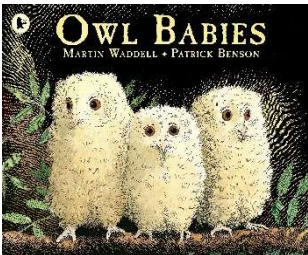


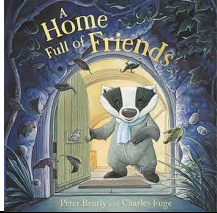



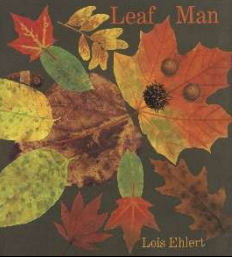
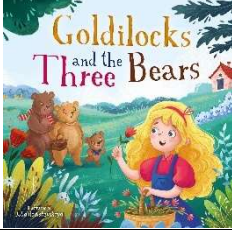

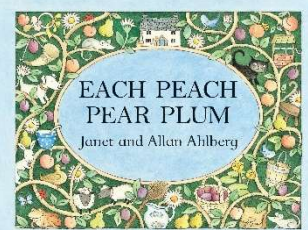
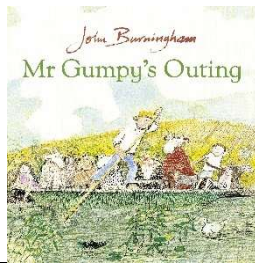
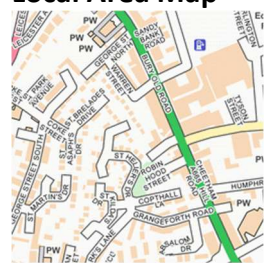
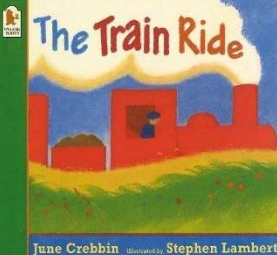


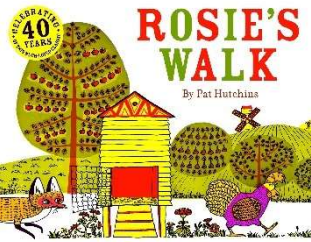



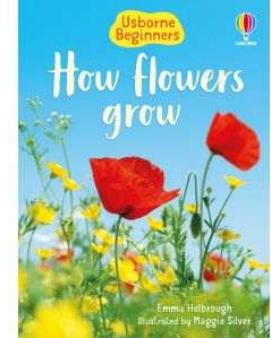
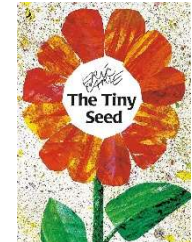
## Unity Community Primary School

### Curriculum Progression in Writing


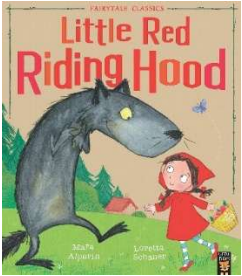
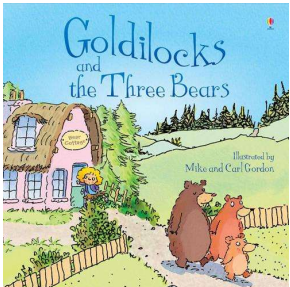
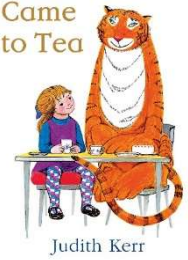
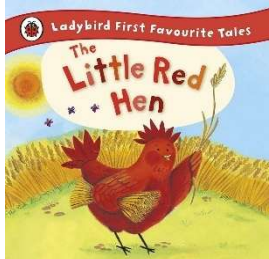
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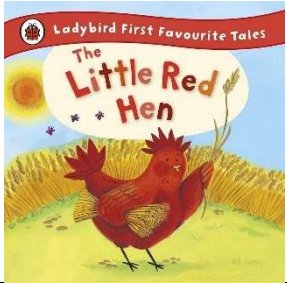
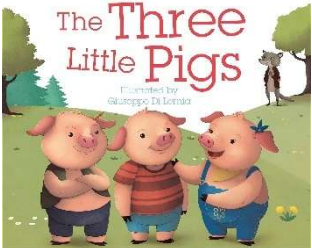
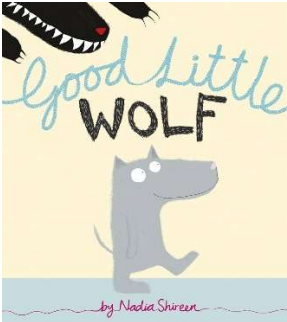
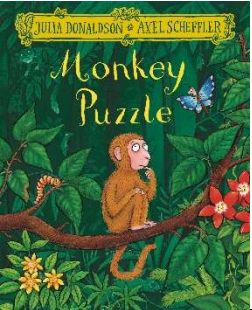
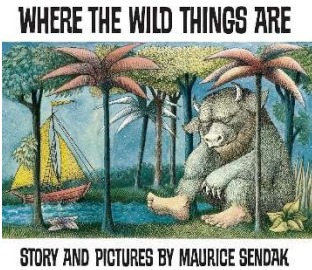
	Reception				
	High Quality Text	Text Type	Key Skills	Final Write	Notes
T1	<b>Owl Babies</b> 	Fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Comfortable grip for pencil</li> <li>Behaviours for writing (tummy at table, pictures for story, write my name)</li> </ul>	<ul style="list-style-type: none"> <li>Children practise writing their names and draw pictures</li> </ul>	All the below units link to wider provision. See Reception LTP for more information regarding this.
	<b>City of Manchester Leaflet</b> 	Non-fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Comfortable grip for pencil</li> <li>Behaviours for writing (tummy at table, pictures for story, write my name)</li> </ul>	<ul style="list-style-type: none"> <li>Children draw pictures</li> </ul>	
	<b>Manchester Bee</b> 	Poetry	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Comfortable grip for pencil</li> <li>Behaviours for writing (tummy at table, pictures for story, write my name)</li> </ul>	<ul style="list-style-type: none"> <li>Children draw pictures of the map</li> </ul>	
T2	<b>Home full of friends</b> 	Fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Learn to use letter-like shapes to represent words</li> <li>Copy words written by my teacher</li> <li>Learn that writing can be used for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Children write initial sounds of words</li> </ul>	
	<b>Foxes</b> 	Non-fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Learn to use letter like shapes to represent words</li> <li>Copy words written by my teacher</li> <li>Learn that writing can be used for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>Children write CVC words</li> </ul>	
	<b>Leaf Man</b>	Poetry	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Learn to use letter like shapes to represent words</li> </ul>	<ul style="list-style-type: none"> <li>Children match the rhyming pairs and write CVC words</li> </ul>	

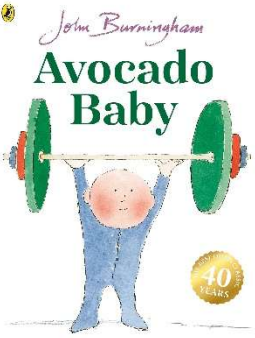
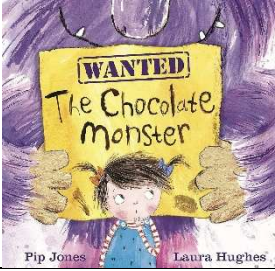
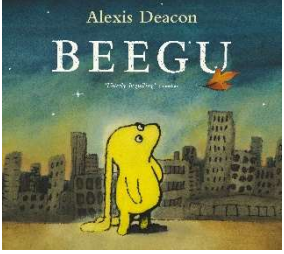
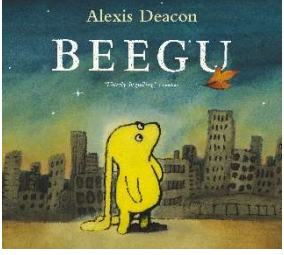
			<ul style="list-style-type: none"> <li>• Copy words written by my teacher</li> <li>• Learn that writing can be used for different purposes</li> </ul>		
T3	<b>Goldilocks and the Three Bears</b> 	Fiction	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Use phonetic knowledge to write CVC words</li> <li>• Learn to write from left to right across the page</li> <li>• Begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Children label the characters and draw pictures to match</li> </ul>	
	<b>Gingerbread Recipe</b> 	Non-fiction	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Use phonetic knowledge to write CVC words</li> <li>• Learn to write from left to right across the page</li> <li>• Begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a dictated recipe</li> </ul>	
	<b>Each Peach Pear Plum</b> 	Poetry	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Use phonetic knowledge to write CVC words</li> <li>• Learn to write from left to right across the page</li> <li>• Begin to use finger spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Children write the name of a character and draw pictures to match</li> </ul>	
T4	<b>Mr Gumpy's Outing</b> 	Fiction	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Use phonetic knowledge to write more complex words</li> <li>• Write labels and captions for pictures and models</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a list of animals on the boat</li> </ul>	
	<b>Local Area Map</b> 	Non-fiction	<ul style="list-style-type: none"> <li>• Fine motor skills</li> <li>• Use phonetic knowledge to write more complex words</li> <li>• Write labels and captions for pictures and models</li> </ul>	<ul style="list-style-type: none"> <li>• Children label a map of the area</li> </ul>	
	 <b>The Train Ride</b>	Poetry		<ul style="list-style-type: none"> <li>• Children write a rhyming pair</li> </ul>	

