

Autumn term						
Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
"The Journey Home Frann Preston-Gannon"	"Persuasive letters Posters, lists, postcards, wanted posters, information reports, short stories"	1	To create noun phrases	I can select appropriate adjectives I can compose expanded noun phrases I can use commas in a list	I can choose precise adjectives and expand my noun phrases to give extra detail and description that add interest for the reader.	
		2	To begin to use the four grammatical forms of sentence	I can identify the four sentence types I can write questions, commands, statements and exclamations I can create a poster	I can confidently choose and combine different sentence types within my writing to make it more engaging and effective for the reader.	
		3	To identify the difference between questions, statements, commands and exclamations	I can read and spell question stems with the /wh/ pattern I can use a variety of questions to find out information I can use a question mark at the end of a question sentence	I can select and vary sentence types for purpose, using them effectively to give information, ask questions, or show emotion.	
		4	To use statements for facts and exclamations for opinions	I can start an exclamation sentence with what or how I can punctuate an exclamation sentence with an exclamation mark I can create a fact file	I can choose when to use statements or exclamations to show clear contrast between facts and opinions in my writing.	
		5	To use command sentences to give advice	I can identify an imperative (bossy) verb I can write command sentences I can offer a piece of advice	I can use a range of command sentences with strong verbs to persuade or encourage others effectively.	
		6	To convert verbs from simple present to simple past	I can find verbs in sentences I can spell verbs with 'ed' endings I can write a past-tense recount in the form of a postcard	I can accurately change verbs between tenses and use past and present tense consistently to suit the purpose of my writing.	
		7	To know when to use -s or -es on the end of animals names	I can identify a rule for what happens if there is more than one I know what the word 'plural' means I can identify a noun	I can apply spelling rules for plurals correctly and explain why a particular ending is used.	
		8	To begin to infer and write in role	I can write in role I can use first person I can infer	I can show my understanding of a character's thoughts and feelings through my writing, using first person and descriptive detail to stay in role.	
		9	To use a variety of different sentence types to create a poster	I can create an eye-catching poster I can use questions, statements, commands I can use . ? and !	I can create a lively and persuasive poster that uses a range of sentence types for effect and grabs the reader's attention.	
		10	To use adjectives to create noun phrases about a setting	I can use different kinds of adjectives I can create noun phrases I can write a setting description	I can use rich and varied adjectives to build expanded noun phrases that paint a vivid picture of the setting for the reader.	
		11	To create a narrative based on a known story	I can plan my own version of a story I have read I can use a bare-bones planner	I can innovate on a familiar story by changing key details, characters, or settings while keeping the structure clear and engaging.	
		12	To edit and improve to ensure vocabulary is descriptive	I can write my own version of a story I have read I can edit my work	I can make purposeful vocabulary choices and edit my writing independently to improve description, precision, and effect.	
		13	To write a persuasive piece for a campaign	I can write about an important issue I can use a conjunction to help me give a reason	I can use persuasive language, varied sentence types, and conjunctions effectively to influence the reader's opinion.	
		14	To write consistently in present tense	I can use present tense all the way through my writing I can use a formal voice	I can maintain consistent tense throughout my writing and deliberately switch tense when needed to create impact or clarity.	
		15	To present their campaigns on endangered animals to an audience	I can speak loudly and clearly I can talk in a formal voice	I can speak confidently and clearly to an audience, using expression and formal language to engage and persuade listeners.	
