

# Langho St Leonards Writing Key Progression 2024-25



Our English Writing curriculum using Pathways to Write is designed to equip pupils with key skills to move them through the writing process towards their final outcome. It is built around units of work that follow a mastery approach to the teaching of writing. To support this approach, clear detailed lesson plans and resources are linked to a high-quality text.

Year 1/2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write text	Troll Swap Leigh Hodgkinson	The Owl Who Was Afraid of the Dark Jill Tomlinson	Dragon Machine Helen Ward	Major Glad, Major Dizzy Jan Oke	The Last Wolf Mimi Grey	Grandad's Secret Giant David Litchfield
Unit Writing Outcomes	<p><b>Y1 Outcome:</b> To write a story based upon the model text using the pupils' ideas for characters</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> Y2 To write a story about any two contrasting characters who swap places</p>	<p><b>Y1 Outcome:</b> To write a fact sheet about owls using information gathered from the text</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> Y2 To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used</p>	<p><b>Y1 Outcome:</b> To write a story based upon the model text using own ideas for a change of character and machine</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> To write the story in first person from new character's point of view to allow for description of emotions and viewpoint throughout the story:</p>	<p><b>Y1 Outcome:</b> To write a recount of historical events from the text from Major Glad's point of view</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> Include in the diary how Major Dizzy felt. What did Major Glad notice about him?</p>	<p><b>Y1 Outcome:</b> To write a letter in role persuading characters to save the trees</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> To write a letter as themselves persuading local people to save the trees</p>	<p><b>Y1 Outcome:</b> To write own version of the story with a focus on morals and acceptance of others</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> To write own version of the story including the point of view of the giant character</p>

<p><b>Writing Skills &amp; Mastery Keys Progression</b> (year group national curriculum expectations)</p> <p>Y1</p>	<p><b>Y1 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Sequence sentences to form short narratives</li> <li>• Compose a sentence orally before writing it</li> <li>• Leave spaces between words</li> <li>• Re-read what they have written to check it makes sense</li> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Y1 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>-Combine words to make sentences</li> <li>• Begin to join words using and</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Use a capital letter for names of people and the personal pronoun 'I'</li> </ul>	<p><b>Y1 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Compose a sentence orally before writing it</li> <li>• Re-read and check sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> </ul> <p><b>Y1 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>-Use plural noun suffixes -s and -es</li> <li>• Punctuate sentences using a capital letter and a full stop</li> <li>• Join words using and</li> </ul>	<p><b>Y1 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> </ul> <p><b>Y1 Mastery Keys</b></p> <p>Join words and clauses using and</p> <ul style="list-style-type: none"> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<p><b>Y1 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p>Writing composition:</p> <p><b>Y1 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>-Join words and clauses using and</li> <li>• Add suffixes where no change is needed to the root of the word e.g. ed, -ing, -er, -est</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	<p><b>Y1 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written and check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p><b>Y1 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Change the meaning of verbs and adjectives by adding prefix un</li> <li>• Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• Add suffixes where no change is needed to the root of the word e.g. -ing, -ed, -er, -est</li> </ul>	<p><b>Y1 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Sequence sentences to form short narratives (link ideas or events by pronoun)</li> <li>• Re-read what they have written and check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul> <p><b>Y1 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Join words and clauses using and</li> <li>• Use simple description</li> <li>• Use a capital letter for places and days of the week</li> <li>• Punctuate sentences using a capital letter, full stop, question mark or exclamation mark</li> </ul>
