

# **Unit Overviews: EYFS to Year 6**

| Year group | Autumn term   |  | Spring term  |   | Summer term  |   |
|------------|---|--|--|---|--|---|
|            |   |  |  |   |  |   |
| EYFS       | Sharing a Shell<br><br>All About Me: The Colour Monster<br><br><b>I Am Henry Finch</b>  | <b>Little Red</b><br><br><b>Traditional Tales:</b> Jack and the Beanstalk, The 3 Billy Goats Gruff and The 3 Little Pigs   | See Inside Jobs  | Very Hungry Caterpillar<br><b>The Extraordinary Gardener</b>                          | Handa's Surprise   | <b>Bringing the Rain to Kapiti Plain</b>  |
| 1          |   |  |  |   |  |   |
|            | <b>Unit 1: Iggy Peck, Architect</b><br>Outcomes: Labels, captions<br>Main outcome: Fact file<br><br><b>Unit 2: Lost and Found</b><br>Outcome: letters, dairies<br>Main outcome: Adventure Story | <b>Unit 3: Billy and the Beast</b><br>Outcomes: Wanted posters, summary, emails, character descriptions, recipes<br>Main outcome: Own version 'defeat a monster' narrative | <b>Unit 1: Naught Bus</b><br>Outcomes: Letters, dairies, sequels, non-chronological reports<br>Main outcome: Own adventure story | <b>Unit 2: Toys in Space</b><br>Main outcome Fantasy Fiction<br>Outcome: Instructions | <b>Unit 1: The Sea Saw</b><br>Outcomes: Writing in role, notes of advice, missing posters, diary entries, letters of thanks<br>Main outcome: Own version narrative | <b>Unit 2: Leo and the Octopus</b><br><b>Fact file</b><br><b>&amp; Rainbow Fish</b><br>Non-chronological Report |
| 2          | <b>Autumn 1</b>   | <b>Autumn 2</b>  | <b>Spring 1</b>  | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>   |

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|          | <p><b>Unit 1: The Secret of Black Rock</b><br/>Main outcome: adventure story</p> <p><b>Unit 2: Ocean Meets Sky</b><br/><b>Main outcome:</b> Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue, extended fantasy narrative</p> | <p><b>Unit 3: Christopher Columbus (Usborne)</b><br/>Main outcome: diary writing</p> <p>Or</p> <p><b>Unit 4: The Journey Home</b></p> | <p><b>Unit 1: The Great Fire of London (an Illustrated History)</b></p> <p>Main outcome: Information booklet</p> | <p><b>Unit 2: Small Knight &amp; George and the Chocolate Cake</b></p> <p>or</p> <p><b>Grandpa's Camper:</b></p> | <p><b>Unit 1: The Bog Baby</b><br/>Collection of writing evidence: letter, diary, story, setting description &amp; instructions</p>                             | <p><b>Unit 2: The Day the Crayon's Quit</b></p>                       |
| <b>3</b> | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |
|          | <p><b>Unit 1: Blue John Recount</b></p>  | <p>Unit 2: The Iron Man<br/>Fantasy story</p> <p><b>Unit 3: The Tin Forest Persuasion</b></p>   | <p><b>Unit 1: Stone Age Boy by Satoshi Kitamura</b><br/>Historical narrative</p>                                 | <p><b>The secrets of Stonehenge:</b><br/><i>Outcome: Persuasive leaflets</i></p> <p>Or The First Drawings</p>    | <p><b>Cinderalla of the Nile</b><br/>Outcomes: Short news report, diary entry, character description, advert<br/>Main outcome: Own version traditional tale</p> | <p><b>The Story of Tutankhamun</b><br/>Non-chronological reports,</p> |
| <b>4</b> | Autumn 1   | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2  |

