

Writing Text Overview – Year 1



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1 Text: Q Pootle  Outcome: List of items SOA Outcome: Label the different parts of Q Pootle's Spaceship: nuts, bolts, wire, booster, light, legs, plug, booster.	Learning Journey 1 Text: Three Little Pigs  Outcome: Label a map of the story and write a picture-sequenced retelling of the story SOA Outcome: Letter from the wolf to the pigs to say sorry	Learning Journey 1 Text: Float  Outcome: Instructions for making a paper boat SOA Outcome: Short narrative to match picture sequence	Learning Journey 1 Text: Dinosaurs from Head to Tail  Outcome: Fact Files for a class book SOA Outcome: Counting poem about a dinosaur of their choice	Learning Journey 1 Text: Oliver's Vegetables  Outcome: Letter from Oliver to his mum summarising his week at his grandparents' SOA Outcome: Instructions about how to grow tomatoes	Learning Journey 1 Text: My Tiger Goes Wild  Outcome: Letter from Mr Tiger to tell his friends to go wild too SOA Outcome: Fact File about a tiger
Learning Journey 2 Text: Beegu  Outcome: Letter to Beegu to tell her about the school and to invite her to visit again SOA Outcome: List of equipment and items that it would be useful for Beegu to have brought with her from home.	Learning Journey 2 Text: The Storm Whale  Outcome: Postcard to somebody they care about describing their discovery SOA Outcome: Thought bubble to express how Noi and Dad are feeling when Dad discovers the whale in the bath. Additional Text: Christmas Poems – Christmas Stocking Outcome: Recite poem and write own Stocking Poem (no need to rhyme)	Learning Journey 2 Text: Pirates Next Door  Outcome: Character Description of a character in the text Apprentice Write: Introduce each member of the Jolly Rogers in turn with clues to their character. Write character description of one pirate. SOA Outcome: Message in a bottle from Jim Lad to Tilda	Learning Journey 2 Text: Little Red Riding Hood  Outcome: Wanted poster describing the wolf SOA Outcome: Letter from Three Little pigs warning Little Red Riding Hood about the wolf	Learning Journey 2 Text: Flashlight  Outcome: First person narrative Viewpoint: A night-time explorer SOA Outcome: Poem about the dark	Learning Journey 2 Text: Mama Panya's Pancakes  Outcome: Setting description of the market. SOA Outcome: Instructions for making a different kind of food linked to topic. SOA Outcome: Recount Pizzeria real event

Y1 Writing Texts – Skills



Entertain

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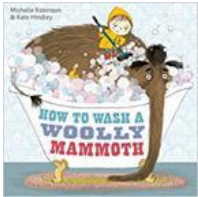



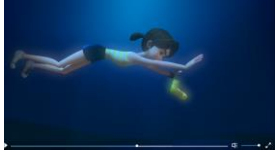
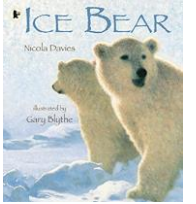
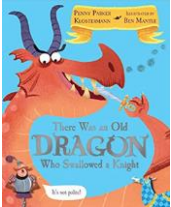

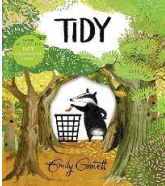
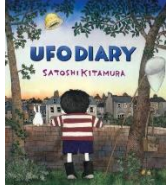