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Y2	<p><b>Y2 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Plan or say out loud what is going to be written about</li> </ul> <p><b>Y2 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>- Use punctuation correctly – full stops, capital letters</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Use subordination (because) and coordination (and)</li> </ul>	<p><b>Y2 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Write for different purposes</li> <li>• Make simple additions, revisions and corrections (greater depth only)</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul> <p><b>Y2 Mastery Keys</b></p> <p>Use co-ordination (but, or)</p> <ul style="list-style-type: none"> <li>• Add -ly to turn adjectives into adverbs</li> <li>• Use commas to separate items in a list</li> </ul>	<p><b>Y2 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> <li>• Read aloud with intonation</li> </ul> <p><b>Y2 Mastery Keys</b></p> <p>Write sentences with different forms: statement, question, exclamation, command</p> <ul style="list-style-type: none"> <li>• Use subordination (apply because, introduce when)</li> <li>• Use present and past tenses correctly and consistently (some progressive)</li> <li>• Use punctuation</li> </ul>	<p><b>Y2 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real or fictional)</li> <li>• Write poetry</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Write down ideas, key words, new vocabulary</li> <li>• Encapsulate what is to be written, sentence by sentence</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Y2 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use the progressive form of verbs in the present and past tense</li> <li>• Use present and past tenses correctly and consistently</li> <li>• Use subordination (apply because, when; introduce that)</li> <li>• Use punctuation correctly introduce apostrophe</li> </ul>	<p><b>Y2 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional)</li> <li>• Write about real events</li> <li>• Write for different purposes</li> <li>• Plan or say out loud what is going to be written about</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Y2 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use subordination (if, that)</li> <li>• Add -er and -est to adjectives</li> <li>• Use homophones and near homophones</li> <li>• Use punctuation correctly – apostrophes for contracted forms</li> </ul>	<p><b>Y2 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Write poetry</li> <li>• Write for different purposes</li> <li>• Make simple additions, revisions and corrections</li> <li>• Evaluate writing with the teacher and other pupils</li> <li>• Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Write for different purposes</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul> <p><b>Y2 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently including the progressive form</li> <li>• Use subordination (using when, if, that, or because)</li> <li>• Use co-ordination (using or, and, or but)</li> <li>• Use expanded noun phrases to describe and specify</li> <li>• Add suffixes to spell longer words e.g -ment,- ful</li> </ul>
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			correctly - exclamation marks, question marks	for the possessive (singular)		
<b>Pathways to Poetry text (1 week per half term)</b>	Zebra Question by Shel Silverstein	The Owl and the Pussy Cat Edward Lear	From a Railway Carriage Robert Louis Stevenson	Night Sounds Berlie Doherty	Father and I in the Woods David McCord	Fox Kathy Henderson
<b>Unit Outcomes</b>	<p><b>Y1 Outcome:</b> Write a riddle and a list poem about themselves</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> Write one or both of their poems about a friend or family member</p>	<p><b>Y1 Outcome:</b> To write the first two verses of a new poem based on The Owl and the Pussycat</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> To write additional verses of a new poem based on The Owl and the Pussycat</p>	<p><b>Y1 Outcome:</b> To write a rhyming 'Bird's – Eye View' poem of their own using ideas from R. L. Stevenson's From a Railway Carriage</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> To write their poem including alliteration, rhyme and extended description</p>	<p><b>Y1 Outcome::</b> To write a Night Sounds poem of their own based on Berlie Doherty's version</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> To write an extended Night Sounds poem including questions and answers using their own repetitive phrases</p>	<p><b>Y1 Outcome:</b> Make nature-themed shape poems</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> Use rhyme and onomatopoeia in their poem</p>	<p><b>Y1 Outcome:</b> Write a descriptive wildlife poem</p> <p><b>Y2 Outcome and Y1 Greater depth:</b> Research own animal to write a descriptive wildlife poem with an environmental message</p>