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|   | <p>Nowhere Emporium – Ross Mackenzie</p> <p>Our Tower – Extended fantasy narrative</p> <p>Until I Met Dudley – Explanation text (2 weeks)</p>                   | <p>Nowhere Emporium – Ross Mackenzie</p> <p>Leon and the place between – Graham Baker-Smith – Recount: diary</p> | <p>The Roman Invasion - Escape from Pompeii – Christina Balit - Historical narrative</p> | <p>The Roman Invasion – Jim Eldridge</p> <p>When the Giant Stirred – Celia Godkin- Fiction - Adventure</p> | <p>Rhythm of the Rain – Explanation Graham-Baker Smith</p> <p>Rainplayer- descriptive writing</p>  | <p>Where Forests Meet Sea Rainforest in 30 seconds – Jen Green and Stephanie Murphy- non chronological report</p> |
| 5 | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|   | <p>Unit 1: Queen of the falls by Chris Van Allsburg - recount</p> <p>Unit 2: The man who walked between the towers (Mordicai Gerstain) journalistic writing</p> | <p>Unit 3: Curiosity: The Story of Mars Rover – Explanation text</p> <p>or</p> <p>Unit 4: Hidden Figures</p>     | <p>Beowulf (Michael Morpurgo) Legends</p>  | <p>Kaspar, Prince of Cats – Newspaper – linked to Titanic reading lessons</p>                              | <p>The Odyssey Adventure story</p>   | <p>Percy Jackson</p> <p>And/ or</p> <p>The Sleeper and the Spindle - Fairytale reworking</p>                      |
| 6 | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|   | <p>The Hidden Forest Balanced argument</p> <p>The Last Bear – Newspaper – environmental</p>   | <p>Leila and the Blue Fox – Extended blog entry</p>  | <p>The Island – Darwin – journalist writing.</p> <p>Darwin's Dragons (CH 1-7 Galvin)</p> | <p>Mary Anning History – Persuasive letter</p> <p>Harris Burdick – Mystery story</p>                       | <p>Street Child (Doherty) Workhouse – Non-chro A day in the life of – journalistic writing Escape chapter – Dialogue &amp; Newspaper</p> | <p>Grimms</p> <p>or</p> <p>The Boy in the Tower</p>   |

|      | Autumn 1  | Autumn 2   | Spring 1                                | Spring 2  | Summer 1                               | Summer 2   |
|------|---|--|---|---|--|--|
| EYFS | Sharing a Shell<br><br>All About Me: The Colour Monster<br><br>I Am Henry Finch           | Little Red<br><br>Traditional Tales: Jack and the Beanstalk, The 3 Billy Goats Gruff and The 3 Little Pigs | See Inside Jobs                         | Very Hungry Caterpillar<br>The Extraordinary Gardener | Handa's Surprise                       | Bringing the Rain to Kapiti Plain                              |
|      | Outcome<br>Oral retelling of story<br>Draw images and write labels to represent the story | Outcome:<br>Labels, notes of advice, adverts, own version narrative  | Outcome : fact file                     | Outcome<br>Retell/rewrite of the story                | Outcome<br>Retell/rewrite of the story | Outcome: Labels and captions, re-tellings, information leaflet |
|      | Development matters<br>40-60 months   | Development matters<br>40-60 months  | Development matters<br>40-60 months/ELG | ELG   | ELG                                    | ELG – supporting transition into Year 1                        |
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| <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Marks being used to represent meaning</li> <li>• Begin to use identifiable letters when mark making</li> <li>• Hear initial sounds</li> <li>• Begin to write labels</li> </ul>          | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Begin to break speech into words</li> <li>• Write labels and captions</li> <li>• <i>Write CVC words</i></li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write labels and captions</li> <li>• Break speech into words</li> <li>• Begin to write a simple sentence (using CVC words)</li> <li>• <i>Begin to write words with digraphs</i></li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences (in meaningful contexts)</li> <li>• Use phonic knowledge to write words in ways that match spoken sounds</li> <li>• <i>Apply taught digraphs into writing</i></li> </ul>                                     | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences</li> <li>• Use phonic knowledge to write words in ways that match spoken sounds</li> <li>• Spell some common irregular words</li> <li>• <i>Apply taught digraphs and trigraphs into writing</i></li> <li>• <i>Begin to write words with adjacent consonants</i></li> </ul> | <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Write simple sentences applying taught phonic sounds</li> <li>• Write phonetically plausible words</li> <li>• Spell some common irregular words</li> <li>• <i>Use key features of narrative in own writing (EXC)</i></li> <li>• <i>Have an awareness of a capital letter and full stop when writing a simple sentence</i></li> </ul> |
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Hear and say initial sound in words</li> <li>• Link sounds to letters</li> <li>• Use vocabulary and forms of speech that are increasingly influenced by experiences of books</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Hear and say the initial sound in words</li> <li>• Segment the sounds in simple words and blend them together</li> <li>• Link sounds to letters</li> <li>• Begin to read words</li> <li>• Enjoy an increasing range of books</li> </ul>        | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Begin to read simple sentences</li> <li>• Know the sounds for all the letters of the alphabet</li> <li>• <i>Know the sounds of some digraphs</i></li> </ul>                                | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• Read and understand simple sentences</li> <li>• Demonstrate understanding when talking to others about what has been read to them</li> </ul> | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding when talking to others about what they have read</li> <li>• Read some common irregular words</li> <li>• Read and understand simple sentences</li> <li>• Use phonic knowledge to decode regular words and read them aloud</li> </ul>                                     | <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read own written simple sentences out loud</li> <li>• Read and understand simple sentences with all taught graphemes</li> <li>• <i>Read words with adjacent consonants</i></li> </ul>  |