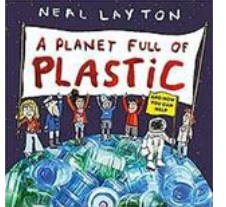
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Q Pootle</p> <p>Outcome: List of items</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Spell words using known phonemes ▪ Simple noun phrases (adjective + noun) ▪ Reread what has been written to check it makes sense 	<p>Text: Three Little Pigs</p> <p>Outcome: Label a map of the story and write a picture-sequenced retelling of the story</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Sequence sentences to form short narratives 	<p>Text: Float</p> <p>Outcome: Instructions for making a paper boat</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Punctuate sentences using capital letters and full stops ▪ Join words using <i>and</i> ▪ Sequence sentences 	<p>Text: Dinosaurs from Head to Tail</p> <p>Outcome: Fact Files for a class book</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Segments to spell words containing phonemes already taught ▪ Sequence sentences to form short narratives ▪ Join words and clauses using <i>and</i> ▪ Capital letter for names of people, places, the days of the week, and the personal pronoun I 	<p>Text: Oliver's Vegetables</p> <p>Outcome: Letter from Oliver to his mum about his week at his grandparents'</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Noun phrases ▪ Adjectives to describe ▪ Sequence sentences to form short narratives ▪ 'est' suffix 	<p>Text: My Tiger Goes Wild</p> <p>Outcome: Letter from Mr Tiger to tell his friends to go wild too</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Capital letter for names of people, places, the days of the week, and the personal pronoun I ▪ Punctuate sentences using a capital letter and a full stop, question mark and exclamation mark ▪ -ing, -ed, -er and -est spellings
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: Beegu</p> <p>Outcome: Letter to Beegu to tell her about the school and to invite her to visit again</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple sentence starting with a noun/proper noun ▪ Begin to punctuate sentences using capital letters and full stops ▪ Begin to punctuate sentences using a questions mark ▪ Join words using <i>and</i> ▪ Sequence sentences 	<p>Text: The Storm Whale</p> <p>Outcome: Postcard to somebody they care about describing their discovery</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Begin to punctuate sentences using a question mark ▪ Simple noun phrases (adjective + noun) ▪ Sequence of sentences <p>Additional Text: Christmas Poems – Christmas Stocking</p> <p>Outcome: Recite poem and write own Stocking Poem (no need to rhyme)</p>	<p>Text: Pirates Next Door</p> <p>Outcome: Character description of a pirate from the text</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Capital letter for names of people, places, the days of the week, and the personal pronoun I ▪ Simple noun phrases (adjective + noun) ▪ Sequence sentences to form short narratives 	<p>Text: Little Red Riding Hood</p> <p>Outcome: Wanted poster describing the wolf</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Join clauses using 'and' ▪ Simple noun phrases (adjective + noun) ▪ Sequence sentences to form short narratives ▪ Spelling common exception words 	<p>Text: Flashlight</p> <p>Outcome: First person narrative Viewpoint: A night-time explorer</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple sentence starting with a personal pronoun ▪ -ed spellings ▪ Join clauses using 'and' ▪ Simple noun phrases (adjective + noun) ▪ Sequence sentences to form short narratives 	<p>Text: Mama Panya's Pancakes</p> <p>Outcome: Setting description of the market.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Capital letter for names of people, places, the days of the week, and the personal pronoun I ▪ Simple noun phrases (adjective + noun) ▪ Sequence sentences to form short narratives

Writing Text Overview – Year 2



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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: How to wash a Woolly Mammoth</p>  <p>Outcome: Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth'</p> <p>SOA Outcome: Character description of the Woolly Mammoth</p>	<p>Text: The Wolf's Story</p>  <p>Outcome: Story from the perspective of the wolf</p> <p>SOA Outcome: Wanted poster for Little Red Riding Hood</p> <p>SOA Outcome: Recount a real event after a treasure hunt in Moorlands woods (link to traditional tales)</p>	<p>Text: The Night Gardener</p>  <p>Outcome: Collection of descriptions of the topiaries for signage in the park</p> <p>SOA Outcome: Recount writing about the strange events at Grimloch Lane.</p>	<p>Text: Big Bear, Little Bear</p>  <p>Outcome: Diary about the fictional experiences of the bear and Minik</p> <p>SOA Outcome: Narrative to retell the bear's story in the form of a written comic strip.</p>	<p>Film Driver: Something Fishy</p>  <p>Outcome: Short story to match sequence of film</p> <p>SOA Outcome: Recount of real event to Blue Reef Aquarium</p>	<p>Text: Ice Bear</p>  <p>Watch nature clips about polar bears (ensure no gruesome bits)</p> <p>Outcome: Non-chronological report about polar bear</p> <p>SOA Outcome: Setting description of the arctic</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: There was an old dragon who swallowed a knight</p>  <p>Outcome: Dragon Poem</p> <p>SOA Outcome: Character description of the dragon</p>	<p>Text: The Lion and the Mouse</p>  <p>Outcome: Story to accompany the wordless picture book</p> <p>SOA Outcome: Recount writing to focus on the moment the mouse woke the sleeping lion through the eyes of the mouse.</p>	<p>Text: Tidy</p>  <p>Outcome: Letter of apology to the animals of the forest</p> <p>SOA Outcome: Go litter picking in the school grounds and make 'Keep our school grounds tidy' posters</p>	<p>Text: UFO Diary</p>  <p>Outcome: Retell story about UFO landing</p> <p>SOA Outcome: Diary entry from the boy's perspective</p>	<p>Text: Lila and the Secret of the Rain</p>  <p>Outcome: Retelling of the story</p> <p>SOA Outcome: List poem to describe the setting of Lila's village</p>	<p>Text: A Planet Full of Plastic</p>  <p>Outcome: School/class campaign to reduce plastic waste in school, at home and within the local community - poetry, persuasive speeches and posters, adverts, signs/placards, banners, recounts</p>