"Dear Earth Isabel Otter & Clara Anganuzzi"	"Informative leaflet Future aspirations, a set of instructions, poems, travel blogs/vlogs, persuasive speeches, letters"	1	To discuss future dreams and wishes	I can write in first person I can use a conjunction to give reasons I can use the verb would to discuss the future	Ext: I can use a contraction	
		2	To use conjunctions to write a set of instructions	I can use the conjunction if I can use a range of verbs I can write in second person	Ext: I can use a comma	
		3	To record factual statements about animals	I can use a range of adjectives I can record factual statements I can write in the simple present tense	Ext: I can use an apostrophe to show possession	
		4	To create noun phrases to describe	I can use a range of thoughtful adjectives I can pair adjectives with nouns appropriately I can use a comma between adjectives	Ext: I can use prepositions	
		5	To use noun phrases to write a poem about the earth	I can use noun phrases I can use repetition I can use a range of verbs	Ext: I can use a simile	
		6	To use past tense verbs to write a travel vlog/log	I can use verbs in past tense I can use noun phrases I can use time adverbials	I can use a range of sentence types	
		7	To take notes and record factual statements	I can read and select appropriate information I can take notes I can use conjunctions to link ideas	Ext: I can use the -ly suffix	
		8	To use conjunctions to write a persuasive speech	I can use a range of conjunctions I can write in present tense I can use a range of different sentence types	Ext: I can use the suffix -ness	
		9	To plan a leaflet	I can group information I can draft subheadings I can recap on key skills I can take notes	I can plan and organise information effectively using clear subheadings and logical groupings, ensuring that my leaflet will interest and inform the reader.	
		10	To use a range of sentence types to write the opening of an informative leaflet	I can use questions I can use exclamations I can use commands I can use statements	I can use a range of sentence types purposefully in my leaflet opening to capture the reader's attention and clearly explain the main ideas.	

The Teach Through a Text Approach
is embedded in the Writing Root as follows:

Thematic link	Children explore the link between the text and the world around them. Applied to the text, this includes exploring the link between the text and the world around them.
Discovery Point	Children discover that a creature is hiding in a secret place and make predictions based on the clues they are presented with.
Literary Language	Children are supported to understand, explore and use a range of words and phrases from the text such as 'house' and 'not a cat'.
Embedded comprehension	Comprehension is embedded through creative opportunities to explore key events in the story and to connect with characters through writing in role.
Embedded grammar	Grammar skills taught include adjectives, the use of conjunctions in sentences, compound sentences and questions.
Spelling and vocabulary	Spelling and vocabulary focuses on common words, using the letter & for the /a/ sound and the 'ch' spelling pattern. Vocabulary choices are explored through a focus on verbs and adjectives.
Purpose and audience	Children will advise and seek advice through letters, letters through instructions, poems and guides and reflect on role through speech and through feedback.

		11	To use noun phrases to continue writing an information leaflet	I can use a range of thoughtful adjectives I can pair adjectives with nouns appropriately I can use a comma between adjectives	Ext: I can use prepositions				
		12	To write factual statements to continue an information leaflet	I can use a range of adjectives I can record factual statements I can write in the simple present tense	Ext: I can use ambitious vocabulary				
		13	To use a range of conjunctions to continue writing an information leaflet	I can use conjunctions to give reasons I can use nouns with the suffix -ness I can use adverbs with -ly	Ext: I can use a comma				
		14	To edit and publish my work	I can check my writing makes sense I can check my verbs are in the correct tense I can my punctuation I can I have used conjunctions	I can independently edit and refine my writing, ensuring accurate tense, punctuation, and conjunction use, and make thoughtful changes to improve clarity and effect for the reader.				
		15	To write an aspirational letter	I can write in present tense I can use noun phrases I can use a range of verbs	Ext: I can use contractions				
"Me and You Anthony Browne"	"Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions"	1	To describe a character	I can select relevant adjectives I can create noun phrases I can use the verb is / has	I can select precise adjectives and create detailed noun phrases that clearly convey a character's personality or appearance.				
		2	To describe a character and give reasons	I can use adjectives to make an expanded noun phrase I can use commas in a list I can explain my reasons using 'because' I can add 's' to make a plural noun	I can use expanded noun phrases and punctuation effectively, and explain a character's traits with clear reasoning using 'because'.				
		3	To describe a character and their actions in a wanted poster	I can use expanded noun phrases to describe a character I can choose appropriate verbs I can use questions	I can use commands I can combine descriptive noun phrases with strong verbs, questions, and commands to create a compelling and informative wanted poster.				
		4	To retell a story orally	I can sequence events in order I can use past tense verbs I can use adverbs to sequence events	I can retell a story fluently, using past tense and sequencing words to make the events clear and engaging for my listener.				