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|  |  |  |  |   | accurately<br>• <i>Read words with adjacent consonants</i>  |  |
|  | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Use language to imagine and recreate roles and experiences in play</li> <li>Introduce a storyline or narrative into play</li> <li>Extend vocabulary, exploring the meaning and sounds of new words</li> <li>Listen and respond to ideas expressed by others in conversation or discussion</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Use language to imagine and recreate roles and experiences in play situations</li> <li>Introduce a storyline or narrative into play</li> <li>Explore the meaning and sounds of new words</li> <li>Listen and respond to ideas expressed by others in conversation or discussion</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Maintain attention, concentrates and sit quietly during appropriate activity</li> <li>Answer how and why questions in response to stories</li> <li>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>Listen and respond to ideas expressed by others in conversation or discussion</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Develop narratives and explanations by connecting ideas or event.</li> <li>Listen to stories, responding with relevant comments, questions or actions</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Develop narratives and explanations by connecting ideas or events</li> <li>Answer how and why questions in response to stories</li> <li>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> <li>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future</li> </ul> | <p><b>Communication &amp; Language</b></p> <ul style="list-style-type: none"> <li>Express themselves effectively when speaking</li> <li>Develop narratives and explanations by connecting ideas or events</li> <li>Answer how and why questions in response to stories</li> <li>Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions</li> </ul> |

| 1 | Autumn 1  | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|---|---|--|---|--|---|--|
|   | <b>Iggy, Peck Architect</b><br><br><b>Lost and Found</b>              | <b>Billy and the Beast</b>   | <b>Unit 1: Naught Bus</b>   | <b>Unit 2: Toys in Space</b>   | <b>Unit 1: The Sea Saw</b>  | <b>Unit 2: Rainbow Fish</b><br><b>Outcomes: Non-fiction</b>            |
|   | <b>Outcome: Fact file</b><br><b>Outcome Adventure Story</b>           | <b>Outcome</b> Traditional Story   | Outcomes: Letters, diaries, sequels, non-chronological reports<br>Main outcome: Own adventure story | Main outcome Fantasy Fiction<br>Outcome: Instructions  | Outcomes: Writing in role, notes of advice, missing posters, diary entries, letters of thanks<br>Main outcome: Own version narrative          | Non-chronological Report   |
|   | <b>Sentence</b><br>Combine words to make sentences<br>Write sentences | <b>Sentence</b><br>Join words using and  | <b>Sentence</b><br>Join words and clauses using and<br>Sequence sentences to form short narratives  | <b>Sentence</b><br>Join words and clauses using and<br>Sequence sentences to form short narratives | <b>Sentence</b><br>Join words and clauses using and   | <b>Sentence</b><br>Join words and clauses using and                    |
|   | <b>Text</b><br>Compose a sentence orally before writing it            | <b>Text</b><br>Use plural noun suffixes -s and es<br>Sequence sentences to form short narratives (link ideas or events by pronoun) | <b>Text</b><br>Add suffixes to verbs where no change is needed to the root                          | <b>Text</b><br>Add suffixes to verbs where no change is needed to the root                         | <b>Text</b><br>Add suffixes to verbs where no change is needed to the root<br>Change the meaning of verbs and adjectives by adding prefix un- | <b>Text</b><br>Use simple description<br>Sequence narrative accurately |

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| <b>Punctuation</b><br>Leave spaces between words Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'              | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | <b>Punctuation</b><br>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark | <b>Punctuation</b><br>Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark |
| <b>Word</b> Throughout each unit there will be opportunities to teach and apply word skills:<br>Spell words containing each of the 40+ phonemes already taught<br>Spell common exception words |  |   |   |   |   |

