concluding legacy.</p> <p>A: An educated general audience, including peers, teachers and visitors to</p> | <p>Model Biographies (WAGOLs): David Attenborough – BBC Teach clips, interviews (Prince George & Charlotte, Greta Thunberg), written extracts covering childhood, career, and legacy. Jane Goodall – short biography extract for guided reading and labelling. Martin Luther King – extract to compare structure and features.</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • written in chronological order in clearly organised paragraphs • included interesting details about their life using powerful adjectives and verbs <p>Should</p> <ul style="list-style-type: none"> • included fronted adverbials • added parenthesis using brackets, dashes or commas <p>Could</p> <ul style="list-style-type: none"> • used a range of subordinating conjunctions (whilst, despite, until) • included a quote, punctuated correctly |

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| | <p>a class book, who want to learn about the life, achievements and impact of an influential individual.</p> <p>P: To inform and engage the reader by accurately presenting researched information about a person's life and achievements, explaining their significance and lasting legacy.</p> <p>Formality: L4</p> | <p>Celebrity Case Studies for Independent Writing</p> <p>Pupils choose from Marcus Rashford, Adele, or DanTDM to research and write their own biography.</p> | |
| 5 | <p>T: Persuasive speech / persuasive pitch</p> <p>A: Headteacher, school community, parents, or local supermarkets</p> <p>Peers and wider school audience during presentations</p> <p>P: To inform and persuade the audience to take action on single-use plastic, engaging their emotions and reasoning through statistics, metaphors, and persuasive language features.</p> <p>Formality: L2</p> | <p>Key Texts: WAGOLL persuasive speech on plastic pollution (used as an example for structure, language, and persuasive techniques).</p> <p>Stimulus: Videos, images, and real-life examples of plastic pollution (e.g., <i>Blue Planet II</i> clips, Surfers Against Sewage videos, examples of single-use plastics collected from school) to provide facts, statistics, and emotional hooks for the persuasive speech.</p> | <p>Must</p> <ul style="list-style-type: none"> • 5* sentences (capital letters, punctuation, spelling, vocab, handwriting) • included statistics • used rhetorical questions • used varied sentence structure (short and snappy sentences as well as longer sentences) • included repetition/ the power of three <p>Should</p> <ul style="list-style-type: none"> • included metaphors • included alliteration <p>Could</p> <ul style="list-style-type: none"> • included a colon or semicolon |

| Year Group | Text Audience Purpose (TAP) | Key Text (s) or Stimulus | Success Criteria for Outcome |
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| 6 | <p>T: Balanced Argument</p> <p>A: Peers, teachers, and wider school community</p> <p>P: To present and evaluate both sides of an argument fairly before concluding with an informed opinion.</p> <p>Formality: L3</p> | <p><i>Graffiti: Art or Vandalism?</i> (article)</p> <p>WAGOLs of balanced arguments on varied topics (e.g., "Should homework be banned?")</p> <p>A range of sources on graffiti (articles, images, and videos).</p> | <p>These are taken from the progression overview.</p> <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capitalisation, handwriting, spelling, vocabulary, punctuation) • An introduction and conclusion • Balanced P.E.E argument paragraphs • Mainly written in third person <p>Should:</p> <ul style="list-style-type: none"> • Formal tone • Adverbials (to link ideas) • Modal verbs • Relative clauses <p>Could:</p> <ul style="list-style-type: none"> • Parenthesis • Passive voice |
| 6 | <p>T: Poetry (based on 'The Hope-o-potamus' by Greg James and Chris Smith)</p> <p>A: Classmates, teachers, and potentially a wider school audience. E.g., for display or performance</p> <p>P: To explore poetic structures, develop expressive language, and convey emotions or messages effectively through poetry.</p> <p>Formality: L2</p> | <p>WAGOLL poem</p> <p>'The Hope-o-potamus' by Greg James and Chris Smith.</p> <p>Poems from a range of authors to showcase various forms</p> <p>Visual / auditory prompts (e.g., images, music, videos) to inspire creative ideas for writing.</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capitalisation, handwriting, spelling, vocabulary, punctuation) • Structure the poem in 4 line verses • Use rhyming pairs • Describe a character and a problem <p>Should:</p> <ul style="list-style-type: none"> • Prepositional phrases • Time adverbials • Positive adjectives • Dialogue <p>Could:</p> <ul style="list-style-type: none"> • Positive / negative feelings throughout • A final verse with a positive message |