Y2 Writing Texts – Skills



Entertain

Inform

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: How to wash a Woolly Mammoth</p> <p>Outcome: Entertaining instruction leaflet, in the style of the text driver 'How to Wash a Woolly Mammoth'</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Retell in a clear sequence using commands 	<p>Text: The Wolf's Story</p> <p>Outcome: Story from the perspective of the wolf</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Co-ordinating conjunctions ▪ Exclamation sentences ▪ Exclamation marks ▪ Apostrophe for singular possession 	<p>Text: The Night Gardener</p> <p>Outcome: Collection of descriptions of the topiaries for signage in the park</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Commas between adjectives ▪ Subordination ▪ Apostrophes for singular possession ▪ Expanded noun phrases to describe and specify 	<p>Text: Big Bear, Little Bear</p> <p>Outcome: Diary about the fictional experiences of the bear and Minik</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Suffixes to spell longer words ▪ Present and past tenses, including the progressive form ▪ Spell words with contracted forms 	<p>Film Driver: Something Fishy</p> <p>Outcome: Short story to match sequence of film</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Expanded noun phrases ▪ Past tense ▪ Coordination ▪ Subordination 	<p>Text: Ice Bear</p> <p>Watch nature clips about polar bears (ensure no gruesome bits)</p> <p>Outcome: Non-chronological report about polar bear</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Present and past tenses, including the progressive form ▪ Apostrophes for singular possession ▪ Expanded noun phrases to describe and specify
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Text: There was an old dragon who swallowed a knight</p> <p>Outcome: Dragon Poem</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Rhyming poem ▪ Perform poetry ▪ Expanded noun phrases ▪ Past tense 	<p>Text: The Lion and the Mouse</p> <p>Outcome: Story to accompany the wordless picture book</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Expanded noun phrases ▪ Suffixes to spell longer words ▪ Subordinating conjunctions (using when, if, that, or because) 	<p>Text: Tidy</p> <p>Outcome: Letter of apology to the animals of the forest</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Subordination (because) and coordination (but) ▪ Questions ▪ Question marks 	<p>Text: UFO Diary</p> <p>Outcome: Retell story about UFO landing</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Punctuate sentences using a question mark/exclamation mark ▪ Expanded noun phrases ▪ Past tense 	<p>Text: Lila and the Secret of the Rain</p> <p>Outcome: Retelling of the story</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Past tense, including progressive form ▪ Expanded noun phrases ▪ Subordination 	<p>Text: A Planet Full of Plastic</p> <p>Outcome: School/class campaign to reduce plastic waste in school, at home and within the local community - poetry, persuasive speeches and posters, adverts, signs/placards, banners, recounts</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Subordinating conjunctions (when/ if /that/because)