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| 2 | <b>Autumn 1</b>  | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>                               |
|   | <b>The Secret of Black Rock Ocean Meets Sky</b>  | <b>Christopher Columbus (Usborne)</b>   | <b>The Great Fire of London (an Illustrated History)</b>  | <b>Small Knight &amp; George and the Chocolate Cake</b>   | <b>The Bog Baby</b>  | <b>The Day the Crayons Quit</b>               |
|   | <b>Outcome</b><br>Fiction – Journey story<br>Fantasy story<br><br><b>Greater Depth</b><br>Story about two independently invented | Outcome: Non-fiction<br>Recount - diary of CC<br>Greater Depth<br>Recount: diary entry from point of view of one of the sailors | <b>Outcome</b><br>Non-chronological report: report about the Great Fire of London<br><b>Greater Depth</b><br>Alter the layout to include own subheadings and extra features | <b>Outcome</b><br>Fiction: story with adventure focus<br>Extension: Instructions<br><b>Greater Depth</b><br>Story written in 1 <sup>st</sup> person<br><br><b>Recount: Letter</b> | <b>Outcomes for evidence:</b><br>Non-fiction -Instructions<br>Diary Fiction<br>Letter ,Fantasy story | <b>Outcome</b><br>Letter, diary, instruction, |

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| contrasting characters who swap places   |  | <b>Recount - diary</b>  |   |  |   |
| <b>Sentence</b><br>Use subordination (because) and co-ordination (and) Write expanded noun phrases to describe and specify | <b>Sentence</b><br>Use co-ordination (but, or)<br><b>Use subordination because, when</b><br>Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense | <b>Sentence</b><br>Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because, when, introduce if that until as</i> )<br>Use present and past tenses correctly and consistently (some progressive) | <b>Sentence</b><br>Add -ly to turn adjectives into adverbs<br>Use subordination (apply <i>because, when; introduce that</i> ) | <b>Sentence</b><br>Use subordination (if, that)<br>Add -er and -est to adjectives Use homophones and near homophones | <b>Sentence</b><br>Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and coordination (using or, and, or but)<br>Write expanded noun phrases to describe and specify Add suffixes to spell longer words e.g. -ment,- ful |
| <b>Text</b><br>Plan or say out loud what is going to be written about  | <b>Text</b><br>Write for different purposes  | <b>Text</b><br>Read aloud with intonation   | <b>Text</b><br>Write down ideas, key words, new vocabulary  | <b>Text</b><br>Write down ideas, key words, new vocabulary   | <b>Text</b><br>Make simple additions, revisions and corrections   |
| <b>Punctuation</b><br>Use punctuation correctly - full stops, capital letters  | <b>Punctuation</b><br>Use commas to separate items in a list.<br><b>Use punctuation correctly - exclamation marks, question marks</b>  | <b>Punctuation</b><br>Use punctuation correctly - exclamation marks, question marks.<br><b>Commas in a list</b>   | <b>Punctuation</b><br>Use punctuation correctly - apostrophes for the possessive (singular)                                   | <b>Punctuation</b><br>Use punctuation correctly – apostrophes for contracted forms                                   | <b>Punctuation</b><br>Proof-read to check for errors in spelling, grammar and punctuation   |

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|  |  | Use punctuation correctly – apostrophes for contracted forms |  |  |  |
| <p><b>Word</b> Throughout each unit there will be opportunities to apply word skills:<br/>         Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.</p> |  |  |  |  |  |

| 3 | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2                          |
|---|--|--|--|--|--|-----------------------------------|
|   | <b>Blue John</b>   | The Iron Man<br><br>The Tin Forest   | <b>Stone Age Boy by Satoshi Kitamura</b>   | <b>The secrets of Stonehenge or The First Drawings</b>   | <b>Cinderella of the Nile</b>  | <b>The Story of Tutankhamun</b>   |
|   | <p><b>Outcome</b><br/>           Recount: letter in role<br/> <b>Greater Depth</b><br/>           Write a letter from Grandad in response to one of his grandson's letters</p> | <p>Outcomes:<br/>           Character descriptions, short news report, letter of advice,<br/>           Main Outcome: fantasy<br/><br/>           Main outcome: Persuasion</p> | <p><b>Outcome</b><br/>           Fiction: historical narrative from character's point of view<br/> <b>Greater Depth</b><br/>           Write from the POV of the captain</p> | <p><b>Outcome</b><br/>           Persuasion: leaflet to persuade someone to visit Stonehenge</p> | <p>Outcomes: Short news report, diary entry, character description, advert<br/>           Main outcome: Own version traditional tale</p> | <p>Non-chronological reports,</p> |