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| <p>6</p> | <p>T: Non-chronological report (Mayan Civilisation)</p> <p>A: Year 5 students, peers, and teacher</p> <p>P: To inform</p> <p>Present factual information in a clear, structured way to educate the reader about different aspects of Ancient Mayan life and civilization. .</p> <p>Formality: L4</p> | <p>WAGOLL examples of non-chronological reports for evaluation (such as about planets, animals, or historical events).</p> <p>Model texts or mentor texts to illustrate non-chronological reports with formal tone, subheadings, and cohesive adverbials.</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capitalisation, handwriting, spelling, vocabulary, punctuation) • Subheadings • Paragraphs (including introduction and conclusion) • Factual adjectives and technical vocabulary • Formal tone • Past tense (as historical) and third person • Range of conjunctions to extend sentences and add information • Parenthesis <p>Should / Could:</p> <ul style="list-style-type: none"> • Colons and semicolons • Passive voice • Clear choices made to suit audience |
| <p>6</p> | <p>T: Narrative (Ancient Mayan myth)</p> <p>Featuring Maya gods, cultural beliefs, and mythological elements like hero, setting, problem, resolution, and moral</p> <p>A: Parents, for example sent home or included in a class book</p> <p>P: To entertain and inform, allowing children to apply their learning about Maya culture, gods, and mythology in a creative way, while conveying lessons or cultural beliefs.</p> | <p>Examples of myths (e.g., "The Hero Twins," "Thor and the Hammer")</p> <p>WAGOLL examples for writing features</p> <p>Maya Creation Myth, related videos (BBC Bitesize, YouTube animations)</p> <p>Maya God profile sheets and discussion cards</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 Star sentences (Capitalisation, handwriting, spelling, vocabulary, punctuation) • Myth has a moral, or explains a creation • A range of sentence types and structures • Fronted adverbials • Past Tense • Third person • Powerful vocabulary chosen to create character and setting • Description including the senses (see, hear, taste, smell, touch) • Includes characters' thoughts and feelings • Speech to move the story forward, correctly punctuated • Some sophisticated punctuation (brackets, semi-colons etc.) • Passive Voice |
| <p>6</p> | <p>T: Opening to a story (Autumn Term Assessment)</p> <p>A: SLT</p> <p>P: To entertain using descriptive language and exciting literary techniques</p> | <p>Use this image of a pathway in a magical world help you write a descriptive and exciting opening to a story</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capital letters, Handwriting, Spelling, Punctuation, Checking) <p>Should:</p> <ul style="list-style-type: none"> • Paragraphs • Stay in the same tense • Interesting, descriptive vocabulary • Include thoughts and feelings • Fronted adverbials - start your sentences in different, interesting ways <p>Could:</p> <ul style="list-style-type: none"> • Accurately punctuated speech |

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| <p>6</p> | <p>T: Biography – Charles Darwin</p> <p>A: Peers – display outside class</p> <p>P: To inform the audience about Darwin's life and work. Should also be interesting / entertaining</p> <p>Formality: L4</p> | <p>Mary Anning WAGOLL</p> <p>Darwin online resources (websites, videos, articles)</p> <p>Visual aids (maps, fossils)</p> <p>£10 note (for hook)</p> <p>Student-created materials (Timelines, notes, plans, and draft paragraphs all serve as stimuli and resources for the final biography)</p> | <p>Must:</p> <ul style="list-style-type: none"> • Sentences punctuated correctly (5 star sentences) • Written in the third person • Facts and dates • Formal tone <p>Should:</p> <ul style="list-style-type: none"> • Technical vocabulary • A range of sophisticated punctuation (semi-colons, brackets) • Adverbials • A range of coordinating and subordinating conjunctions • Relative clauses • Passive voice • A paragraph which explores Darwin's theory of evolution in detail |
| <p>6</p> | <p>T: Letters – as Darwin about his experiences on the HMS Beagle and in the Galapagos.</p> <p>A: Varied</p> <ul style="list-style-type: none"> - Family: A letter about his experiences on the HMS Beagle and in the Galapagos. - A friend (Henslow): A more detailed letter discussing his experiences and scientific observations. - Critics: A letter defending his theory of evolution. <p>P: to inform, with elements of persuasion and recount.</p> <p>Formality: L3</p> | <p>Authentic Darwin letters</p> <p>WAGOLL</p> <p>Darwin-related resources (videos, presentations, and other informational texts about Darwin, his theory, and the reactions to it).</p> | <p>Must:</p> <ul style="list-style-type: none"> • 5 star sentences (Capitalisation, handwriting, spelling, vocabulary, punctuation) • Letter presented correctly (home address and date) • The correct sign off • Events in chronological order (time order) • Written in the first person <p>Should:</p> <ul style="list-style-type: none"> • Different tenses (Past and Future) • Emotive language • Expanded noun phrases • Technical vocabulary • Parenthesis • Adverbials to structure writing • A range of coordinating and subordinating conjunctions • Range of challenging punctuation (e.g. Semicolon, hyphen) <p>Could:</p> <ul style="list-style-type: none"> • Passive Voice • A paragraph which explores scientific discoveries in detail |
| <p>6</p> | <p>T: Persuasive speech as a suffragette – Why women deserve suffrage.</p> <p>A: This will be a formal speech given to a pro-suffrage protest crowd.</p> <p>P: Persuasive argument</p> <p>Formality: L3</p> | <p>WAGOLL – for practise: Should school uniform be banned?</p> <p>WAGOLL for actual piece – A suffragette speech – votes for women</p> <p>Explored the rights of women to claim the vote during the early 20th century.</p> | <ul style="list-style-type: none"> • 5 star sentences • Present tense • An introduction which grabs attention, clearly introduces the issue and my point of view • Arguments stated clearly and supported by evidence (P.E.E – point, evidence, explain) • A conclusion to summarise and repeat my main point • Adverbials to link my ideas • Modal verbs for certainty • A range of coordinating and subordinating conjunctions to extend my ideas |