<b>Poetry Keys and Progression</b>	<p><b>Y1</b> Say out loud what is going to be written about Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher <b>Y2</b> Use adventurous word</p>	<p><b>Y1</b> Create imaginative ideas Read aloud their writing clearly enough to be heard by their teacher.</p> <p><b>Y2</b> Experiment with word e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple</p>	<p><b>Y1</b> Create imaginative ideas List words and phrases Use simple language patterns e.g. repetition and rhyme</p> <p><b>Y2</b> Experiment with word e.g. alliteration, humour Use structured language patterns, including simple repeating phrases</p>	<p><b>Y1</b> Create imaginative ideas List words and phrases Use simple language patterns e.g. repetition</p> <p><b>Y2</b> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases</p>	<p><b>Y1</b> Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Read aloud with intonation</p> <p><b>Y2</b> Experiment with word e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations</p>	<p><b>Y1</b> Write down ideas, key words, new vocabulary Make simple additions, revisions and corrections</p> <p><b>Y2</b> Experiment with word e.g. alliteration, humour Use adventurous word choices of nouns, adjectives and verbs to describe observations</p>

	choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	repeating phrases				
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Year 3/4						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pathways to Write text</b>	Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss & Kerry Hyndman, Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by the Literacy Company	Blue John by Berlie Doherty
<b>Unit Writing Outcomes</b>	<p><b>Y3 Outcome::</b> To write a narrative based on the story of 'Gorilla'</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> To write the narrative from the animal's viewpoint and include some speech</p>	<p><b>Y3 Outcome:</b> To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> To write a diary from Abdul Kazam's point of view</p>	<p><b>Y3 Outcome::</b> Write the story from the point of view of one of the children :</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Write from the point of view of the captain</p>	<p><b>Y3 Outcome:</b> To write their own version of 'Koji's Island' in the first person from the point of view of the boy in the story.</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> To include their own dialogue in their story. To write the story from the scientist's point of view.</p>	<p><b>Y3 Outcome::</b> To make a zoo information board for a rainforest exhibit.</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Include an interactive element, such as a voiceover for a short video.</p>	<p><b>Y3 Outcome:</b> Write an explanation about cave formation including diagrams</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination</p>



<p><b>Mastery Key Progression</b> (year group national curriculum expectations)</p>	<p><b>Y3 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Y3 Mastery Keys</b> Write expanded noun phrases for description and specification (Y2)</p> <ul style="list-style-type: none"> <li>• Use prepositions to express time, place and cause</li> <li>• Group related ideas into paragraphs</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>	<p><b>Y3 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• In narratives, create settings, characters and plot</li> </ul> <p><b>Y3 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use conjunctions and adverbs to express, time, place and cause</li> <li>• Use a or an according to whether the next word begins with a vowel or consonant</li> <li>• In narratives, create settings, characters and plot</li> <li>• Build a varied and rich vocabulary</li> <li>• Indicate possession by using the possessive apostrophe with singular nouns</li> </ul>	<p><b>Y3 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Discuss and record ideas</li> </ul> <p><b>Y3 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use present and past tenses correctly and consistently including the progressive form and the present perfect form</li> <li>• Group related ideas into paragraphs</li> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</li> </ul>	<p><b>Y3 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocabulary and grammar of similar writing</li> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• Propose changes to grammar and vocabulary to improve consistency (including the accurate use of pronouns in sentences – Y4)</li> <li>• Discuss and record ideas</li> <li>• Proofread for spelling and punctuation errors</li> </ul> <p><b>Y3 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• Use adverbs to express time, place and cause</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>	<p><b>Y3 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Y3 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Build a varied and rich vocabulary</li> <li>• Use ‘a’ or ‘an’ according to whether the next word begins with a vowel or a consonant</li> <li>• Group related ideas into paragraphs</li> <li>• In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation</li> <li>• Use punctuation correctly – apostrophes for the possessive (singular)</li> </ul>	<p><b>Y3 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Use headings and sub-headings to aid presentation</li> </ul> <p><b>Y3 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• Use present and past tenses correctly and consistently including the progressive and the present perfect forms</li> <li>• Group related ideas into paragraphs</li> </ul>