T5	<b>Rosie's Walk</b> 	Fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Write a dictated sentence</li> <li>Learn to use correct spacing and alignment</li> </ul>	<ul style="list-style-type: none"> <li>Children caption part of the story</li> </ul>	
	<b>Farm Trip Account</b> 	Non-fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Write a dictated sentence</li> <li>Learn to use correct spacing and alignment</li> </ul>	<ul style="list-style-type: none"> <li>Children write about what they enjoyed at the farm</li> </ul>	
	<b>The Hen's Song</b> 	Poetry	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Write a dictated sentence</li> <li>Learn to use correct spacing and alignment</li> </ul>	<ul style="list-style-type: none"> <li>Children write parts of the poem</li> </ul>	
T6	<b>The Bad- Tempered Ladybird</b> 	Fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Write for different purposes such as lists, stories or letters</li> <li>Review and improve my writing with support</li> </ul>	<ul style="list-style-type: none"> <li>Children independently write a dictated sentence</li> </ul>	
	<b>How flowers grow</b> 	Non-fiction	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Write for different purposes such as lists, stories or letters</li> <li>Review and improve my writing with support</li> </ul>	<ul style="list-style-type: none"> <li>Children independently write a set of dictated instructions on how to grow a flower</li> </ul>	
	<b>The Tiny Seed</b> 	Poetry	<ul style="list-style-type: none"> <li>Fine motor skills</li> <li>Write for different purposes such as lists, stories or letters</li> <li>Review and improve my writing with support</li> </ul>	<ul style="list-style-type: none"> <li>Children independently write their own sentence about a seed</li> </ul>	


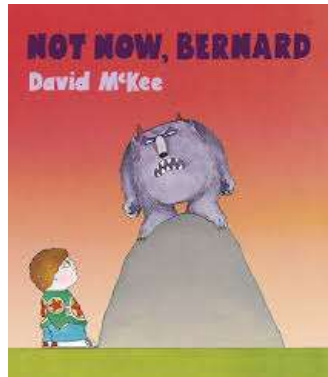
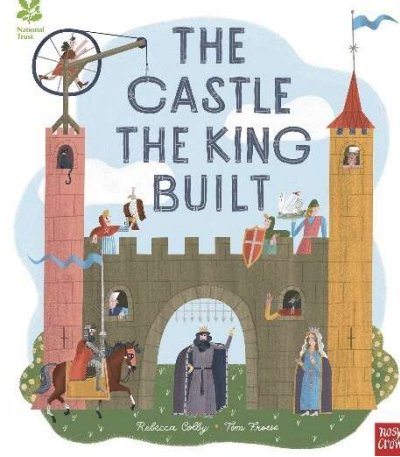



	Year 1				
	High Quality Text	Text Type	Key Skills	Final Write	Notes
T1	Diversity Poem (TBD)  	Poem	<ul style="list-style-type: none"> <li>Oracy and rehearsal of poetry</li> </ul>	<ul style="list-style-type: none"> <li>Oral performance of a poem</li> <li>GDS – writing simple sentences of the poem</li> </ul>	This unit is built around oracy in the start of the year. It is used as a chance to assess writing in Year 1 after the summer break.
	Little Red Riding Hood  	Innovated Story	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell and write simple sentences from the story.</li> <li>Innovate the characters in the story</li> </ul>	
	Goldilocks and the Three Bears  	Instructions	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters, question marks</li> <li>Imperative ('bossy verbs')</li> </ul>	<ul style="list-style-type: none"> <li>Write a set of instructions on how to make porridge</li> </ul>	
T2	The Tiger Who Came to Tea  	The Tiger who came for Tea Diary entry	<ul style="list-style-type: none"> <li>First person</li> <li>Past tense</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry based on eating with an animal</li> </ul>	
	Little Red Hen  	Innovated Story	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Re-tell and write simple sentences from the story.</li> <li>Innovate the characters in the story</li> </ul>	
	Little Red Hen	Descriptive writing	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Write a description of a character</li> </ul>	

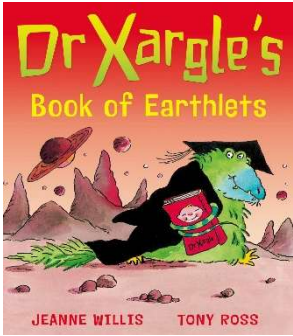
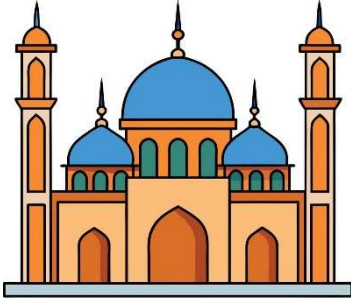

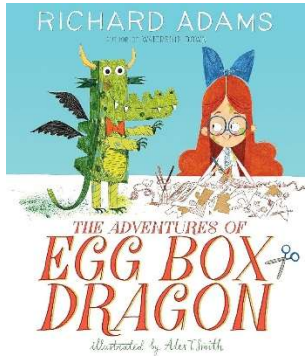
					
T3	<p>Three Little Pigs</p> 	Innovated Story	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters, exclamation marks</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Innovate the characters and materials in the story</li> </ul>	This unit also links to materials in science
	<p>Good Little Wolf</p> 	Instructions	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters, question marks</li> <li>Imperative ('bossy verbs')</li> </ul>	<ul style="list-style-type: none"> <li>Write a set of instructions on how to write porridge</li> </ul>	
T4	<p>Monkey Puzzle</p> 	Diary Entry	<ul style="list-style-type: none"> <li>First person</li> <li>Punctuation: full stops, capital letters, exclamation marks</li> <li>Past tense</li> </ul>	<ul style="list-style-type: none"> <li>Diary entry based on Monkey trying to find his mum</li> </ul>	This bridges back to Julia Donaldson in Reception. Wider reading of Julia Donaldson to be encouraged.
	<p>Where the Wild Things Are</p> 	Descriptive writing	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Write a description of a setting</li> </ul>	

T5	<p>Avocado Baby</p> 	Innovated Story	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters, exclamation marks</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Innovate the characters and events in the story</li> </ul>	
	<p>The Chocolate Monster</p> 	Instructions	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters, question marks</li> <li>Imperative ('bossy verbs')</li> </ul>	<ul style="list-style-type: none"> <li>Instructions on how to catch a chocolate monster</li> </ul>	
T6	<p>Beegu</p> 	Innovated Story	<ul style="list-style-type: none"> <li>Punctuation: full stops, capital letters, exclamation marks</li> <li>Adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Innovate the characters and events in a story</li> </ul>	
	<p>Alien Invasion</p> 	Recount	<ul style="list-style-type: none"> <li>First person</li> <li>Punctuation: full stops, capital letters, exclamation marks</li> <li>Past tense</li> </ul>	<ul style="list-style-type: none"> <li>Children write a recount about meeting aliens</li> </ul>	<p>This links to the phonics test and alien words. Other books are read at the time depending on needs of the class but this unit primarily links to Beegu.</p>


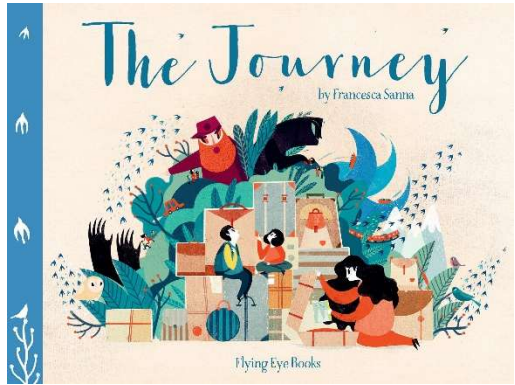
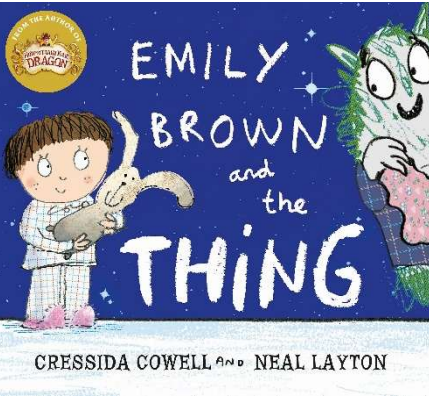
	Year 2				
	High Quality Text	Text Type	Key Skills	Final Write	Notes
T1	Happy Poem	Poetry	<ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>Letter formation</li> </ul>	<ul style="list-style-type: none"> <li>Children will write an innovated poem</li> </ul>	<p>As this is the first unit, this a good chance to revise year 1 SPAG and address any gaps left by the summer.</p>