Writing Text Overview – Year 3



Entertain

Inform

Persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p style="text-align: center;">Learning Journey 1</p> <p>Text: Pumpkin Soup</p>  <p>Outcome: Recipe (instructions) on how to make pumpkin soup.</p> <p>SOA Outcome: Sequel to the story about when Duck wanted to play the bagpipes.</p>	<p style="text-align: center;">Learning Journey 1</p> <p>Text: Barnabus Project Referred to in Charlotte's Web planning</p>  <p>Outcome: Design their own failed pet and write informatively explaining about how to look after it</p> <p>SOA Outcome: Recount the escape of the failed pets in the form of a newspaper article.</p>	<p style="text-align: center;">Learning Journey 1</p> <p>Text: Charlotte's Web</p>  <p>Outcome: Letter to convince Mr Arable that she should keep Wilbur</p> <p>SOA Outcome: Information reports for Fern to help her consider what she will need to look after Wilbur.</p>	<p style="text-align: center;">Learning Journey 1</p> <p>Text: The Tin Forest Referred to in The Night Box planning</p>  <p>Outcome: Narrative on the theme of a forest – rename the title as The ____ Forest using a different character perspective</p> <p>SOA Outcome: Setting description to answer the question – what is the old man wishing for? (Using the '...he made a wish' page)</p>	<p style="text-align: center;">Learning Journey 1</p> <p>Text: Arthur and the Golden Rope</p>  <p>Outcome: An entertaining diary entry as Arthur to form part of a time capsule</p> <p>SOA Outcome: Write a description of the character of Fenrir to warn the town's folk of the dangerous creature</p> <p>SOA Outcome: A poem inspired by the ingredients needed for the golden rope</p>	<p style="text-align: center;">Learning Journey 1</p> <p>Text: The Great Kapok Tree</p>  <p>Outcome: Environmental narrative</p> <p>SOA Outcome: Letter persuading the company to stop cutting down trees.</p>
<p style="text-align: center;">Learning Journey 2</p> <p>Text: The True Story of the Three Little Pigs</p>  <p>Outcome: Class collection of newspaper articles available to read in the book area or library</p> <p>SOA Outcome: Write a letter in role as the wolf giving reasons for the judge to set him free.</p>	<p style="text-align: center;">Learning Journey 2</p> <p>Text: Escape from Pompeii</p>  <p>Outcome: Retell the events of Pompeii through an adventure narrative (3rd person)</p> <p>SOA Outcome: Diary entry to inform of Pompeii (Tranio) HA – could write in terms of visiting Pompeii in present day?</p>	<p style="text-align: center;">Learning Journey 2</p> <p>Text: Fantastically Great Women who changed the World</p>  <p>Outcome: Information text about an inspirational woman who could be added to the book (in style of the text) HA – Include a short persuasive covering letter to the author?</p> <p>SOA Outcome: TBC Blue - purpose</p>	<p style="text-align: center;">Learning Journey 2</p> <p>Text: The Night Box</p>  <p>Outcome: A poetry performance which creates an image with language</p> <p>SOA Outcome: Write a detailed description of a setting at night.</p>	<p style="text-align: center;">Learning Journey 2</p> <p>Film driver: Ruckus</p>  <p>https://www.youtube.com/watch?v=Ji1KM1BbAyy</p> <p>Outcome: Wild West newspaper article</p> <p>SOA Outcome: Short action narrative (using some dialogue)</p>	

Year 3 Writing Texts - Skills



Entertain

Inform

Persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Pumpkin Soup</p> <p>Outcome: Recipe (instructions) on how to make pumpkin soup.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple organizational devices ▪ Prepositions to express place. 	<p>Text: Barnabus Project Referred to in Charlotte's Web planning</p> <p>Outcome: Design their own failed pet and write informatively explaining about how to look after it</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Begin to use paragraphs ▪ Simple organisational devices ▪ Wider range of conjunctions, including when, if, because, although to write sentences with more than one clause 	<p>Text: Charlotte's Web</p> <p>Outcome: Letter to convince Mr Arable that she should keep Wilbur</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Paragraphs ▪ Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<p>Text: The Tin Forest Referred to in The Night Box planning</p> <p>Outcome: Narrative on the theme of a forest – rename the title as The ____ Forest using a different character perspective</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Prepositions ▪ Expanded noun phrases ▪ Inverted commas to punctuate direct speech ▪ Paragraphs ▪ Wider range of conjunctions 	<p>Text: Arthur and the Golden Rope</p> <p>Outcome: An entertaining diary entry as Arthur to form part of a time capsule</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Prepositions ▪ Varied and rich vocabulary ▪ Expanded noun phrases ▪ Past tense ▪ First person 	<p>Text: The Great Kapok Tree</p> <p>Outcome: Innovate an environmental narrative</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Present perfect form of verbs ▪ Inverted commas to punctuate direct speech ▪ Wider range of conjunctions to write sentences with more than one clause ▪ Prefixes for opposites or negatives
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	
<p>Text: The True Story of the Three Little Pigs</p> <p>Outcome: Class collection of newspaper articles available to read in the book area or library</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Begin to use paragraphs ▪ Simple organisation devices ▪ Nouns/Pronouns ▪ Begin to use inverted commas to punctuate direct speech 	<p>Text: Escape from Pompeii</p> <p>Outcome: Retell the events of Pompeii through an adventure narrative (3rd person)</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Inverted commas to punctuate direct speech ▪ Expanded noun phrases ▪ Wider range of conjunctions to write sentences with more than one clause 	<p>Text: Fantastically Great Women who changed the World</p> <p>Outcome: Information text about an inspirational woman who could be added to the book (in style of the text)</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple organisation devices ▪ Paragraphs ▪ Wider range of conjunctions to write with more than one clause 	<p>Text: The Night Box</p> <p>Outcome: A poetry performance which creates an image with language</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Poetry writing and reading aloud with intonation ▪ Varied and rich vocabulary 	<p style="text-align: center;">Film driver: Ruckus</p> <p>Outcome: Wild West newspaper article</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Inverted commas to punctuate direct speech ▪ Wider range of conjunctions ▪ Simple organisational devices ▪ Paragraphs 	