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	<p><b>Y4 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• In narratives, create settings, characters and plot</li> <li>• Assess the effectiveness of own and others' writing</li> </ul> <p><b>Y4 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use fronted adverbials</li> <li>• Organise paragraphs around a theme (Use paragraphs to organise and sequence more extended narrative structures)</li> <li>• Use commas after fronted adverbials</li> </ul> <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>	<p><b>Y4 Writing composition skills:</b></p> <p>In narratives, create settings, characters and plot</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of own and others' writing</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Y4 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Use Standard English forms for verb inflections</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>• Build a varied and rich vocabulary</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns</li> <li>• Recognise the difference between plural and possessive 's'</li> </ul>	<p><b>Y4 Writing composition skills:</b></p> <p>Propose changes to grammar and vocabulary to improve consistency</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear</li> </ul> <p><b>Y4 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use Standard English for verb inflections</li> <li>• Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs)</li> <li>• Use and punctuate direct speech (using dialogue to show the relationship between characters)</li> </ul>	<p><b>Y4 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• Use adverbs to express time, place and cause</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use inverted commas to punctuate direct speech</li> </ul> <p><b>Y4 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> </ul>	<p><b>Y4 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• Plan writing by discussing the structure, vocab and grammar of similar writing</li> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Proofread for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Y4 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Build a varied and rich vocabulary</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</li> <li>• Recognise the grammatical</li> </ul>	<p><b>Y4 Writing composition skills:</b></p> <ul style="list-style-type: none"> <li>• In non-narrative material, use simple organisational devices</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Y4 Mastery Keys</b></p> <ul style="list-style-type: none"> <li>• Build an increasing range of sentence structures</li> <li>• Use a variety of verb forms correctly and consistently including the progressive and the present perfect forms</li> <li>• Use paragraphs to organise information and ideas around a theme</li> </ul> <p>Integrated as revision: Consolidate punctuation so far</p> <p>The grammatical difference between plural and possessive s</p>
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					difference between plural and possessive 's'	
<b>Pathways to Poetry text (1 week per half term)</b>	Me and My Brother -Michael Rosen	The Lost Lost Property Office by Roger McGough	The Roman Centurion's Song by Rudyard Kipling	Windrush Child by John Agard	Look! by Grace Nichols	Haiku (Within 'I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year') selected by Fiona Waters
<b>Unit Outcomes</b>	<p><b>Y3 Outcome:</b> To write a free verse, narrative poem about a family member to add to a class 'Family Album'</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Write about more than one family member or extend the narrative poem as above</p>	<p><b>Y3 Outcome:</b> To write a group list poem based on 'The Lost Lost-Property Office' by Roger McGough and perform</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Write in couplets or change the setting of the poem e.g. 'Under the bed' or 'The back of the drawer'</p>	<p><b>Y3 Outcome:</b> To write cinquain poems about life as a Roman soldier</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Write a series of cinquains from different points of view</p>	<p><b>Y3 Outcome:</b> To write a free verse, personal narrative poem based on the structure of 'Windrush Child', describing what it feels like to leave and go to a new place.</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> Write a similar poem with freedom to change the structure and include feelings vocabulary.</p>	<p><b>Y3 Outcome:</b> To write a cumulative list poem about the rainforest</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> To include similes, rhyme or wordplay</p>	<p><b>Y3 Outcome:</b> To write individual Haiku based on the natural world and link these with others in the group to make a series, known as Renga</p> <p><b>Y4 Outcome and Y3 Greater depth:</b> To write individual Haiku as above, extend these to make the Tanka form and perhaps continue to link several to make Renga of their own</p>