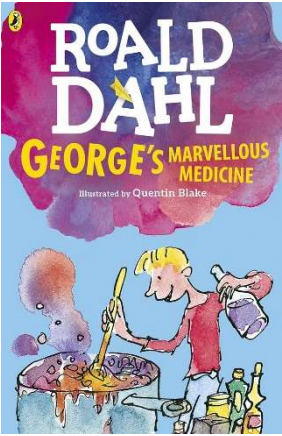
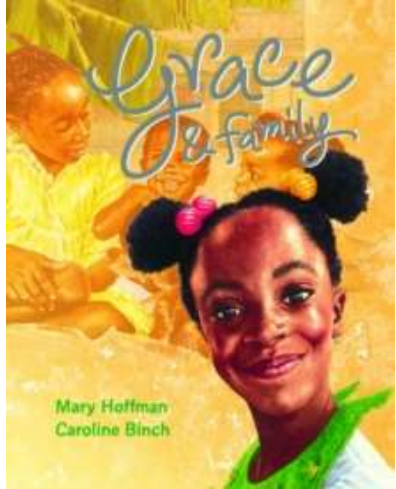


					Children will read poems out loud to others.
	<b>Not Now Bernard</b> 	Description	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Capital letters and full stops</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Children write a description of a monster which they create</li> </ul>	If children are confident and do not need as much time on revision, include exclamations.
	<b>The Castle the King Built</b> 	Instructions	<ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Time adverbials</li> <li>Numbered steps</li> <li>Subheadings</li> <li>Questions</li> <li>Commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>Children will write a set of instructions about how to build a castle as a king or queen</li> </ul>	
T2	<b>Lost and Found</b> 	Innovated Story	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Time adverbials</li> <li>Exclamation marks</li> <li>Feelings using -ly and -ed suffix</li> <li>Conjunctions</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Children write a 1<sup>st</sup> person narrative based on finding a character and returning it home.</li> </ul>	

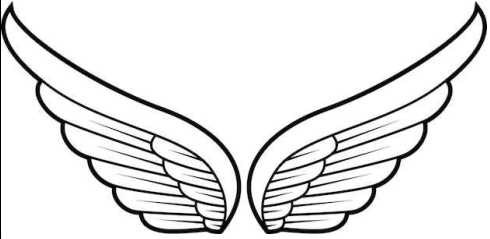
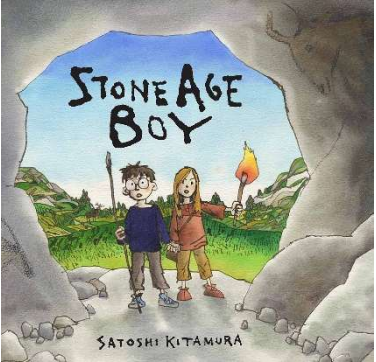
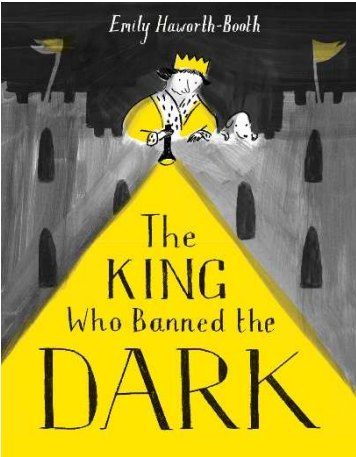
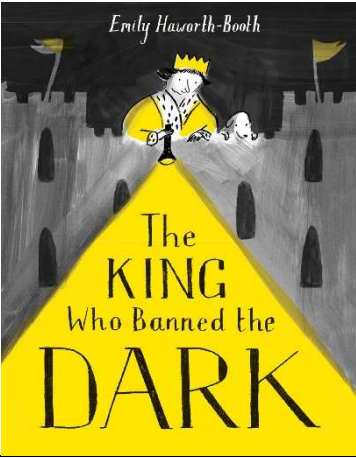


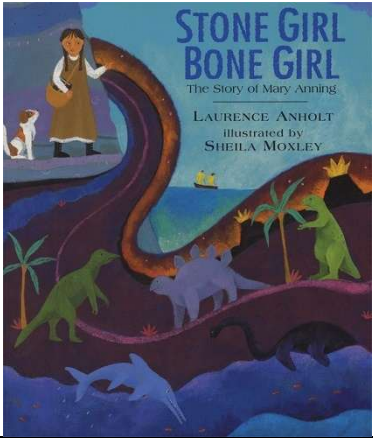
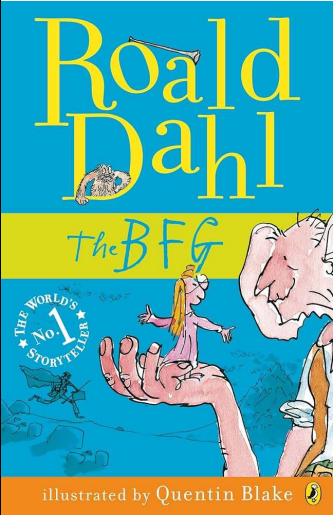
	<b>Dr Xargle's Book of Earthlets</b> 	Non-Chronological Report	<ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Expanded noun phrases</li> <li>• Conjunctions</li> <li>• Subheadings</li> <li>• Questions</li> <li>• Possessive apostrophes</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a report based on their own alien</li> </ul>	
	<b>Mosque visit</b> 	Recount	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Emotive language</li> <li>• First person</li> <li>• Time adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a recount of a visit to the mosque</li> </ul>	
T3	<b>The Secret Sky Garden</b> 	Persuasive Letters	<ul style="list-style-type: none"> <li>• Simple point, evidence, explain</li> <li>• Questions</li> <li>• Adjectives</li> <li>• Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a letter to Jude to convince her to get more bins</li> </ul>	JL to listen to children read their letters
	<b>The Egg Box Dragon</b> 	Innovated Story	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Expanded noun phrases</li> <li>• Subordinating Conjunctions</li> <li>• Exclamation marks</li> <li>• Time adverbials</li> <li>• Contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a 3<sup>rd</sup> person story of their own creature coming to life and it finds things</li> </ul>	



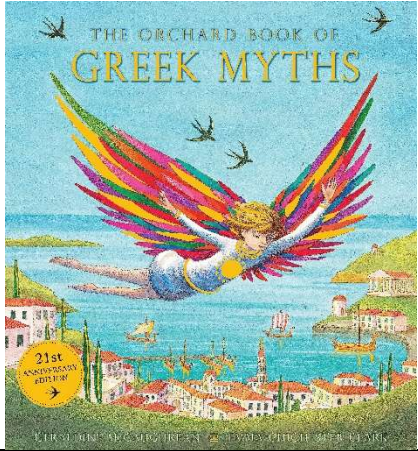
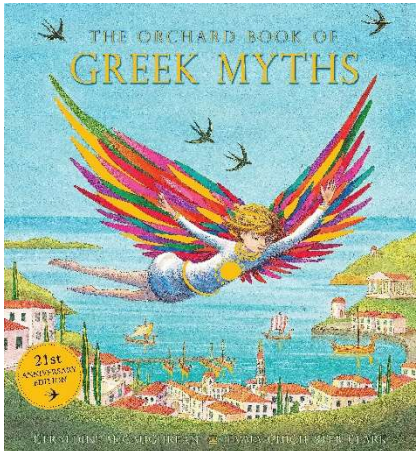
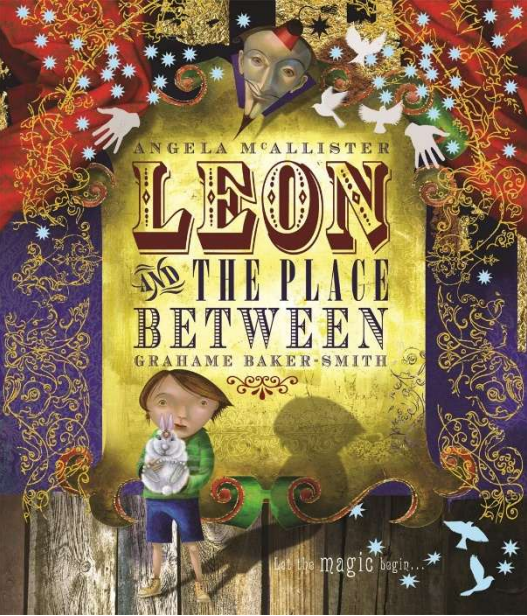
T4	<b>Katie in London</b> 	Innovated Story	<ul style="list-style-type: none"> <li>• Possessive apostrophes</li> <li>• Suffixes – ful and -ment</li> <li>• Expanded noun phrases</li> <li>• Irregular verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Children write a story from the perspective of a character riding a bee and going around Manchester’s landmarks</li> </ul>	
	<b>The Journey</b> 	Travel advert	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Subheadings</li> <li>• Questions</li> <li>• Imperative verbs</li> <li>• Conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>• Children write an advert to convince the children in the story to come to Unity</li> </ul>	
T5	<b>Emily Brown and the Thing</b> 	Non-Chronological Report	<ul style="list-style-type: none"> <li>• Commas in a list</li> <li>• Expanded noun phrases</li> <li>• Conjunctions</li> <li>• Subheadings</li> <li>• Questions</li> <li>• Contractions</li> </ul>		
	<b>George’s Marvellous Medicine</b>	Story ending	<ul style="list-style-type: none"> <li>• Commas</li> <li>• Expanded noun phrases</li> <li>• Conjunctions</li> <li>• Exclamation marks</li> <li>• Time adverbials</li> <li>• Contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Children write their own version of the story focusing on Grandma’s transformation</li> </ul>	