Writing Text Overview – Year 4



Entertain

Inform

Persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1 Text: Leon and the Place Between  Outcome: Descriptive narrative of the place between intertwined effectively with illustration SOA Outcome: Design an advert for a magic show.	Learning Journey 1 Text: Marcy and the Riddle of the Sphinx (follows on from Arthur and the Golden Rope from Y3)  Outcome: Diary entry in Arthur's journal before he leaves for his adventure ... SOA Outcome: Atmospheric short narrative of Marcy going into the belly of the Sphinx to rescue her father.	Learning Journey 1 Text: We Travel So Far  Outcome: Create a class book of animal migration journeys, presented in the style of the text driver SOA Outcome: Emulate the style of David Attenborough to create great intrigue through their descriptions.	Learning Journey 1 Text: Stone Age Boy  Outcome: Time Slip Narrative in a different period. Switch of tense at the end to show how events affected your choices later in life. SOA Outcome 1: Create a description of the camp (use p15) SOA Outcome 2: Instructions for activities to be used in a "How to Survive the Stone Age" leaflet (use p16/17) Use this text as a supporting text for the journey where relevant Text: Secrets of Stonehenge 	Learning Journey 1 Text: The Promise  Outcome: Narrative sequel to the text (using dialogue for action) SOA Outcome: Letter in role that shows understanding of character motives.	Learning Journey 1 Text: River Story  Outcome: Information text about Rivers or the Water Cycle SOA Outcome: River journey poem
Learning Journey 2 Text: The Boy Who Grew Dragons  Outcome: Explanation text SOA Outcome: 1 st person Short narrative	Learning Journey 2 Text: Harry Potter and the Chamber of Secrets  Outcome: Create a class collection of howlers to be read aloud SOA Outcome: Invitation in the form of an enchanted audio letter.	Learning Journey 2 Text: Greenling  Outcome: Create a class newspaper, including a collection of children's articles HA – To include further reported speech from local residents SOA Outcome: Mrs Barleycorn one paragraph diary entry after going to bed in a rage	Learning Journey 2 Text: River Stories  Outcome: Fold-out advert for a chosen river from the text to persuade potential tourists to visit SOA Outcome: Sensory description of a ride down a chosen river	Learning Journey 2 Text: It Starts with a Seed (Reading text in Y2)  Outcome: Collection of class nature poems in a class anthology SOA Outcome: Information paragraphs in a similar style to those at the back of the Laura Knowles' book.	

Y4 Writing Texts – Skills



Entertain

Inform

Persuade

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Leon and the Place Between</p> <p>Outcome: Descriptive narrative of the place between intertwined effectively with illustration</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Appropriate and precise range of vocabulary and figurative language ▪ Expanded noun phrases ▪ Wider range of conjunctions to write sentences with more than one clause 	<p>Text: Marcy and the Riddle of the Sphinx <small>(follows on from Arthur and the Golden Rope from Y3)</small></p> <p>Outcome: Diary entry in Arthur's journal before he leaves for his adventure ...</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Fronted adverbials ▪ Present perfect form of verbs ▪ Appropriate and precise range of vocabulary and figurative language ▪ Wider range of conjunctions to write sentences with more than one clause 	<p>Text: We Travel So Far</p> <p>Outcome: Create a class book of animal migration journeys, presented in the style of the text driver</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Adverbials of time ▪ Possessive apostrophe with plural nouns ▪ Accurate use of pronouns in sentences 	<p>Text: Stone Age Boy Text: Secrets of Stonehenge</p> <p>Outcome: Time Slip Narrative in a different period. Switch of tense at the end to show how events affected your choices later in life.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Fronted adverbials ▪ Wider range of sentences with more than one clause ▪ Paragraphs ▪ Punctuate direct speech 	<p>Text: The Promise</p> <p>Outcome: Narrative sequel to the text (using dialogue for action)</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Expanded noun phrases to add description ▪ Wider range of sentences with more than one clause ▪ Conjunctions to express time and cause ▪ Punctuate direct speech 	<p>Text: River Story</p> <p>Outcome: Poetic non-fiction text to tell the story of a river they have been studying or the water cycle.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple organisation devices ▪ Paragraphs
Learning Journey 2	Learning Journey 2	Learning Journey 2		Learning Journey 2	Learning Journey 2
<p>Text: The Boy Who Grew Dragons</p> <p>Outcome: Explanation text</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple organisation devices ▪ Paragraphs ▪ Wider range of conjunctions to write sentences with more than one clause 	<p>Text: Harry Potter and the Chamber of Secrets</p> <p>Outcome: Create a class collection of howlers to be read aloud</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Present perfect form of verbs ▪ Appropriate and precise range of vocabulary and figurative language 	<p>Text: Greenling</p> <p>Outcome: Create a class newspaper, including a collection of children's articles</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Punctuate direct speech ▪ Range of conjunctions to express time and cause ▪ Wider range of sentences with more than one clause ▪ Paragraphs 		<p>Text: River Stories</p> <p>Outcome: Fold-out advert for a chosen river from the text to persuade potential tourists to visit</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Simple organisation devices ▪ Paragraphs ▪ Wider range of sentences with more than one clause 	<p>Text: It Starts with a Seed <small>(Reading text in Y2)</small></p> <p>Outcome: Collection of class nature poems in a class anthology</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Appropriate and precise range of vocabulary and figurative language ▪ Write poetry ▪ Read poetry aloud with intonation