		5	To retell a known story	I can use expanded noun phrases to describe I can use adverbs to sequence I can use past tense verbs	I can use expanded noun phrases and adverbs effectively, and maintain past tense consistently to retell a story with rich detail.				
		6	To roleplay a conversation between characters	I can use a range of sentence types I can use a range of adjectives I can use 'because' to explain my reasons	I can use a range of sentence types and descriptive adjectives, and explain characters' ideas and motivations using 'because' to stay in role convincingly.				
		7	To write an apology letter in role	I can use a capital letter for I I can use a range of sentence types I can use 'because' to explain	I can write an apology letter that uses varied sentence types, correct capitalization, and explanations with 'because' to express understanding and empathy.				
		8	To use 'but' to compare two stories	I can discuss the differences between two stories I can explain the key events in a story I can use but to compare and contrast	I can compare and contrast stories confidently, explaining key differences and using 'but' purposefully to show contrast between events or characters.				
		9	To describe a character's feelings using subordination	I can explore a character's feelings in a story I can use adjectives I can use 'when' and 'because' to explain a character's feelings.	I can explore a character's thoughts and emotions in depth, using adjectives and subordinate clauses with 'when' and 'because' to show cause and effect.				
		10	To use past tense to create captions	I can use verbs in simple past tense I can use verbs in the past progressive form I can use expanded noun phrases	I can write captions that use verbs accurately in past tense and past progressive, combining expanded noun phrases for clarity and detail.				
		11	To plan a sequel	I can recap on key skills to include I can sequence events I can use simple adverbs	I can plan a sequel by sequencing events logically and including key skills, using adverbs and clear notes to structure my story effectively.				
		12	To write the opening to a sequel	I can use expanded noun phrases I can write in simple past tense I can use the progressive form of verbs	I can write an engaging sequel opening with expanded noun phrases, consistent past tense, and progressive verbs to build interest and detail.				
		13	To write a sequel	I can use adverbs to sequence I can use expanded noun phrases I can use adjectives to describe a character's feelings	I can continue a story using adverbs for sequencing, expanded noun phrases, and descriptive adjectives to show characters' feelings and advance the plot.				
		14	To write the ending to a sequel	I can use a range of sentence types I can use adverbs to sequence I can begin to use inverted commas for speech	I can craft a satisfying story ending using varied sentence types, sequencing adverbs, and begin to use speech punctuation accurately to show dialogue.				
		15	To edit and improve my writing	I can re-read my writing to check it makes sense I can check verbs are in the past tense I can check my sentences are punctuated correctly	I can independently revise my writing to ensure clarity, correct past tense, accurate punctuation, and improved sentence structure for effect.				
		1	To select vocabulary to describe	I can decide which words are most relevant to describe a character I can explain my choices, giving reasons	I can choose precise and vivid vocabulary to describe a character and explain my choices clearly with reasons.				
		2	To identify books on a theme	I can find books about wolves I can find fiction and non-fiction books	I can independently find a range of books on a given theme, including both fiction and non-fiction, and explain why they fit the theme.				
		3	To distinguish between fact and fiction	I can identify a fact sentence I can identify a fiction sentence I can give reasons why	I can confidently identify fact and fiction statements and explain my reasoning using examples from the text.				
		4	To identify fiction and non-fiction books To identify features of nonfictionbooks	I can sort into fiction and nonfiction I can create fiction and non-fiction sentences I can identify features of non-fiction writing	I can sort books accurately into fiction and non-fiction and identify key features of non-fiction writing, explaining their purpose.				

"Wolves Emily Gravett	"Non-chronological leaflets Captions, information writing, character descriptions and comparisons	5	To describe using adjectives	I can use adjectives to describe a character I can compare good and bad characters	I can use a wide range of descriptive adjectives to portray characters clearly and compare contrasting traits effectively.				
		6	To create a character description	I can describe in detail using adjectives and other devices I can use a variety of sentence openers	I can write a detailed character description using varied adjectives, sentence openers, and other descriptive techniques to engage the reader.				
		7	To write fact sentences using cause and effect words	I can write a fact sentence I can extend a fact sentence with a cause and effect words	I can write clear fact sentences and extend them using cause-and-effect words to show relationships between ideas.				