					
T6	<p><b>Grace and Family</b></p> 	Formal Letters	<ul style="list-style-type: none"><li>• Past tense</li><li>• Verbs</li><li>• Expanded noun phrases</li><li>• Gaps identified through moderation</li></ul>	<ul style="list-style-type: none"><li>• Children write a letter to Dad informing him of updates in their life as Grace</li></ul>	
	<p><b>Trip to Eyam</b></p> 	Recount	<ul style="list-style-type: none"><li>• Gaps identified through moderation</li><li>• Past tense</li><li>• Emotive language</li><li>• First person</li><li>• Time adverbials</li></ul>	<ul style="list-style-type: none"><li>• Children write a recount of a visit to Eyam</li></ul>	
	<p><b>International Day</b></p> 	Recount	<ul style="list-style-type: none"><li>• Gaps identified through moderation</li><li>• Past tense</li><li>• Emotive language</li><li>• First person</li><li>• Time adverbials</li></ul>	<ul style="list-style-type: none"><li>• Children write a recount of International Day</li></ul>	

	<div>Wings</div> <div></div>	Poem	<ul style="list-style-type: none"><li>• Repetition</li><li>• Adjectives</li><li>• Verbs</li><li>• Contractions</li></ul>	<ul style="list-style-type: none"><li>• Children an innovated poem based on Wings</li></ul>	
	Year 3				
	High Quality Text	Text Type	Key Skills	Final Write	Notes
T1	<div>Stone Age Boy</div> <div></div>	Portal story	<ul style="list-style-type: none"><li>• Capital letters</li><li>• Full stops</li><li>• Adjectives</li><li>• Expanded noun phrases</li><li>• Paragraphs</li></ul>	<ul style="list-style-type: none"><li>• Children write a 1<sup>st</sup> person narrative involving a character entering a portal and going into the past.</li></ul>	This unit aims to address gaps in knowledge left by the summer holiday.
	<div>King who Banned the Dark</div> <div></div>	Persuasive Letter	<ul style="list-style-type: none"><li>• Subordination</li><li>• Point and Explain</li><li>• Adverbials of time</li></ul>	<ul style="list-style-type: none"><li>• Children write a letter to the King to ask him not to ban the dark</li></ul>	
	<div>King who Banned the Dark</div> <div></div>	Innovated story	<ul style="list-style-type: none"><li>• Capital letters</li><li>• Full stops</li><li>• Adjectives</li><li>• Expanded noun phrases</li><li>• Paragraphs</li><li>• Adverbs</li></ul>	<ul style="list-style-type: none"><li>• Children write a 3<sup>rd</sup> person story of what they want to ban e.g. the boy who banned homework</li></ul>	This unit will take place during the final week of term.

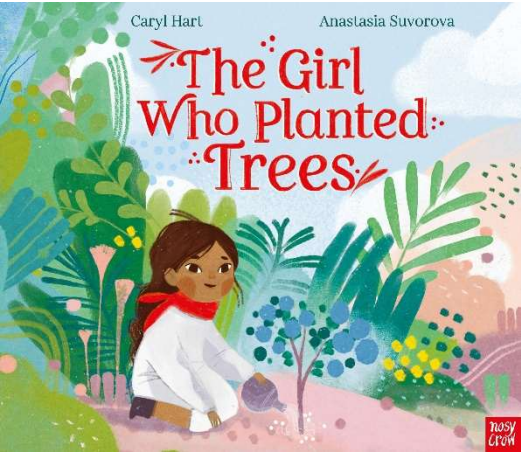
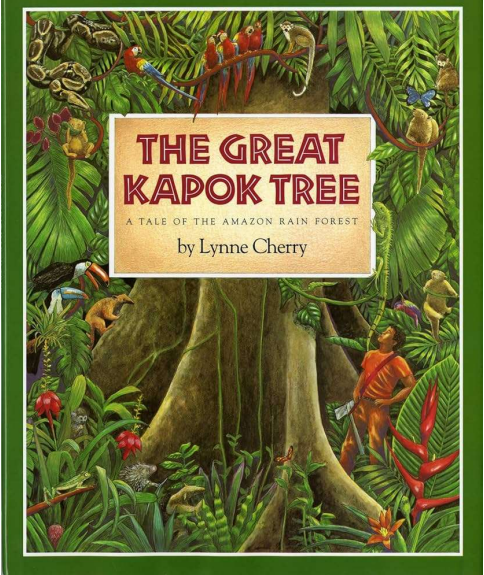

T2	<div>Stone Girl, Bone Girl</div> <div></div>	Discovery narrative	<ul style="list-style-type: none"><li>Expanded noun phrases</li><li>Dialogue</li><li>Conjunctions</li><li>Adjectives</li><li>Expanded noun phrases</li><li>Adverbs</li></ul>	<ul style="list-style-type: none"><li>Children write a 1<sup>st</sup> person story about discovering a fossil of a creature.</li></ul>	
	<div>The BFG</div> <div></div>	Non-chronological report	<ul style="list-style-type: none"><li>Subheadings</li><li>Paragraphs</li><li>Conjunctions</li><li>Technical vocabulary</li></ul>	<ul style="list-style-type: none"><li>Children write their own report about a troll which they create</li></ul>	
	<div>The Christmas Life poem (Wendy Cope)</div>	Poetry	<ul style="list-style-type: none"><li>Commas in a list</li><li>Expanded noun phrases</li><li>Imperative verbs</li></ul>	<ul style="list-style-type: none"><li>Children write an innovated poem</li></ul>	
T3	<div>Greek Myths</div>	Adventure narrative	<ul style="list-style-type: none"><li>Expanded noun phrases</li><li>Dialogue</li><li>Conjunctions</li><li>Adjectives</li><li>Expanded noun phrases</li><li>Adverbs</li></ul>	<ul style="list-style-type: none"><li>3<sup>rd</sup> person narrative on defeating a Greek monster</li></ul>	

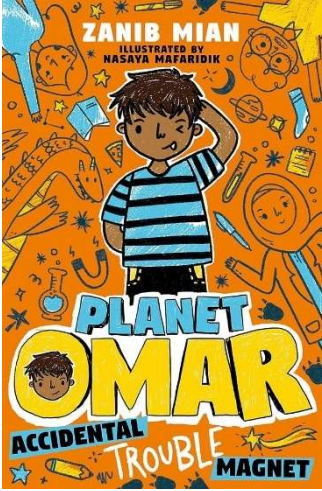
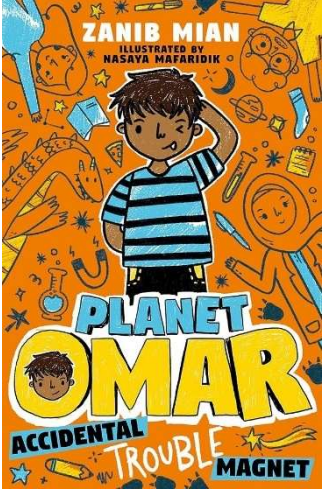
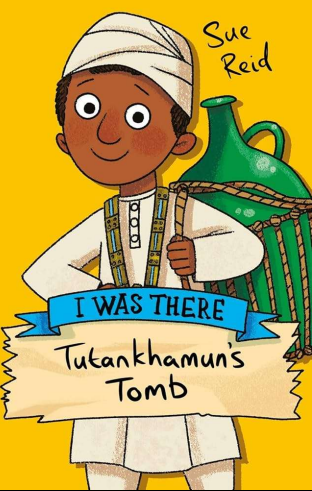