<b>Poetry Keys and Progression</b>	<p><b>Y3</b> • Plan writing by discussing the structure, vocab and grammar of similar writing</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p><b>Y3</b> Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Read aloud own writing using appropriate intonation</p>	<p><b>Y3</b> • Plan writing by discussing the structure, vocabulary and grammar of similar writing</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p><b>Y3</b> • Plan writing by discussing the structure, vocab and grammar of similar writing</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Compose and rehearse sentences orally</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>	<p><b>Y3</b> • Plan writing by discussing the structure, vocabulary and grammar of similar writing</p> <p>Use an increasingly widening vocabulary and develop use of similes.</p> <ul style="list-style-type: none"> <li>• Discuss and record ideas</li> <li>• Assess the effectiveness of own</li> </ul>	<p><b>Y3</b> Plan writing by discussing the structure, vocab and grammar of similar writing</p> <p>Discuss and record ideas</p> <p>Compose and rehearse sentences orally</p> <p>Assess the effectiveness of own and others' writing</p>



	<ul style="list-style-type: none"> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p><b>Y4</b> Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole</p> <ul style="list-style-type: none"> <li>• Create own repeating patterns and experiment with simple forms</li> </ul>	<p>and controlling the tone and volume so that the meaning is clear</p> <p><b>Y4</b></p> <p>-Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole</p> <ul style="list-style-type: none"> <li>• Create own repeating patterns and experiment with simple forms</li> </ul>	<ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Y4</b> Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration, hyperbole</p> <ul style="list-style-type: none"> <li>• Create own repeating patterns and experiment with simple forms</li> </ul>	<p>-Include similes and increasingly widening vocabulary.</p> <ul style="list-style-type: none"> <li>• Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul> <p><b>Y4</b> Use increasingly effective similes to create imagery</p> <ul style="list-style-type: none"> <li>• Use language with increasing effect: choice of nouns, adjectives, adverbs and verbs, alliteration</li> </ul>	<p>and others' writing</p> <ul style="list-style-type: none"> <li>• Proof-read for spelling and punctuation errors</li> </ul> <p><b>Y4</b></p> <p>Use increasingly effective similes to create imagery</p> <p>Create own repeating patterns and experiment with simple forms</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p><b>Y4</b> Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole</p> <p>Create own repeating patterns and experiment with simple forms</p>
<b>Additional writing opportunities to embed skills</b>			Non-chronological text - Pompei	Explanation Text - How are Volcanos formed?	Instructional writing - How to survive a rainforest adventure.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Pathways to Write text</b>	Queen of the falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd-Stanton	The Darkest Dark	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
<b>Unit Writing Outcomes</b>	<p><b>Outcome:</b> To write a series of diaries about significant events in Annie Edson Taylor's life</p> <p><b>Greater depth:</b> To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters e.g. Frank Russell or Fred Truesdale</p>	<p><b>Outcome:</b> To write a traditional tale focusing on describing settings, characters and an alternative ending - pupils write the story of a character who mistreats others which leads to their own demise</p> <p><b>Greater depth:</b> To write the traditional tale from a woodland creature's point of view who is also scared by the witch.</p>	<p><b>Outcome:</b> To write a myth: to create characters (heroes, villains and monsters) and settings</p> <p><b>Greater depth:</b> To write a myth from a different character's point of view</p>	<p><b>Outcome:</b> To write a formal biography about Chris Hadfield</p> <p><b>Greater depth:</b> To write a formal biography about Chris Hadfield including an extra section in informal first person</p>	<p><b>Outcome:</b> To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)</p> <p><b>Greater depth:</b> To write an oral presentation for a TV or online broadcast (vlog) as an expert</p>	<p><b>Outcome:</b> To write an information text about Jean-Michel Basquiat suitable for an art gallery. Y6 to include quotes about the artist.</p> <p><b>Greater depth:</b> To plan own structure and layout for an information text about Jean-Michel Basquiat suitable for an art gallery.</p>