		8	To identify nouns To create a glossary	I can create a label for an object I can create a caption and explanation of an object I can identify nouns	I can identify nouns accurately and create clear, informative labels, captions, and glossary entries using precise technical vocabulary.				
		9	To plan a nonchronological report	I can use a spider diagram I can ask questions I can match information to a subheading	I can plan a report logically using spider diagrams and questions, matching information carefully to appropriate subheadings.				
		10	To plan a nonchronological report	I can match information to a subheading	I can organise information independently under subheadings to ensure my report is clear, logical, and easy to read.				
		11	To combine information in a paragraph	I can write a subheading I can write a paragraph of a nonchronological report I can use a range of sentence openers	I can write coherent paragraphs with appropriate subheadings and varied sentence openers, combining information from different sources effectively.				
		12	To combine information in a paragraph To write comparative sentences	I can use comparative adjectives I can write a paragraph of a nonchronological report	I can integrate comparative adjectives and combine information in a well-structured paragraph that highlights similarities and differences clearly.				
		13	To introduce a theme or topic To conclude a theme or topic	I can write an introduction to a report I can use if, then, sentences	I can write engaging introductions and conclusions for a report, using clear topic sentences and conditional structures like "if... then..." to link ideas.				
		14	To edit and improve writing	I can improve my writing I can publish my work	I can review and refine my writing independently, improving clarity, vocabulary, and structure before publishing my work.				
15	To create a glossary	I can create a glossary I can identify technical vocabulary	I can create a clear, precise glossary that includes technical vocabulary and demonstrates my understanding of key terms.						

Spring term

Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
"The Bear Under the Stairs Helen Cooper	"Information texts Letters, retellings, own version narratives	1	To identify the difference between a statement, a command, an exclamation and a question	I can sort sentences into questions, statements, exclamations and commands I can write questions about what I would like to find out I can use question marks at the end of my questions	I can select and vary sentence types deliberately to express meaning, ask questions, give instructions, or show emotion, using punctuation accurately.	
		2	To identify what a homophone is and know how to apply one in context	I can match homophone pairs I can identify different spellings for the same sound I can choose the right word for the right sentence	I can apply homophones accurately in my writing and explain why each spelling is correct in context.	
		3	To write using a real experience	I can write about a real experience I can spell regular past tense verbs I can write consistently in the past tense	I can write detailed accounts of real experiences, using past tense consistently and adding descriptive detail to engage the reader.	
		4	To write a letter in role as a character	I can roleplay being a character I can write a letter as another person I can write questions	I can write a letter in role with clear purpose, incorporating questions, correct structure, and vocabulary that suits the character.	
		5	To write in role and create a reply to a letter	I can write a reply to a letter, giving advice I can use words with the -ould spelling pattern I can spell contracted verbs	I can respond in role thoughtfully, giving advice and using accurate spelling for challenging patterns (e.g., -ould) and contracted forms.	
		6	To retell a known story using full sentences	I can sequence events I can retell a story in my own words I can punctuate a range of sentences	I can retell a story fluently in my own words, using varied sentence types and accurate punctuation to make the retelling engaging.	
		7	To distinguish between the different graphemes for the phoneme /air/	I can identify different spelling patterns for the same sound I can identify rhyming words I can spell words by choosing the correct grapheme	I can choose the correct grapheme for /air/ in context and apply this knowledge consistently in my independent writing.	
		8	To plan a story with a similar theme	I can plan for my own version of a story I can plan my characters	I can plan a story independently, developing characters, setting, and events, using my plan to structure a coherent narrative.	
		9	To use a plan to create a story	I can use my plan to structure my writing I can write in the past tense	I can follow my plan to write a structured story in past tense, adding detail and dialogue to engage the reader.	
		10	To continue to write a story and edit for improvements	I can read what I have written and make corrections needed I can improve my writing by adding or removing words, phrases or sentences I can create an ending for my story	I can revise and improve my story independently, adding or removing content to enhance clarity, flow, and interest, and create a satisfying ending.	