					
	<div><div>Greek Myths</div></div>	Instructions	<ul style="list-style-type: none"><li>• Subheadings</li><li>• Imperative verbs</li><li>• Adverbials of time</li></ul>	<ul style="list-style-type: none"><li>• Instructions on how to catch a Greek monster</li></ul>	
T4	<div><div>Leon and the place between</div></div>	Fantasy story	<ul style="list-style-type: none"><li>• Expanded noun phrases</li><li>• Dialogue</li><li>• Conjunctions</li><li>• Adjectives</li><li>• Expanded noun phrases</li><li>• Adverbs</li></ul>	<ul style="list-style-type: none"><li>• Children write a 3<sup>rd</sup> person narrative about finding and exploring 'The Place Between.'</li></ul>	

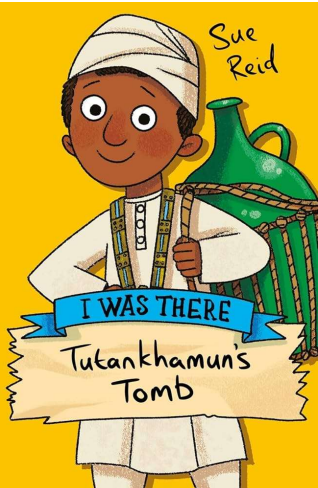

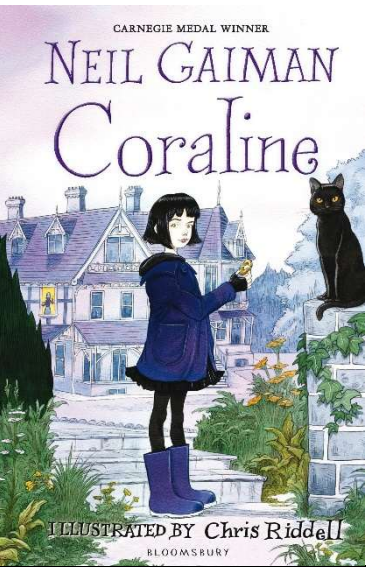


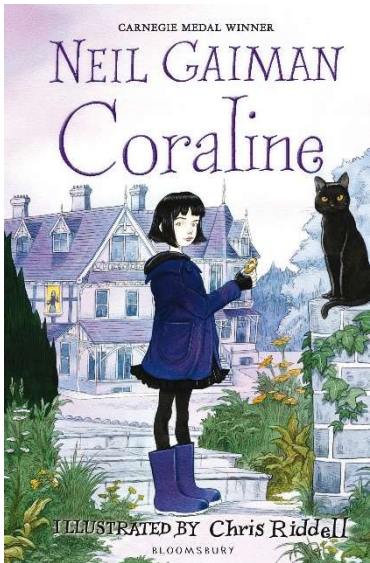
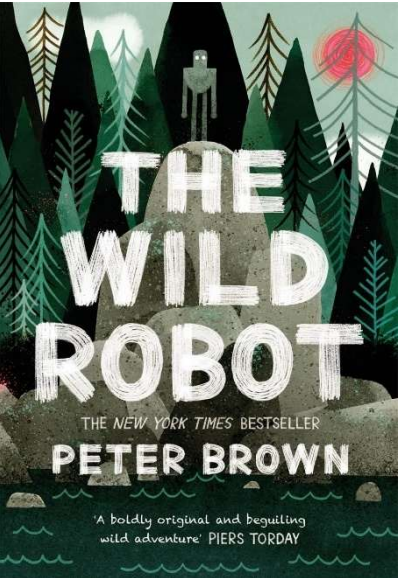


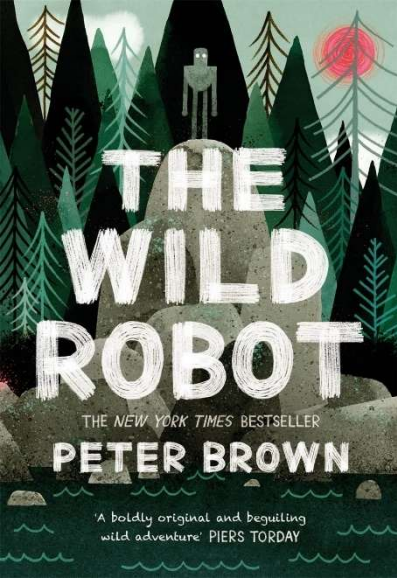
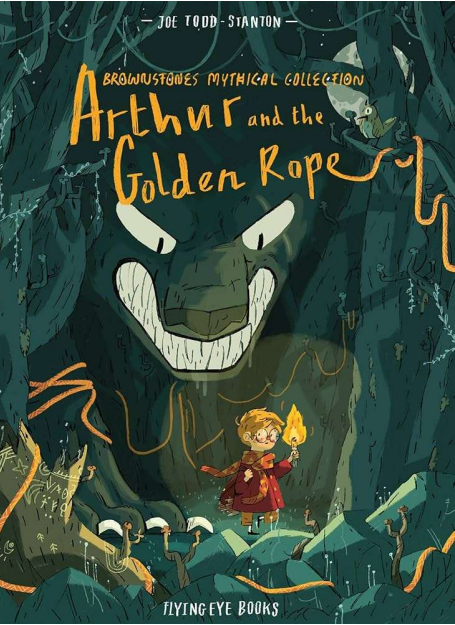
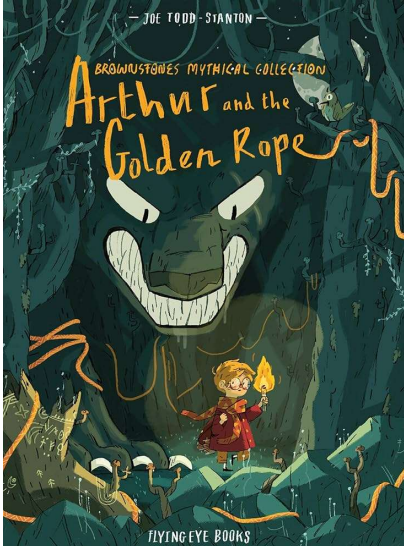
			Adverbs		
	<p><b>The Great Kapok Tree</b></p> 	Persuasive argument	<ul style="list-style-type: none"><li>• Emotive language</li><li>• Subordination</li><li>• Point, Evidence and Explain</li><li>• Conjunctions</li><li>• Adverbials of time</li></ul>	<ul style="list-style-type: none"><li>• Children write a persuasive argument about the impact of cutting down trees</li></ul>	
	<b>Year 4</b>				
	<b>High Quality Text</b>	<b>Text Type</b>	<b>Key Skills</b>	<b>Final Write</b>	<b>Notes</b>
T1	<p>Teacher autobiography</p> 	Autobiography	<ul style="list-style-type: none"><li>• First person</li><li>• Conjunctions</li><li>• Correct use of punctuations</li></ul>	<ul style="list-style-type: none"><li>• Children write an autobiography about themselves as a 'getting to know you' activity</li></ul>	<p>This unit will recap basic punctuation and assess gaps left by the summer break.</p> <p>Children to be encouraged to read their work out loud for all to hear about them.</p>
	Planet Omar	Instructional Guide	<ul style="list-style-type: none"><li>• Imperative verbs</li><li>• Fronted adverbials</li><li>• Subheadings</li></ul>	<ul style="list-style-type: none"><li>• Children write a guide about how to survive Year 3 similar to how Omar write his guides in the book.</li></ul>	

			<ul style="list-style-type: none"><li>• Bullet points</li><li>• Expanded noun phrases</li><li>• Possessive apostrophe</li></ul>		
	<p>Planet Omar</p> 	Finish the chapter	<ul style="list-style-type: none"><li>• Conjunctions</li><li>• Fronted adverbials</li><li>• Dialogue</li><li>• Apostrophes</li><li>• Adverbs</li></ul>	<ul style="list-style-type: none"><li>• Read up to where Daniel and Omar get lost in London. Children to write what happens next from Omar’s perspective.</li></ul>	
T2	<p>I Was There – Tutankhamun’s Tomb</p> 	Adventure narrative	<ul style="list-style-type: none"><li>• Conjunctions</li><li>• Fronted adverbials</li><li>• Dialogue</li><li>• Apostrophes</li><li>• Adverbs</li><li>• Emotive language</li><li>• Expanded noun phrases</li></ul>	<ul style="list-style-type: none"><li>• Children write a 3<sup>rd</sup> person story about Hussein sneaking into the tomb at night, seeing robber, running away and finding help.</li></ul>	