Writing Text Overview – Year 5



Entertain

Inform

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Goodnight Stories for Rebel Girls</p>  <p>Outcome: Compilation of biographies written in the style of the book</p> <p>SOA Outcome: Present information and findings about person of their choice.</p>	<p>Text: The Lost Thing/ The Red Tree</p>  <p>Outcome: Memoir/Diary/ Autobiography that recounts an encounter with a 'lost thing'</p> <p>SOA Outcome: Instructions for looking after a thing written in the voice of Shaun Tan</p>	<p>Text: The Island</p>  <p>Outcome: Collection of published newspaper articles</p> <p>SOA Outcome: Short diary entry in role as the stranger from his goat pen, or as one of the local residents</p>	<p>Text: Wonder</p>  <p>Outcome 1: Persuasive letter from Charlotte to Tushman about why Auggie should win the Henry Ward Beecher award</p> <p>Outcome 2: Choose kind focus?</p> <p>SOA Outcome: Character description of Auggie</p>	<p>Text: Gravenhunger</p>  <p>Outcome: Set of property particulars to encourage the sale of Gravenhunger Manor</p> <p>SOA Outcome: Diary entry describing an exploration of the house and its grounds from the viewpoint of Elvira</p>	<p>Text: The Unforgotten Coat</p>  <p>Outcome: A 'good guide' leaflet to our school</p> <p>SOA Outcome: Write in role to demonstrate comprehension</p>
Learning Journey 2	Learning Journey 2	Learning Journey 2		Learning Journey 2	Learning Journey 2
<p>Video: Home Sweet Home</p>  <p>Outcome: Diary entry from the perspective of a house</p> <p>SOA Outcome: Setting description</p>	<p>Text: The Frost Fair</p>  <p>Outcome: Time-slip narrative</p> <p>SOA Outcome: Letter that shows character motive</p>	<p>Text: The Shirt Machine animation</p>  <p>Outcome: Explanation text about own shirt machine design</p>		<p>Text: Journey</p>  <p>Outcome: Create a narrative text for the book - own 'portal' story, using a mirror, cupboard or something else as a doorway into a fantasy world.</p> <p>SOA Outcome: Choose one page to 'paint' with words using rich description. For example, the girl's first encounter with the city.</p>	<p>Text: The Lost Words</p>  <p>Outcome: Acrostic poem</p>