<b>Mastery Key Progression (year group national curriculum expectations)</b>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of writing</li> <li>Organise paragraphs around a theme with focus on more complex narrative structures</li> <li>Use commas after fronted adverbials</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Describe settings, characters and atmosphere</li> <li>Integrate dialogue to convey character and advance the action</li> <li>Use of inverted commas and other punctuation</li> <li>Punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use expanded noun phrases to convey complicated information concisely</li> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Link ideas across paragraphs using adverbials</li> <li>Use commas to clarify meaning and avoid</li> </ul>	<ul style="list-style-type: none"> <li>Variety of verb forms used correctly and consistently including the present perfect form</li> <li>Use commas to clarify meaning or avoid ambiguity in writing</li> <li>Link ideas across paragraphs using adverbials and tense choices</li> <li>Use brackets, dashes or commas to indicate parenthesis</li> <li>Recap: Extend the</li> </ul>	<ul style="list-style-type: none"> <li>Use modal verbs to indicate degrees of possibility</li> <li>Use devices to build cohesion within a paragraph</li> <li>Choose the appropriate register</li> <li>Use brackets, dashes or commas to indicate parenthesis (recap)</li> <li>Enhance meaning through selecting appropriate grammar and</li> </ul>	<ul style="list-style-type: none"> <li>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>Use adverbs to indicate degrees of possibility</li> <li>Use a wider range of devices to build cohesion across paragraphs</li> <li>Link ideas using tense</li> </ul>

			ambiguity in writing	range of sentences with more than one clause by using a wider range of conjunctions (Y4)	vocabulary	choices
<b>Pathways to Poetry text (1 week per half term)</b>	The Song of Hiawatha by Henry Wadsworth-Longfellow (extract)	The Moon	Vikings Kennings	Finding Magic by Eric Finney	The Sun in Me by Moira Andrew	Animals of Africa
<b>Unit Outcomes</b>	<p><b>Outcome:</b> To write a narrative poem about a simple event in water</p> <p><b>Greater depth:</b> To write a narrative poem about a simple event in water including metaphor</p>	<p><b>Outcome:</b> To write their own poem about the moon using a range of techniques</p> <p><b>Greater depth:</b> To write their own poem about the moon selecting own form and structure.</p>	<p><b>Outcome:</b> To write their own good luck spells for a Viking warrior, including kennings</p> <p><b>Greater depth:</b> Select their own structure to write a sequence of good luck spells</p>	<p><b>Outcome:</b> To write a free verse poem describing the wonder of the world using metaphor.</p> <p><b>Greater depth:</b> To choose the form of the poem and apply other poetry techniques experimented with.</p>	<p><b>Outcome:</b> To write a song for a character of the countryside (Paperbag Prince)</p> <p><b>Greater depth:</b> To write a song for a character of the countryside with more freedom to plan own structure and descriptive language techniques</p>	<p><b>Outcome:</b> To write a poem about an African animal (which is fun to read out loud)</p> <p><b>Greater depth:</b> To write a poem about an African animal including similes and metaphor, and using their own style and structure</p>
<b>Poetry Keys and Progression</b>	<ul style="list-style-type: none"> <li>• Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order</li> <li>• Experiment with a range of poetry forms</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of descriptive language techniques to create effective imagery, e.g. metaphor, simile, playing with word order</li> <li>• Experiment with a range of poetry forms</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with metaphor to make effective comparisons</li> <li>• Experiment with a range of poetry forms</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with metaphor to make effective comparisons</li> <li>• Experiment with a range of poetry forms</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with metaphor to make effective comparisons</li> <li>• Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order</li> <li>• Experiment with a range of poetry forms</li> </ul>

<b>Additional writing opportunities to embed skills</b>		The Present - Literacy Shed			The Lighthouse - Literacy Shed	Shadow of Blue - Literacy Shed
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Year 6						
	Autumn 1 7 weeks	Autumn 2 7 weeks + 3 days	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<b>Pathways to Write text</b>	Star of Hope, Star of Fear by Jo Hoestlandt	Can we save the tiger? By Martin Jenkins	Selfish Giant by Oscar Wilde	Island by Jason Chin	Manfish by Jennifer Berne	Skychasers by Emma Carroll
<b>Unit Writing Outcomes</b>	<b>Outcome</b> Flashback story Information text  <b>Greater Depth</b> To write a narrative with a flashback	<b>Outcome</b> Hybrid text - Information and Explanation  <b>Greater Depth</b> Write a Newsround TV style story	<b>Outcome</b> Classic fiction Explanation  <b>Greater Depth</b> Write the narrative from a different viewpoint	<b>Outcome</b> Explanative report (hybrid)  <b>Greater Depth</b> Write an explanatory report about Charles Darwin's discoveries which includes extracts from another genre	<b>Outcome</b> Biography /hybrid text  <b>Greater Depth</b> Add in a script commentary about role in conservation debate	<b>Outcome</b> Narrative Fiction Autobiography  <b>Greater Depth</b> Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography

<b>Mastery Key Progression</b> (year group national curriculum expectations)	<ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely (recap from Y5)</li> <li>• Use passive verbs</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices</li> <li>• Integrate dialogue to convey character and advance the action</li> </ul>	<ul style="list-style-type: none"> <li>• Enhance meaning through selecting appropriate grammar and vocabulary</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use modal verbs and adverbs to indicate degrees of possibility</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between the language of speech and writing</li> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Use passive verbs</li> <li>• Use semi-colons to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use passive verbs</li> <li>• Variety of verb forms used correctly and consistently including the progressive and the present perfect forms</li> <li>• Use a wide range of devices to build cohesion</li> <li>• Use organisational and presentational devices to structure text</li> <li>• Use colons to mark boundaries between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)</li> <li>• Use a wider range of devices to build cohesion e.g. conjunctions, synonyms, adverbials, punctuation</li> <li>• Use a colon to introduce a list and use semi-colons within lists</li> <li>• Use hyphens to avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures for formal speech and writing, including subjunctive forms</li> <li>• Identify the audience and purpose for writing</li> <li>• Choose the appropriate register</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> </ul>
<b>Pathways to Poetry text</b> (1 week per half term)	Blitz by Mary Deiree Anderson	A Tiger in the Zoo by Leslie Norris	Guarding Secrets by the Literacy Company	The Sea by James Reeves	For Forest by Grace Nichols	Sonnet written at the close of Spring by Charlotte Smith
<b>Unit Outcomes</b>	<p><b>Outcome:</b> To write a narrative poem exploring the experience of the Blitz from the viewpoint of a child.</p> <p><b>Greater depth:</b> To write their poems from an alternative viewpoint, e.g. a parent, an ARP warden or firefighter.</p>	<p><b>Outcome:</b> To write a poem in a chosen form about an endangered mammal, choosing whether to describe the creature in its natural habitat or in captivity</p> <p><b>Greater depth:</b> To write a poem in a chosen form about an endangered mammal, contrasting the creature in its natural habitat and in captivity</p>	<p><b>Outcome:</b> To write a free verse poem about a door into a secret garden</p> <p><b>Greater depth:</b> To write a free verse poem about a door into a secret garden giving hints to the reader about the season</p>	<p><b>Outcome:</b> To write a narrative poem about a journey across the sea, including personification of the waves</p> <p><b>Greater depth:</b> To write a narrative poem about a journey across the sea, in first person as the sea</p>	<p><b>Outcome:</b> To write a free verse poem about the beauty of oceans and why we should treasure them</p> <p><b>Greater depth:</b> To write a free verse poem about a range of underwater habitats and why we should treasure them</p>	<p><b>Outcome:</b> To write a poem in the style of a sonnet to describe the view of the countryside from a hot air balloon</p> <p><b>Greater depth:</b> To write a sonnet to describe the view of the countryside from a hot air balloon</p>



<b>Poetry Key Progression</b>	<ul style="list-style-type: none"> <li>• Experiment with personification to create effective imagery</li> <li>• Make effective language choices, drawing on a range of descriptive techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Make effective language choices, drawing on a range of descriptive techniques</li> <li>• Make authorial choices, selecting from a range of forms, to suit the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Make effective language choices, drawing on a range of descriptive techniques</li> <li>• Make authorial choices, selecting from a range of forms, to suit the purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with personification to create effective imagery</li> <li>• Make effective language choices, drawing on a range of descriptive techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with personification to create effective imagery</li> <li>• Make effective language choices, drawing on a range of descriptive techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with personification to create effective imagery</li> <li>• Make effective language choices, drawing on a range of descriptive techniques</li> </ul>
<b>Additional writing opportunities to embed skills</b>		The Christmas Truce - Literacy Shed		Dreamgiver - Literacy Shed	Alma - Literacy Shed	The Tale of the Three Brothers - Literacy Shed