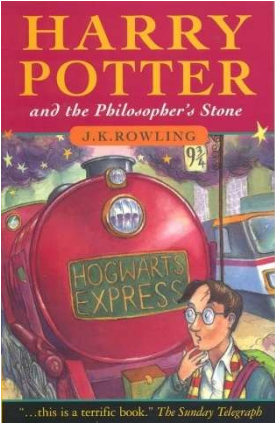
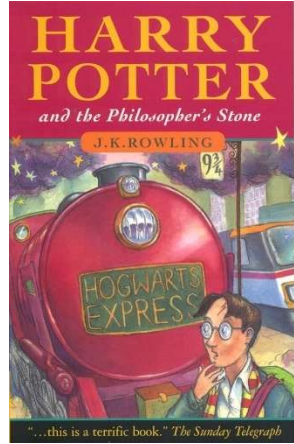
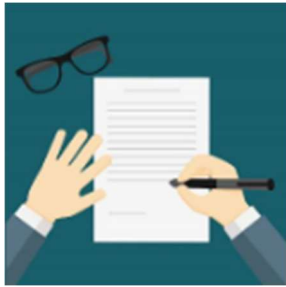


	<p><b>I Was There – Tutankhamun’s Tomb</b></p> 	<p>Journal Entry</p>	<ul style="list-style-type: none"><li>• Time Adverbials</li><li>• Range of conjunctions</li><li>• Emotive language</li><li>• Apostrophe for possession</li></ul>	<ul style="list-style-type: none"><li>• Children to write their own journal entry from the point of view of the Water Boy</li></ul>	
	<p><b>Egyptian Poems</b></p> 	<p>Acrostic poetry</p>	<ul style="list-style-type: none"><li>• Features of acrostics</li></ul>	<ul style="list-style-type: none"><li>• Children write their own acrostic poem about ancient Egypt</li></ul>	
<p>T3</p>	<p><b>Coraline</b></p> 	<p>Portal Story</p>	<ul style="list-style-type: none"><li>• Dialogue</li><li>• Setting description</li><li>• Adverbs</li><li>• Character description</li><li>• Show don't tell</li></ul>	<ul style="list-style-type: none"><li>• Children write a 3<sup>rd</sup> person story based on going through a portal (the class store cupboard) and ending up in a new land.</li></ul>	

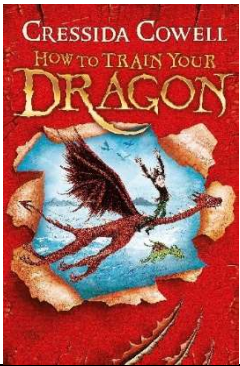
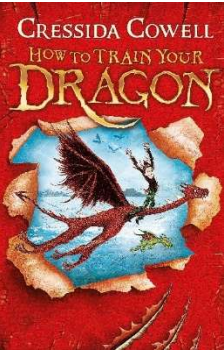
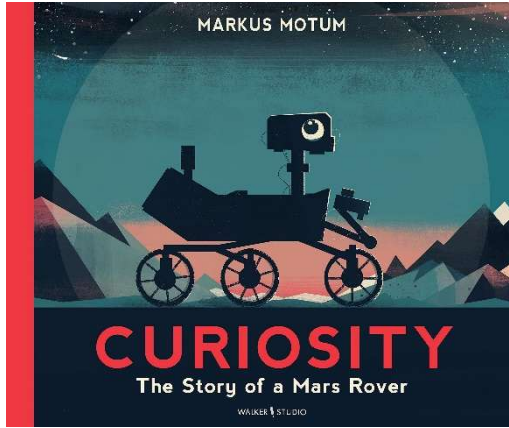
	<p><b>Coraline</b></p> 	Travel Advert	<ul style="list-style-type: none"><li>• Coordinating conjunctions</li><li>• Fronted adverbials</li><li>• Subordinating conjunctions</li><li>• Emotive language</li></ul>	<ul style="list-style-type: none"><li>• Children to create a travel advert to convince people to visit their created land.</li></ul>	
T4	<p><b>The Wild Robot</b></p> 	Suspense narrative	<ul style="list-style-type: none"><li>• Building tension</li><li>• Dialogue</li><li>• Conjunctions</li><li>• Fronted adverbials</li><li>• Apostrophes for possession</li><li>• Adverbs</li><li>• Emotive language</li></ul>	<ul style="list-style-type: none"><li>• Children write a 3<sup>rd</sup> person narrative based on their own robot being attacked.</li></ul>	
	<p><b>The Wild Robot</b></p>	Non-chronological report	<ul style="list-style-type: none"><li>• Formal tone</li><li>• Prepositional phrases</li><li>• Conjunctions</li><li>• Technical vocabulary</li><li>• Varied sentence openers</li><li>• Prepositional phrases</li></ul>	<ul style="list-style-type: none"><li>• Children write their own report based on their own robot</li></ul>	

					
T5	<p><b>Arthur and the Golden Rope</b></p> 	Quest narrative	<ul style="list-style-type: none"><li>• Dialogue</li><li>• Adverbs</li><li>• Varied fronted adverbials</li><li>• Setting description</li><li>• Prepositional phrases</li><li>• Conjunctions</li></ul>	<ul style="list-style-type: none"><li>• Children write a 3<sup>rd</sup> person quest story using their own characters and challenge.</li></ul>	
	<p><b>Arthur and the Golden Rope</b></p> 	Formal letter	<ul style="list-style-type: none"><li>• PEE paragraphs</li><li>• Formal tone</li><li>• Conjunctions</li><li>• Time adverbials</li><li>• Fronted adverbials</li><li>• Emotive language</li></ul>	<ul style="list-style-type: none"><li>• Children write a letter of complaint to the gods about why they released a monster and have been abandoned.</li></ul>	

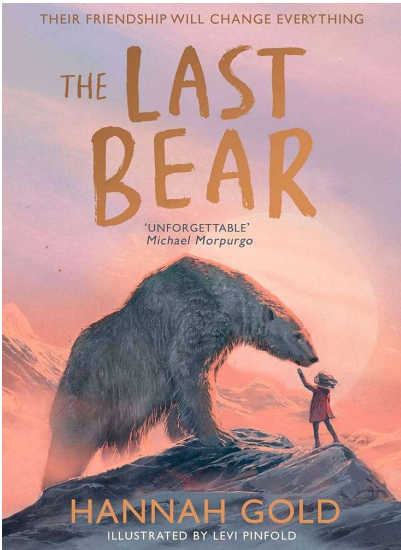


T6	<div>Harry Potter and the Philosopher's Stone</div> <div></div>	Diary Entry	<ul style="list-style-type: none"><li>• Time Adverbials</li><li>• Range of conjunctions</li><li>• Emotive language</li><li>• Apostrophe for possession</li><li>• Informal language</li></ul>	<ul style="list-style-type: none"><li>• Children write 5 diary entries of their first few days at Hogwarts e.g.<ul style="list-style-type: none"><li>○ Arrival on the train</li><li>○ Sorting Hat and the Great Hall</li><li>○ Good and a bad class</li><li>○ Quidditch practice</li></ul></li></ul>	
	<div>Harry Potter and the Philosopher's Stone</div> <div></div>	Finish the chapter	<ul style="list-style-type: none"><li>• All year 4 skills</li><li>• Any gaps identified through moderation</li></ul>	<ul style="list-style-type: none"><li>• Read up to the scene where Harry starts to steal the Stone. Children write what happens next.</li></ul>	
	Year 5				
	High Quality Text	Text Type	Key Skills	Final Write	Notes
T1	<div>Teacher written formal letter</div> <div></div>	Formal Letter	<ul style="list-style-type: none"><li>• Formal tone</li><li>• Cohesion</li><li>• Recap basic punctuation</li><li>• Fronted adverbials</li></ul>	<ul style="list-style-type: none"><li>• Children will write a letter to their teacher to introduce themselves. It will include information about likes, dislikes, their summer, worries, family etc.</li></ul>	<div>This is a chance for teachers to assess children's writing after the summer break.</div> <div>This will start on <b>week 2.</b></div>