Y5 Writing Texts – Skills



Entertain

Inform

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Text: Goodnight Stories for Rebel Girls</p> <p>Outcome: Compilation of biographies written in the style of the book</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Wide range of devices to build cohesion within and across paragraphs ▪ Describe settings, characters and atmosphere effectively ▪ Integrate dialogue to convey character and advance the action 	<p>Text: The Lost Thing/ The Red Tree</p> <p>Outcome: Memoir/Diary/Autobiography that recounts an encounter with a 'lost thing'</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Select synonyms accurately for effect ▪ Link ideas across paragraphs using a wider range of cohesive devices 	<p>Text: The Island</p> <p>Outcome: Collection of published newspaper articles</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Passive verbs to affect the presentation of information in a sentence ▪ Semi-colons, colons or dashes to mark boundaries between independent clauses 	<p>Text: Wonder</p> <p>Outcome 1: Persuasive letter from Charlotte to Tushman about why Auggie should win the Henry Ward Beecher award</p> <p>Outcome 2: Choose Kind focus</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must) ▪ Relative clauses ▪ Commas to clarify meaning or avoid ambiguity 	<p>Text: Gravenhunger</p> <p>Outcome: Set of property particulars to encourage the sale of Gravenhunger Manor</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Fronted prepositional phrases for greater effect ▪ Modal verbs or adverbs to indicate degrees of possibility ▪ Appropriate register for the audience and purpose (formal or informal) 	<p>Text: The Unforgotten Coat</p> <p>Outcome: A 'good guide' leaflet to our school Viewpoint: Year 5 pupil</p> <p>SOA Outcome:</p> <ul style="list-style-type: none"> ▪ Modal verbs to indicate degrees of possibility ▪ Brackets, dashes and commas to indicate parenthesis ▪ Range of devices to build cohesion
Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2
<p>Film Driver: Home Sweet Home</p> <p>Outcome: Diary entry from the perspective of a house</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ Devices to build cohesion within a paragraph ▪ Linking ideas across paragraphs using adverbials of time, place, number or tense choices 	<p>Text: The Frost Fair</p> <p>Outcome: Time-slip narrative</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Describe settings ▪ Integrate dialogue to convey character and advance the action ▪ Semi colons, colons or dashes to mark boundaries between independent clauses 	<p>Film Driver: The Shirt Machine animation</p> <p>Outcome: Explanation text about own shirt machine design</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Further organisational and presentational devices to structure text and to guide the reader ▪ Wide range of devices to build cohesion within and across paragraphs ▪ Relative clauses ▪ Commas to clarify meaning or avoid ambiguity 	<p>Text: Journey</p> <p>Outcome: Create a narrative text for the book - own 'portal' story, using a mirror, cupboard or something else as a doorway into a fantasy world.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Describe settings, characters and atmosphere effectively ▪ Integrate dialogue to convey character and advance the action 	<p>Text: The Lost Words</p> <p>Outcome: Acrostic poem</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Figurative language in a range of writing ▪ Appropriate vocabulary, understanding how such choices can change and enhance meaning ▪ Perform poetry 	

Writing Text Overview – Year 6




Entertain

Inform

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning Journey 1</p> <p>Text: The White Giraffe</p>  <p>Outcome: Newspaper Article about the poaching and rescue of the White Giraffe</p> <p>SOA Outcome: Diary as Martine as she is waiting in the airport in South Africa waiting to be picked up by her grandmother.</p>	<p>Learning Journey 1</p> <p>Text: Remembrance Poetry</p>  <p>Outcome: Poem about remembrance/poppies</p> <p>SOA Outcome: Information page about the significance of Remembrance Day and the symbolism of the poppy</p>	<p>Learning Journey 1</p> <p>Text: Holiday Brochures – Kuoni/Tui/Virgin</p>  <p>Outcome: Holiday brochure double page spread for South Africa linking back to The White Giraffe or South America (Brazil) GDS – Different audience and or writing purpose</p> <p>SOA Outcome: Non-chronological report about South Africa or South America (linked to previous coverage)</p>	<p>Learning Journey 1</p> <p>Text: King Kong</p>  <p>Outcome: Journalistic article recounting the events that led to King Kong's death</p> <p>SOA Outcome: Descriptive paragraph about Kong from the moment Ann was seized from the palm of his hand</p>	<p>Learning Journey 1</p> <p>Text: Alma (animation)</p>  <p>Outcome1: Letter to persuade festival organiser</p> <p>Outcome 2: Diary from the perspective of the shopkeeper</p> <p>Outcome 3: Narrative to create tension and suspense</p>	<p>Learning Journey 1</p> <p>Text: Macbeth</p>  <p>Outcome: Frame narrative from the viewpoint of Macbeth</p> <p>SOA Outcome: Letter from Macbeth to his wife (p. 274), reflecting on what he has been told, his mood and hopes for the future.</p>
	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>
	<p>Text: Ice Trap!</p>  <p>Outcome: Two contrasting diary entries, conveying different viewpoints and voices from contrasting moments during the expedition to Antarctica</p> <p>SOA Outcome: Setting description of an arctic scene of their choice.</p>	<p>Text: The Three Little Pigs (Advert)</p>  <p>Outcome: Tell the story from multiple perspectives for a judge and jury to determine the truth.</p> <p>SOA Outcome: Journalistic article about the unfolding story.</p>	<p>Text: The Errand</p>  <p>Outcome: Next set of directions for the errand boy for his journey to the warlock at the mansion on the hill</p> <p>SOA Outcome: Spine-chilling setting description of the Whispering Woods that leaves the reader in fear!</p>	<p>Text: Rose Blanche</p>  <p>Outcome 1: Diary from the perspective of Rose</p> <p>Outcome 2: 3rd person narrative ending.</p> <p>SOA Outcome: Biography of Winston Churchill (GDS – Choice of Churchill or Adolf Hitler)</p>	<p>Text: Dulce et Decorum</p>  <p>Outcome: Powerful emotive performance poetry presentation to peers</p> <p>SOA Outcome: Setting description of the battleground through the eyes of the children who are trapped inside the letter.</p>