		11	To distinguish between fact and fiction	I can appraise and sort books into fact, fiction or both I can find facts to respond to questions	I can evaluate texts critically, sorting information into fact, fiction, or mixed, and use facts accurately to answer questions.	
		12	To use 'but' to create an opposite	I can identify facts that can be compared I can write sentences with 'but' in I can punctuate my sentences correctly	I can write sentences that show contrast using 'but' effectively, punctuating accurately and using it to highlight differences in meaning.	

		13	To create a formal report using the features of an information text	I can write a report and set it out properly	I can write a structured, formal report independently, using headings, subheadings, and features of non-fiction to present information clearly.				
		14	To write a section on one topic	I can create a group of sentences around a topic	I can write a coherent, detailed paragraph focused on a single topic, using varied sentence openers and precise vocabulary.				
		15	To edit work for improvement	I can check that my work makes sense	I can evaluate my own writing critically and make thoughtful revisions to improve clarity, accuracy, and impact for the reader				
"The Minpins Roald Dahl	"Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards	1	To predict story themes and outcomes by inferring	I can use the conjunctions 'or' and 'and' I can use commands I can use contractions	I can make confident predictions about story events and outcomes, using conjunctions, commands, and contractions to express my ideas clearly.				
		2	To create noun phrases to describe characters	I can use questions, commands, exclamations and statements I can use suffixes I can identify adjectives	I can write detailed noun phrases to describe characters, selecting precise adjectives and using a variety of sentence types effectively.				
		3	To use the conjunction 'that'	I can write a description I can use noun phrases	I can use the conjunction 'that' accurately in my writing to combine ideas and create detailed, complex noun phrases.				
		4	To create nouns using suffixes -ment and -ness	I can add suffixes to words I can identify nouns and adjectives I can create noun phrases	I can form nouns from adjectives or verbs using -ment and -ness and incorporate them into expanded noun phrases to add detail.				
		5	To identify and use verbs	I can choose effective verbs I can retell key events in a story I can write in the past tense	I can select effective verbs to show action or feeling, using them accurately in past tense to retell key events clearly and engagingly.				
		6	To use the conjunction 'but'	I can create a character description I can identify opposites	I can use 'but' purposefully to show contrast in character descriptions or ideas, highlighting differences in meaning or opinion.				
		7	To use the suffixes -er and -est	I can use suffixes I can write a description I can write from different viewpoints	I can apply -er and -est suffixes accurately to compare or describe, using them creatively in descriptions and different viewpoints.				
		8	To identify and use past and present tense	I can use ing and -ed suffixes I can retell key events in a story	I can write consistently in past or present tense, using verb forms with -ing and -ed accurately to sequence events or describe actions.				
		9	To use the possessive apostrophe	I can use an apostrophe I can identify belongings I can identify nouns	I can use the possessive apostrophe confidently to show ownership and include it correctly in sentences with a range of nouns.				
		10	To use conjunctions to join ideas	I can identify the role of a conjunction I can choose the most appropriate conjunction	I can choose and use a variety of conjunctions purposefully to link ideas clearly and make my writing more cohesive.				
		11	To write statements to create a report	I can write statements I can use subheadings I can use possessive apostrophes	I can write clear, well-structured statements for a report, using subheadings and possessive apostrophes accurately to organise information.				
		12	To use the progressive tense	I can identify verbs I can use verb suffixes I can write in role	I can use the progressive tense confidently to describe ongoing actions, combining it with other verb forms in role or narrative writing.				
		13	To create a story plan	I can summarise main events I can innovate on a story structure	I can plan a story independently, summarising key events and innovating on familiar structures to develop my own narrative.				
		14	To write the opening of a story	I can use simple sections I can use adverbs to sequence I can write in past tense	I can write an engaging story opening using adverbs to sequence events and past tense consistently, creating interest for the reader.				
		15	To use a consistent tense throughout a story	I can use a story plan to order events I can write in a consistent tense	I can maintain consistent tense throughout my story, using my plan effectively to order events and ensure clarity for the reader.				