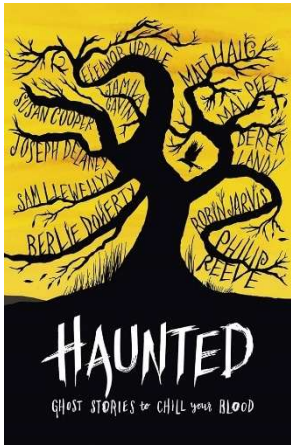
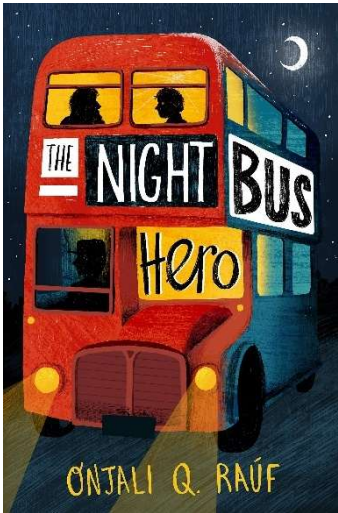
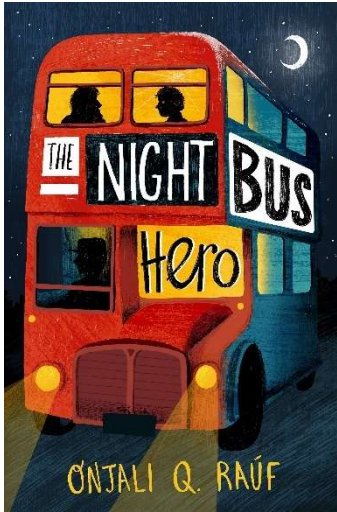
	<b>How to Train your Dragon</b> 	Narrative Chapter	<ul style="list-style-type: none"> <li>• Relative Clauses</li> <li>• Characterisation</li> <li>• Description writing with expanded noun phrases</li> <li>• Dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Children write the next part of a chapter which includes a setting description in the 3<sup>rd</sup> person</li> </ul>	Weeks 3-5
	<b>How to Train your Dragon</b> 	Journal Entry	<ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Relative clauses</li> <li>• Emotive language</li> <li>• Informal tone</li> </ul>	<ul style="list-style-type: none"> <li>• Children will write a first-person diary entry based on an event from the novel: Finding Toothless or their first Dragon training</li> </ul>	
T2	<b>Curiosity: The story of the Mars Rover</b> 	Non-chronological report	<ul style="list-style-type: none"> <li>• Subheadings</li> <li>• Parenthesis</li> <li>• Relative clauses</li> <li>• Bullet points</li> <li>• Topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Children will research and create a report based on Curiosity on Mars or the moon-landing.</li> </ul>	This unit links to science which is space themed.



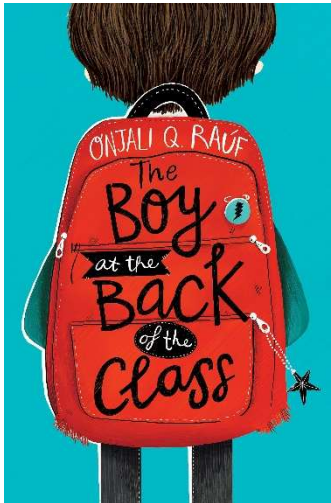
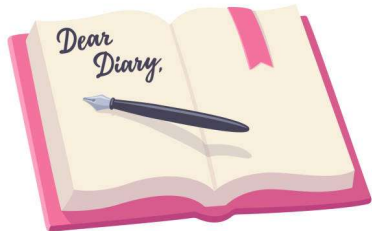


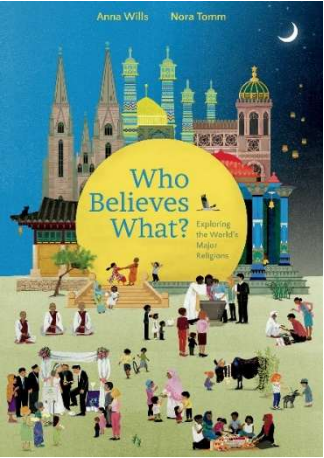
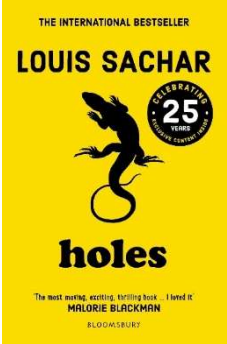
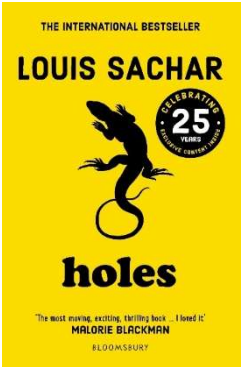

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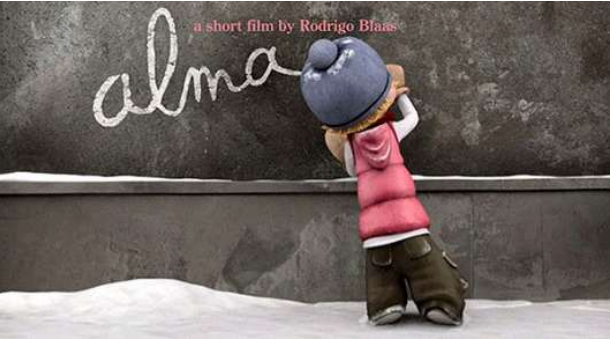
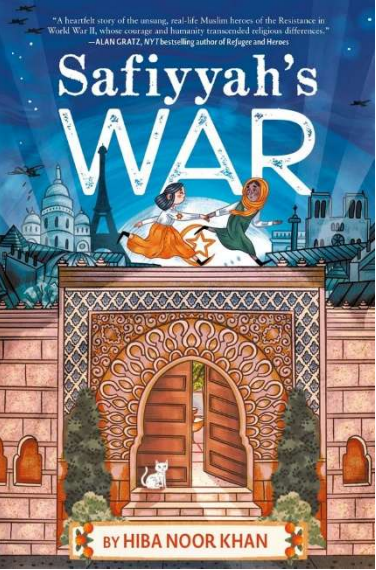
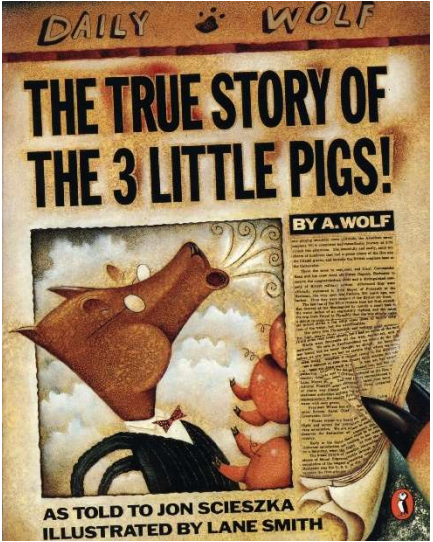


					
T6	<p><b>The Night Bus Hero</b></p> 	Formal argument	<ul style="list-style-type: none"><li>• Formal tone</li><li>• Cohesion</li><li>• PEE paragraphs</li><li>• Modal verbs</li><li>• Imperative verbs</li><li>• Rhetorical questions</li><li>• Parenthesis</li></ul>	<ul style="list-style-type: none"><li>• Children to write a PEE argument in favour of more support for the homeless or for victims of bullying</li></ul>	This links to our RRSA scheme and we have found that children need more practise with PEE letters before Year 6.
	<p>The Night Bus Hero</p> 	Narrative chapter	<ul style="list-style-type: none"><li>• First person</li><li>• Relative clauses</li><li>• Conjunctions</li><li>• Parenthesis</li><li>• Description writing with expanded noun phrases</li><li>• Dialogue</li><li>• Emotive language</li></ul>	<ul style="list-style-type: none"><li>• Children will write a first-person narrative based on sneaking onto the bus and describing what they see.</li><li>• The piece needs a tone shifts. A suggested structure is:<ul style="list-style-type: none"><li>○ flashback of bullying/ reflecting and why you are sneaking out / description of sights / helping others and making a promise to be better</li></ul></li></ul>	This is the same author as the first Year 6 novel – Boy at the Back of the Class.