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| <p><b>Sentence</b><br/>Use prepositions to express time, place and cause.</p>               | <p><b>Sentence</b><br/>Use conjunctions to express, time, place and cause Use adverbs to express time</p>                                     | <p><b>Sentence</b><br/>Build an increasing range of sentence structures<br/>Use adverbs to express time, place and <b>cause</b></p>  | <p><b>Sentence</b><br/>Use the present perfect form of verbs in contrast to the past tense</p>  | <p><b>Sentence</b><br/>Form nouns with a range of prefixes</p>       | <p><b>Sentence</b><br/>Use the present perfect form of verbs in contrast to the past tense<br/>Use prepositions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)</p> |
| <p><b>Text</b><br/>Group related ideas into paragraphs</p>                                  | <p><b>Text</b><br/>Create characters, settings and plot in narrative<br/>Propose changes to grammar and vocabulary to improve consistency</p> | <p><b>Text</b><br/>Asses the effectiveness of own and others' writing (fiction) Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)</p> | <p><b>Text</b><br/>Use paragraphs to organise information<br/>Use headings and subheadings<br/>Assess the effectiveness of own and others' writing (nonfiction)</p> | <p><b>Text</b></p>   | <p><b>Text</b><br/>Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)</p>  |
| <p><b>Punctuation</b><br/>Use inverted commas to punctuate direct speech (introduction)</p> | <p><b>Punctuation</b></p>   | <p><b>Punctuation</b><br/>Exclamation marks,<br/>Proof-read for spelling and punctuation errors prior to publishing for a key audience</p>   | <p><b>Punctuation</b><br/>Use inverted commas to punctuate direct speech (and to show relationship between two characters)</p>                                      | <p><b>Punctuation</b><br/>Full range of punctuation taught at Y2</p> | <p><b>Punctuation</b><br/>Use inverted commas to punctuate direct speech</p>   |

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| 4 | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>   | <b>Spring 2</b>   | <b>Summer 1</b>  | <b>Summer 2</b>  |
|   | <b>Unit 1: Our Tower</b><br><br><b>Unit 2: Until I Met Dudley</b>   | <b>Nowhere Emporium – Ross Mackenzie</b><br><br><b>Unit 3 The Place between – Graham Baker-Smith</b>  | <b>The Roman Invasion -</b><br><br><b>Escape from Pompeii – Christina Balit</b>   | <b>The Roman Invasion – Jim Eldridge</b><br><br><b>When the Giant Stirred – Celia Godkin</b>                    | <b>The Explorer – Katherine Rundell</b><br><br><b>Rainplayer</b>   | <b>Rhythm of the Rain – Graham-Baker Smith</b><br><br><b>Where the Forest Meets the Sea by Jeannie Baker &amp; Rainforests in 30 Seconds by Jen Green</b>  |
|   |   | Outcome: Recount<br>GD outcome: Recount from a different point of view.   | Outcome: Historical Narrative story<br>GD outcome: write from POV of different character.<br><br>Outcome: recount Diary of Traino.<br>GD outcome: write from POV of different character.            | Outcome: Fiction: adventure story from POV boy.<br>GD outcome: write from POV of the God.                       | Outcome: letter, character description, setting description, instructions  | Outcome – Non-chronological report about the rainforest<br>GD outcome: Written by a native of rainforest.  |
|   | <b>Sentence</b><br>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases<br>Use fronted adverbials | <b>Sentence</b><br>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although | <b>Sentence</b><br>Build an increasing range of sentence structures<br>Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3) | <b>Sentence</b><br>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases | <b>Sentence</b><br>Build a varied and rich vocabulary<br>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences | <b>Sentence</b><br>Enhance the effectiveness of writing through: Building a varied and rich vocabulary and an increasing range of sentence structures<br>Variety of verb forms used correctly and consistently |