		1	To use subordinating conjunctions to make predictions about a story theme	I can discuss how characters in stories might behave I can think about characters in other books I know I can use the subordinating conjunctions when, if, because and that	I can use a range of subordinating conjunctions to explain why I think a character might behave in a certain way. I can compare story themes across different texts and explain my predictions clearly. I can vary sentence structure using conjunctions to add detail and reasoning to my ideas				
		2	To create noun phrases to write a list	I can use the correct article, depending on whether the next word begins with a vowel or a consonant phoneme I can use commas in a list I can use conjunctions to explain	I can expand my noun phrases with extra detail to make my writing more precise and interesting. I can use commas accurately in longer lists and vary my sentence openers. I can justify my choices of nouns and adjectives to create effect or build a picture for the reader				
		3	To create adjectives using the suffixes -ful and -less	I can match suffixes to create adjectives I can use adjectives in appropriately in sentences I can use conjunctions to explain	I can choose between -ful and -less to show subtle differences in meaning. I can explain how my chosen adjectives affect the tone or mood of my writing. I can use a range of suffixes in my writing to create descriptive and imaginative sentences.				

"The Owl and the Pussy-cat Edward Lear	"Rhyming poems Letters, interviews, lists, instructions	4	To write a letter using contractions	I can identify contractions I can use apostrophes to mark missing letters I can use contractions in sentences to write a letter	I can use contractions appropriately to create a specific tone or voice in my letter. I can vary sentence structures to make my letter sound natural and engaging. I can explain why contractions help make my writing sound more informal or friendly				
		5	To use capital letters for names and possessive pronouns in a diary entry	I can identify when to use capital letters I can use capital letters for names and personal pronouns I can use a capital letter at the start of a sentence	I can use capital letters correctly and consistently throughout my diary entry. I can show awareness of audience by using pronouns and names purposefully to reflect personal feelings or events. I can edit my writing to ensure accuracy and clarity in my use of proper nouns and pronouns.				
		6	To use the past progressive tense	I can ask questions I can use question marks I can create statements using the past progressive tense	I can explain when to use the past progressive tense to show ongoing action. I can combine the past progressive with other tenses to make my writing more detailed. I can use tense consistently to make my writing clear and cohesive.				
		7	To use words with the prefix un- to write a set of commands	I can use the prefix un- to create the opposite meaning of words I can use words with the un- prefix to write a set of commands I can use adverbs at the start of sentences	I can use a variety of prefixes to change meaning in my writing. I can explain how using prefixes changes the command or the effect on the reader. I can write imaginative and precise commands using un- words and adverbs for emphasis				
		8	To create banks of rhyming verbs and nouns	I can identify nouns and verbs I can suggest synonyms for nouns and verbs I can find a rhyming word	I can generate a wide range of rhyming pairs and explain patterns in their spellings and sounds. I can group rhymes by sound families or patterns to support my poem writing. I can use rhyming words creatively to add rhythm and humour to my writing.				
		9	To use rhyming words to create an innovated version of a poem	I can identify phonemes and graphemes within rhyming words I can identify syllables within words I can replace words with appropriate rhymes	I can choose rhymes that fit the poem's rhythm and meaning, not just the sound. I can use alliteration and rhythm alongside rhyme to make my poem engaging. I can explain how my chosen rhymes affect the mood or flow of my poem.				
		10	To edit ensuring verbs are in the same tense agreement	I can identify a verb I can identify the tense of a verb I can ensure consistency of tense	I can identify and correct shifts in tense independently. I can explain why it's important to keep tense consistent for clarity and meaning. I can experiment with changing tenses deliberately to show time shifts in my writing.				
		1	To use a range of objects to make predictions	I can make simple predictions I can use the conjunction 'because' to explain my predictions I can use predictive sentence openers	I can make detailed predictions that include what might happen next and why. I can link my predictions to clues from the story or from real-life experiences. I can use a variety of conjunctions and openers to explain and justify my ideas clearly.				
		2	To create labels using lists	I can label simple nouns I can use commas in lists I can join two ideas in a sentence using 'and'	I can use expanded noun phrases to make my labels more precise and descriptive. I can organise my lists logically and use commas accurately. I can explain why I have grouped or labelled items in a certain way.				