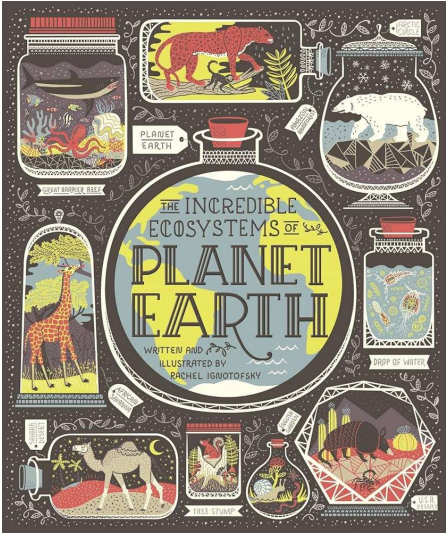
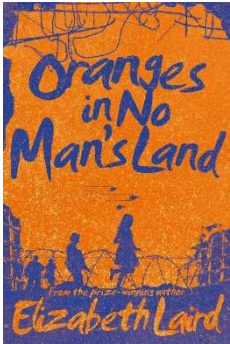

	Year 6				
	High Quality Text	Text Type	Key Skills	Final Write	Notes
T1	<b>Teacher written formal letter</b> 	Formal Letter	<ul style="list-style-type: none"> <li>Formal tone</li> <li>Cohesion</li> <li>Recap basic punctuation</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Children will write a letter to their teacher to introduce themselves. It will include information about likes, dislikes, their summer, worries, family etc.</li> </ul>	<p>This is a chance for teachers to assess children's writing after the summer break.</p> <p>This will start on <b>week 2.</b></p>
	<b>Formal letters of application</b> 	Formal Letter	<ul style="list-style-type: none"> <li>Formal tone</li> <li>Cohesion</li> <li>PEE paragraphs</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Children will write a letter to Mrs Lee about jobs around the school. These include Head Boy and Girl, EYFS readers, Sports Leaders, Library Monitors.</li> </ul>	<p>Children will be encouraged to read their letters to JL or RG.</p> <p>This will start on <b>week 3.</b></p>
	<b>Boy at the Back of the Class</b> 	Fiction chapter	<ul style="list-style-type: none"> <li>Speech</li> <li>Show, don't tell</li> <li>Tension building</li> <li>Semi-colons</li> <li>Effective action writing</li> </ul>	<ul style="list-style-type: none"> <li>Children will finish the chapter which includes the fight between Ahmet and Brendan. It will include the suspenseful build up, the fight, and aftermath.</li> </ul>	<p>This will be taught from <b>week 4-5.</b></p>
	<b>Diary Entries</b> 	Diary Recount	<ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Relative clauses</li> <li>Emotive language</li> </ul>	<ul style="list-style-type: none"> <li>Children will write a first-person diary entry of one day at Ghyll Head.</li> <li>Children who do not attend the trip will write about one day from the summer.</li> </ul>	<p>This unit will be split up over 3 weeks.</p> <p><b>Week 6 - will start the teaching of SPAG.</b></p> <p><b>Week 7 - GH visit.</b></p> <p><b>Week 8 - the write up.</b></p>

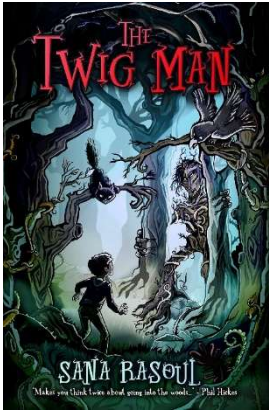
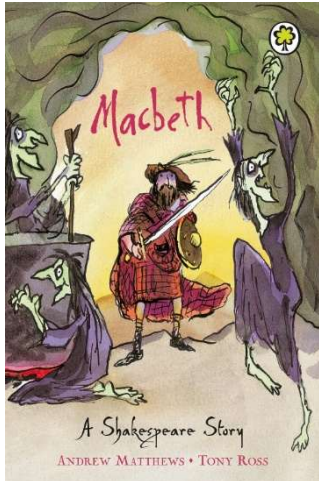

T2	<p><b>Who Believes What? Exploring the World's Major Religions</b></p> 	Non-chronological report	<ul style="list-style-type: none"><li>• Subheadings</li><li>• Semi-colons</li><li>• Colons</li><li>• Bullet points</li><li>• Topic sentences</li><li>• Relative clauses</li></ul>	<ul style="list-style-type: none"><li>• Children to write a report on Hinduism, Christianity, Sikhism, Judaism or Islam.</li></ul>	
	<p><b>Holes</b></p> 	Fiction chapter	<ul style="list-style-type: none"><li>• Descriptive setting writing</li><li>• Semi-colons</li><li>• Colons</li><li>• Speech</li></ul>	<ul style="list-style-type: none"><li>• Children to write a chapter recapping <b><u>their first hole</u></b> in the first person</li><li>• GDS to write as Zero recapping Stanley's first day</li></ul>	
	<p><b>Holes</b></p> 	Travel Review	<ul style="list-style-type: none"><li>• Subordinating conjunctions</li><li>• Semi-colons</li><li>• Colons</li><li>• Emotive language</li></ul>	<ul style="list-style-type: none"><li>• Children will write a Trip Advisor Review of their stay at Camp Green Lake</li><li>• GDS children to write as if they Mr Sir who makes the negatives sound positive</li></ul>	
T3	<p><b>Collection of Persuasive Arguments</b></p> 	Persuasive Arguments	<ul style="list-style-type: none"><li>• Formal writing</li><li>• Conjunctions</li><li>• Model verbs</li><li>• PEE paragraphs</li><li>• Colons and semi-colons</li></ul>	<ul style="list-style-type: none"><li>• Children will write an argument for a new field and playground to Keith (CEO of Big Life) to convince him to invest</li></ul>	Keith will be invited in to hear the children read their arguments



	<p><b>Alma</b></p> 	<p>Suspense Story</p>	<ul style="list-style-type: none"><li>• Semi-colons</li><li>• Colons</li><li>• Varying sentences lengths</li><li>• Relative clauses</li><li>• Show, don't tell</li><li>• Building atmosphere</li></ul>	<ul style="list-style-type: none"><li>• Children will write their own story based on finding the doll shop and becoming a doll.</li><li>• GDS to write as if they are a doll seeing Alma enter the shop</li></ul>	
	<p><b>Saffiyah's War</b></p> 	<p>Journal</p>	<ul style="list-style-type: none"><li>• Emotive language</li><li>• Varying tone</li><li>• Characterisation</li><li>• Adverbials</li><li>• Use of historical vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Children will write a journal reflecting on an event from the novel</li></ul>	
T4	<p><b>The True Story of the Three Little Pigs</b></p> 	<p>Twisted Fairytale</p>	<ul style="list-style-type: none"><li>• Semi colons</li><li>• Colons</li><li>• Dialogue to advance the action</li><li>• Parenthesis</li><li>• Relative clauses</li></ul>	<ul style="list-style-type: none"><li>• Children will write a twisted fairytale from the perspective of the Giant (Jack and the Beanstalk), Wolf (3 Little Pigs) or the Wolf (Little Red Riding Hood)</li></ul>	



	<p><b>The Incredible Eco-Systems of planet Earth</b></p> 	<p>Non-Chronological Report</p>	<ul style="list-style-type: none"><li>• Subheadings</li><li>• Semi-colons</li><li>• Colons</li><li>• Bullet points</li><li>• Topic sentences</li><li>• Relative clauses</li></ul>	<ul style="list-style-type: none"><li>• Children to write a report on an eco-system of their choice.</li></ul>	
	<p><b>Oranges in No Man's Land</b></p> 	<p>Journal</p>	<ul style="list-style-type: none"><li>• Emotive language</li><li>• Varying tone</li><li>• Characterisation</li><li>• Adverbials</li><li>• Use of historical vocabulary</li></ul>	<ul style="list-style-type: none"><li>• Children will write a journal reflecting on an event from the novel</li></ul>	
<p>T5</p>	<p><b>A collection of formal letters</b></p> 	<p>Persuasive Arguments</p>	<ul style="list-style-type: none"><li>• Formal writing</li><li>• Conjunctions</li><li>• Modal verbs</li><li>• PEE paragraphs</li><li>• Colons and semi-colons</li></ul>	<ul style="list-style-type: none"><li>• Children will write a PEE argument to Andy Burnham about an issue in Manchester e.g. pollution or homelessness.</li></ul>	<p>This links to the RRSA wider community outreach.</p>

	<p><b>Twig Man</b></p> 	Suspense Stories	<ul style="list-style-type: none"><li>• Semi colons</li><li>• Colons</li><li>• Varying sentences lengths</li><li>• Relative clauses</li><li>• Show don't tell</li><li>• Building atmosphere</li></ul>	<ul style="list-style-type: none"><li>• Children will write a suspense story based on the haunted woods in the Twig Man.</li></ul>	
T6	<p><b>Macbeth</b></p> 	Narrative chapter	<ul style="list-style-type: none"><li>• Descriptive setting writing</li><li>• Semi colons</li><li>• Colons</li><li>• Dialogue to advance the story</li><li>• <b><u>Any gaps identified through moderation</u></b></li></ul>	<ul style="list-style-type: none"><li>• Children will read up to Act 3 and write 3<sup>rd</sup> person narrative about what comes next</li></ul>	
	<p><b>Macbeth</b></p> 	Travel Review	<ul style="list-style-type: none"><li>• Subordinating conjunctions</li><li>• Semi-colons</li><li>• Colons</li><li>• Emotive language</li><li>• <b><u>Any gaps identified through moderation</u></b></li></ul>	<ul style="list-style-type: none"><li>• Children will write a review as if they have stayed at Macbeth's castle the night of the murder or the feast.</li><li>• They will pretend it is an Air B&amp;B review</li></ul>	