Y6 Writing Texts – Skills



Entertain

Inform

Persuade

Discuss

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Learning Journey 1</p> <p>Text: The White Giraffe</p> <p>Outcome: Newspaper Article about the poaching and rescue of the White Giraffe</p> <p>Skills:</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices • Modal verbs or adverbs to indicate degrees of possibility • Expanded noun phrases to convey complicated information concisely • Commas to clarify meaning and avoid ambiguity 	<p>Learning Journey 1</p> <p>Text: Remembrance Poetry</p> <p>Outcome: Poem about remembrance/poppies</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Figurative language ▪ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ Perform poetry 	<p>Learning Journey 1</p> <p>Film Driver: Holiday Brochures – Kuoni/Tui/Virgin</p> <p>Outcome: Holiday brochure double page spread for South America (Brazil)</p> <p>SOA Outcome:</p> <ul style="list-style-type: none"> ▪ Layout devices ▪ Linking ideas across paragraphs using a wider range of cohesive devices 	<p>Learning Journey 1</p> <p>Text: King Kong</p> <p>Outcome: Journalistic article recounting the events that led to King Kong’s death</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Layout devices ▪ Integrate dialogue to convey character and advance the action ▪ Passive verbs 	<p>Learning Journey 1</p> <p>Text: Alma (animation)</p> <p>Outcome1: Letter to persuade festival organiser</p> <p>Outcome 2: Diary from the perspective of the shopkeeper</p> <p>Outcome 3: Narrative to create tension and suspense</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Select the appropriate form and use other similar writing as models for their own ▪ Describe settings, characters and atmosphere 	<p>Learning Journey 1</p> <p>Text: Macbeth</p> <p>Outcome: Frame narrative from the viewpoint of Macbeth</p> <p>SOA Outcome:</p> <ul style="list-style-type: none"> ▪ Describe settings, characters and atmosphere ▪ Select verb forms for meaning and effect
	<p>Learning Journey 2</p> <p>Text: Ice Trap!</p> <p>Outcome: Two contrasting diary entries, conveying different viewpoints and voices from contrasting moments during the expedition to Antarctica</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Brackets, dashes or commas to indicate parenthesis ▪ Describe settings, characters and atmosphere ▪ Appropriate register 	<p>Learning Journey 2</p> <p>Text: The Three Little Pigs (Advert)</p> <p>Outcome: Tell the story from multiple perspectives for a judge and jury to determine the truth.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Describe settings, characters and atmosphere ▪ Integrate dialogue to convey character and advance the action ▪ Passive verbs ▪ Vocabulary and structures for formal speech and writing, including subjunctive forms 	<p>Learning Journey 2</p> <p>Text: The Errand</p> <p>Outcome: Next set of directions for the errand boy for his journey to the warlock at the mansion on the hill</p> <p>SOA Outcome:</p> <ul style="list-style-type: none"> ▪ Modal verbs or adverbs to indicate degrees of possibility ▪ Describe settings, characters and atmosphere ▪ Integrate dialogue to convey character and advance the action 	<p>Learning Journey 2</p> <p>Text: Rose Blanche</p> <p>Outcome 1: Diary from the perspective of Rose</p> <p>Outcome 2: 3rd person narrative ending.</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Link ideas across paragraphs using a wider range of cohesive devices ▪ Integrate dialogue to convey character and advance the action ▪ Range of KS2 punctuation to enhance meaning and avoid ambiguity 	<p>Learning Journey 2</p> <p>Text: Dulce et Decorum</p> <p>Outcome: Powerful emotive performance poetry presentation to peers</p> <p>Skills:</p> <ul style="list-style-type: none"> ▪ Figurative language ▪ Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ Perform poetry