		3	To explore the concept of memories	I can describe a memory linked to an object I can roleplay a character from the story I can use simple adjectives	I can use imaginative detail and descriptive language to bring a memory to life. I can explain how a memory might make a character feel and why. I can use dialogue or actions in roleplay to show a character's emotions and thoughts.				

		15	To edit and improve my writing	I can re-read my writing to check it makes sense I can check verbs are in the past tense I can check my sentences are punctuated correctly	I can independently identify areas to improve, explaining why changes make my writing clearer or more effective. I can make purposeful edits to improve word choice, tense consistency, and sentence variety. I can proofread carefully for punctuation and grammar while ensuring my writing flows smoothly for the reader.				
Summer term									
Unit	Writing outcomes -	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage			
"Lizzy and the Cloud The Fan Brothers"	"Guidebooks Descriptions, adverts / market stall pitches, letters of advice, postcards in role"	1	To ask a range of questions	I can use a range of question words I can use question marks	I can use a variety of question words to ask detailed or open-ended questions. I can vary sentence structure to make my questions more engaging. I can explain why I have chosen specific question words to get certain information				
		2	To use noun phrases to describe and specify	I can write in present tense I can create noun phrases I can use imperative verbs to give instructions	I can expand noun phrases with multiple adjectives to create precise and vivid descriptions. I can select imperative verbs carefully to give clear instructions. I can explain why certain words make my instructions or descriptions more effective.				
		3	To use a range of sentence types to create an advert	I can use question marks I can use exclamation marks I can use noun phrases to describe	I can use a combination of questions, exclamations, and statements to persuade the reader. I can choose noun phrases to make products or ideas sound appealing. I can explain how my sentence types influence the reader's response.				
		4	To add detail using conjunctions and prepositions	I can describe what I see I can describe position using prepositions I can use conjunctions to extend sentences	I can use conjunctions and prepositions to create complex and precise sentences. I can describe objects, people, or scenes in detail, including their position or relationships. I can explain how adding detail changes the meaning or effect of a sentence.				
		5	To explore and discuss unfamiliar vocabulary	I can discuss new and unfamiliar vocabulary I can explore how prefixes and suffixes alter meanings I can apply new vocabulary in context	I can infer meaning of unfamiliar words using context, prefixes, and suffixes. I can apply new vocabulary creatively in sentences or discussions. I can explain how word choice affects meaning, tone, or style.				
		6	To use command sentences to give advice	I can apply newlylearned vocabulary I can use imperative verbs I can use conjunctions to explain	I can write clear, effective advice using imperative verbs and precise vocabulary. I can extend my sentences with conjunctions to give reasons or explanations. I can vary my sentence openings to make advice engaging and persuasive.				
		7	To use a range of sentence types to write a letter of advice	I can use the first person I can use a range of sentence types I can use conjunctions to join ideas	I can write a letter that engages the reader using first person and varied sentence types. I can join ideas logically using a range of conjunctions. I can explain how my choice of sentence types helps convey my advice effectively.				
		8	To use subordinating conjunctions to explore emotions	I can use adjectives to describe emotions I can use when and if as subordinating conjunctions I can make links between my own experiences and the experiences of others	I can use a wide range of subordinating conjunctions to explain emotions and experiences. I can link my own experiences to those of others to show understanding and empathy. I can vary sentence structure to create depth and clarity in my explanations.				

		14	To write the ending of my story	I can use prepositions I can use noun phrases I can use past tense verbs accurately	I can use past tense verbs, noun phrases, and prepositions to write a satisfying ending. I can link events logically to provide resolution or reflection. I can explain how my choices provide closure and tie the story together.				
		15	To edit and publish my story	I can read through my work and make changes I can edit for consistent past tense verbs I can publish my work for display	I can identify areas for improvement independently, including tense, punctuation, and clarity. I can make purposeful edits to enhance flow, description, and engagement. I can prepare my work for publication, explaining how changes improve it for the reader.				