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| | | | <ul style="list-style-type: none"> • A rhetorical question • Sophisticated punctuation (parenthesis, colon, semi-colon) |
| 6 | <p>T: A first-person diary entry written in the role of a Suffragette, using an informal, reflective style and appropriate vocabulary.</p> <p>A: The diary is written for a private audience (the writer themselves), with the understanding that it may later be read by others (e.g. historians or modern readers) to gain insight into the experiences and feelings of Suffragettes.</p> <p>P: To recount and reflect on events from a Suffragette's perspective, expressing thoughts, emotions and opinions, while helping the reader understand the historical experiences and struggles of women campaigning for the vote.</p> <p>Formality: L2</p> | <p>WAGOLLs and Models</p> <ul style="list-style-type: none"> - Suffragette diary. - Anne Frank - Titanic - Victorian Workhouse | <p>Must</p> <ul style="list-style-type: none"> • Date, greeting, paragraphs, sign off • First person • Informal language • Past tense • Fronted adverbials of time <p>Should</p> <ul style="list-style-type: none"> • Expanded noun phrases • Feelings and emotions • Speech • A variety of sentence structures <p>Could</p> <ul style="list-style-type: none"> • A range of sophisticated punctuation (- ; :) • Subjunctive form |
| 6 | <p>T: A fictional narrative (short story / narrative extract), inspired by <i>A Monster Calls</i>, focused on a character experiencing a nightmare and an encounter with a monster.</p> <p>A: An older child / young teenage reader (upper KS2-KS3), or a general reader who enjoys dark, atmospheric fiction.</p> <p>P: To engage the reader by immersing them in a tense, atmospheric nightmare that builds suspense and reveals character</p> | <p>Core text: <i>A Monster Calls</i> by Patrick Ness</p> <p>Chapter 1 (used as the primary written stimulus and model). Narrative style, themes, characterisation and language choices</p> <p>Film stimuli (linked adaptation): <i>A Monster Calls</i> (2016 film) Official trailers; Selected film clips (e.g. Conor meeting the monster, the monster's rampage); Still images/screenshots from the film</p> <p>Visual stimuli: Front cover of <i>A Monster Calls</i>. Nightmarish images (e.g. monsters, moonlight, shadowy</p> | <ul style="list-style-type: none"> • Fronted adverbials / adverbial phrases • Alliteration • Short sentences to create suspense • Personification • Dialogue • Adjectives to describe characters and setting • Onomatopoeia • Relative clauses • Similes and metaphors • Subordinating conjunctions to create complex sentences • A range of 'action' and 'violent' verbs • Time clues |

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| | | <p>settings). Printed screenshots from the film for annotation and discussion</p> <p>Audio stimuli: Sound clips (e.g. earthquake sounds) to support onomatopoeia and atmosphere</p> | |
| 6 | <p>T: An information / explanation text (non-fiction), presented as an information leaflet or guide explaining the process of puberty.</p> <p>A: Younger children, specifically Year 4 pupils, with limited prior knowledge of puberty. (balance between formal and informal)</p> <p>P: To clearly explain puberty in an age-appropriate, reassuring and accessible way</p> <p>Formality: L2</p> | <p>Model explanation texts / guides: Generic "How to..." and explanation text examples. <i>How to Survive Year 6</i> (used as a WAGOLL to model structure, tone and features)</p> <p>Puberty-specific information texts: <i>How to Survive Puberty</i> example text: Teacher-provided puberty information sheets to support accurate content and vocabulary</p> <p>RSE resources: <i>Brilliant Period</i> handout. School-approved puberty/RSE support documents</p> <p>Annotated exemplars: Teacher-annotated WAGOLL. High-quality previous Year 6 examples (used for feature identification and success criteria)</p> | <ul style="list-style-type: none"> • Title • Introduction & conclusion • Organisational devices • Mostly present tense • Technical vocabulary • Range of coordinating and subordinating conjunctions • Adverbials • Expanded noun phrases • Modal verbs • Quotes • A range of sophisticated punctuation (colons, semi-colons, parenthesis) • Impersonal tone (e.g. passive voice, third person) |
| 6 | Up levelling work from throughout the year | Their own and other children's work to magpie and draw inspiration from | |