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| <b>Text</b><br>Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures) | <b>Text</b><br>Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Build a rich and varied vocabulary | <b>Text</b><br>In non-narrative material, use simple organisational devices including headings and sub headings to aid presentation  | <b>Text</b><br>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | <b>Text</b><br>Use paragraphs to organise information and ideas around a theme (in a report)                       | <b>Text</b><br>Use paragraphs to organise information and ideas around a theme (in an explanatory text) |
| <b>Punctuation</b><br>Use commas after fronted adverbials  | <b>Punctuation</b><br>Use inverted commas and other punctuation to punctuate direct speech   | <b>Punctuation</b><br>Use Y2 punctuation correctly – capital letters for names and places, exclamation marks, question marks- (this is to ensure consolidation of basic skills whilst pupils continue to master autumn term punctuation) | <b>Punctuation</b><br>Use and punctuate direct speech<br>Use commas after fronted adverbials           | <b>Punctuation</b><br>Indicate possession by using the possessive apostrophe with plural nouns. Revise Y2 singular | <b>Punctuation</b><br>The grammatical difference between plural and possessive s                        |

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| 5 | <b>Autumn 1</b>   | <b>Autumn 2</b>   | <b>Spring 1</b>                   | <b>Spring 2</b>   | <b>Summer 1</b>    | <b>Summer 2</b>  |
|   | <b>Unit 1: Queen of the falls by Chris Van Allsburg</b> | <b>The man who walked between the towers (Mordicai Gerstain)</b><br><br><b>Curiosity: The story of Mars Rover or Hidden Figures</b> | <b>Beowulf (Michael Morpurgo)</b> | <b>Kaspar, Prince of Cats – Newspaper – linked to Titanic reading lessons</b> | <b>The Odyssey</b> | Percy Jackson<br><br>And or<br><br>The Sleeper and the Spindle - Fairytale reworking |

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| <p>Outcome - Recount: series of diaries/letters<br/>Fiction<br/>Poetry</p> <p>GD outcome:<br/>Writing from a variety of perspectives from the different characters' point of view</p> | <p>Outcomes: Journalistic writing – newspaper report<br/>Biography</p> <p>GD outcome:<br/>Accurate punctuation for quotes from witnesses etc<br/>Different perspective autobiography</p> | <p><b>Outcomes:</b><br/>Poetry in the form of an ode, soliloquy, setting descriptions, diary entries, additional chapter, non-chronological reports<br/><b>Main Outcome:</b><br/>Own version mythical narrative</p> | <p>Outcomes: Traditional fictions</p> <p>Outcome: recount - Diary entries</p> <p>GD outcome:<br/>Fictional story with the utilisation of historical content taken from history lessons on related topic</p> | <p>Outcomes:<br/>myths fictions</p> <p>Descriptive writing<br/>Poetry</p> <p>GD outcome:<br/>Higher level vocabulary and sentence types</p> | <p>Outcomes:<br/>Persuasive writing Legends</p> <p>GD outcome:<br/>Use a wider variety of points of view.</p>                                       |
| <p><b>Sentence</b><br/>Use fronted adverbials</p>   | <p><b>Sentence</b><br/>Use expanded noun phrases to convey complicated information concisely</p>   | <p><b>Sentence</b><br/>Relative clauses to add detail and description<br/>Use adverbs to indicate degrees of possibility</p>  | <p><b>Sentence</b><br/>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)</p>  | <p><b>Sentence</b><br/>Use modal verbs to indicate degrees of possibility<br/>Select appropriate grammar and vocabulary</p>                 | <p><b>Sentence</b><br/>Use expanded noun phrases to convey complicated information concisely<br/>Relative clauses to add detail and description</p> |
| <p><b>Text</b><br/>Plan writing by identifying audience and purpose<br/>Organise paragraphs around a theme</p>  | <p><b>Text</b><br/>Describe settings, characters and atmosphere<br/>Integrate dialogue to convey character and advance the action</p>  | <p><b>Text</b><br/>Link ideas across paragraphs using adverbials</p>  | <p><b>Text</b><br/>Link ideas across paragraphs using adverbials</p>  | <p><b>Text</b><br/>Use devices to build cohesion within a paragraph Choose the appropriate register</p>                                     | <p><b>Text</b><br/>Use a wide range of devices to build cohesion</p>  |

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| <p><b>Punctuation</b><br/>Commas after fronted adverbials (Y4)<br/>Commas to clarify meaning and avoid ambiguity</p> | <p><b>Punctuation</b><br/>Use of inverted commas and other punctuation to punctuate direct speech (Y4)</p> | <p><b>Punctuation</b></p> | <p><b>Punctuation</b><br/>Use brackets, dashes or commas to indicate parenthesis</p> | <p><b>Punctuation</b><br/>Use brackets, dashes or commas to indicate parenthesis</p> | <p><b>Punctuation</b><br/>Commas to clarify meaning and avoid ambiguity</p> |
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| 6 | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2  |
|   | <p><b>The Hidden Forest</b><br/>Balanced argument</p> <p><b>The Last Bear – Newspaper</b><br/>– environmental</p> | <p><b>Leila and the Blue Fox –</b><br/>Extended blog entry</p>   | <p><b>The Island – Darwin –</b><br/>journalist writing.</p> <p><b>Darwin’s Dragons (CH 1-7</b><br/>Galvin)</p>   | <p><b>Mary Anning History –</b><br/>Persuasive letter</p> <p><b>Harris Burdick – Mystery</b><br/>story</p>   | <p>Street Child (Doherty)<br/>Workhouse – Non-chro<br/>A day in the life of –<br/>journalistic writing<br/>Escape chapter – Dialogue<br/>&amp; Newspaper</p> | <p>Grimms<br/>or<br/>The Boy in the Tower</p>               |
|   | <p><b>Outcome:</b><br/><b>Report: non-chronological</b><br/><b>Balanced discussion</b></p>                        | <p>Outcomes:<br/>Fiction:<br/>flashback/adventure<br/><b>Persuasive/formal letter</b></p> <p><b>Incidental/short burst:</b><br/><b>description, diary writing,</b><br/><b>letter</b></p> | <p><b>Outcomes</b><br/>Biography – The early life of<br/>Charley Darwin<br/>Adventure story: next<br/>chapter</p> <p><b>Incidental/short burst:</b><br/><b>description, diary writing,</b><br/><b>letter</b></p> | <p><b>Outcomes</b><br/><b>Persuasive letter on</b><br/><b>importance of Mary</b><br/><b>Anning</b><br/><b>Diary: discovery</b><br/>Recount: Journalistic report<br/>on Ichthyosaur discovery<br/>Scientific writing (report<br/>hybrid): specimen discovery<br/>and analysis</p> | <p><b>Outcome:</b><br/>Diary<br/>Historical fiction<br/>Letter<br/>Setting description</p>   | <p><b>Outcome</b><br/><b>Informative report writing</b></p> |

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| <p><b>Sentence</b><br/>Use modal verbs or adverbs to indicate degrees of possibility Use expanded noun phrases to convey complicated information concisely</p> <p>Use passive verbs</p> | <p><b>Sentence</b><br/>Use expanded noun phrases to convey complicated information concisely (Y5)</p> <p>Use passive verbs</p>   | <p><b>Sentence</b><br/>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p> | <p><b>Sentence</b><br/>Use passive verbs</p> <p>Use consistent and correct tense</p> <p>Use the perfect form of verbs</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p> | <p><b>Sentence</b><br/>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</p> | <p><b>Sentence</b><br/>Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</p> |
| <p><b>Text</b><br/>Select appropriate grammar and vocabulary</p>  | <p><b>Text</b><br/>Link ideas across paragraphs using a wider range of cohesive devices (recap from Y5)</p> <p>Integrate dialogue to convey character and advance the action</p> | <p><b>Text</b><br/>Use a wide range of devices to build cohesion</p> <p>Use layout devices</p>  | <p><b>Text</b><br/>Distinguish between the language of speech and writing</p> <p>Integrate dialogue to convey character and advance the action</p>  | <p><b>Text</b><br/>Use a wide range of devices to build cohesion</p>  | <p><b>Text</b><br/>Identify the audience and purpose for writing</p> <p>Choose the appropriate register</p>               |
| <p><b>Punctuation</b><br/>Use brackets, dashes or commas to indicate parenthesis</p>  | <p><b>Punctuation</b><br/>Use a colon to introduce a list Punctuate bullet points consistently</p>   | <p><b>Punctuation</b><br/>Use semi-colons to mark boundaries between independent clauses</p>  | <p><b>Punctuation</b><br/>Use colons or dashes to mark boundaries between independent clauses</p>   | <p><b>Punctuation</b><br/>Use a colon to introduce a list and use of semi-colons within lists</p> <p>Use hyphens to avoid ambiguity</p> | <p><b>Punctuation</b><br/>Use semi-colons, colons or dashes to mark boundaries between independent clauses</p>            |