"A Walk in London Salvatore Rubbino"	"A Walk in..." tour guide Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry	1	To ask a range of questions	I can use question words I can use question marks I can use capital letters for proper nouns	Ext: I can use conjunctions to give reasons				
		2	To use command sentences to give advice	I can use imperative verbs I can place imperative verbs at the beginning I can use conjunctions	Ext: I can use the -ful suffix				
		3	To use a range of sentence types to create a poster	I can use exclamation marks I can use question marks I can use the pronoun you	Ext: I can use the suffixes: -ful/-less				
		4	To write a setting description	I can write in present tense I can create noun phrases I can use the five senses	Ext: I can use prepositions				
		5	To sequence and caption events in past tense	I can use regular and irregular verbs I can use a range of verbs I can use some prepositions	Ext: I can use adverbials of time				
		6	To recognise past and present tense	I can write factually I can use different sentence types I can use the first and second person	I can choose and switch accurately between past and present tense for effect. I can explain why using a specific tense changes how the reader understands the text. I can use tense consistently across different sentence types and perspectives (first, second, third person)				
		7	To use past tense to write a postcard or letter	I can use different sentence types I can write consistently in past tense I can use some prepositions	Ext: I can add factual sentences				
		8	To record a range of questions	I can use question words I can use question marks I can use capital letters for proper nouns	Ext: I can use conjunctions to give reasons				
		9	To write about real events in a diary entry	I can write in past tense I can use time adverbials to sequence I can use different sentence types	Ext: I can use the suffixes -ment/-ness				
		10	To record factual statements	I can write in present tense I can write factually I can write in second person	Ext: I can use the -est suffix				
		11	To plan a local walking guide	I can group information in paragraphs I can draft subheadings I can use present tense I can take notes	I can select and organise relevant information independently from multiple sources. I can use precise technical vocabulary and proper nouns effectively in sentences. I can explain why certain facts are important and present them clearly.				
		12	To use a range of different sentence types to write an introduction	I can use different sentence types I can use conjunctions I can use noun phrases	I can vary sentence types deliberately to engage and interest the reader. I can use conjunctions and noun phrases to add detail and clarity. I can explain how my sentence choices create an inviting introduction.				
		13	To use the present tense to continue writing a walking tour guide	I can write in present tense consistently I can use noun phrases/ thoughtful adjectives I can use adverbials of time	I can write consistently in present tense and switch deliberately for effect if needed. I can use noun phrases, thoughtful adjectives, and adverbials of time to add clarity and detail. I can explain how my language choices help the reader visualise the route.				
		14	To use thoughtful adjectives to continue writing a walking tour guide	I can write in present tense consistently I can use noun phrases/ thoughtful adjectives I can use adverbials of time	I can choose adjectives carefully to create precise, vivid descriptions. I can integrate adjectives into expanded noun phrases and sentences effectively. I can explain how my descriptive choices enhance the reader's experience of the guide				

		15	To use a range of different sentence types to write a conclusion	I can use different sentence types I can use conjunctions I can use exclamation marks, question marks and full stops correctly	I can vary sentence types deliberately to create a clear and engaging conclusion. I can use punctuation, conjunctions, and descriptive language effectively to summarise or emphasise key points. I can explain how my conclusion provides closure and encourages the reader to take action or reflect.				
The Great Fire of London Emma Adams	"Information booklets Persuasive poster, warning posters (instructional writing), speech bubbles, letter of advice, certificates	1	To research information about London landmarks	I can record factual notes and statements I can use capital letters for proper nouns I can use technical vocabulary	I can independently select and organise the most important information from different sources. I can use technical vocabulary and proper nouns accurately to explain facts clearly. I can compare information and explain why certain facts are more relevant for my guide.				
		2	To write in present tense to create a poster	I can use a range of verbs I can use ambitious adjectives I can use capital letters for proper nouns	Ext: I can use different sentence types				
		3	To use past tense to write about old London	I can use a range of verbs I can use ambitious adjectives I can use technical vocabulary	Ext: I can use conjunctions to compare				
		4	To use command sentences in a warning poster	I can use a range of imperative verbs I can start my sentence with an imperative verb I can use a conjunction	I can vary my command sentences for effect, using different imperative verbs and sentence starters. I can combine commands with conjunctions to give clear, detailed instructions. I can explain how my choice of language makes the warning more persuasive and engaging.				
		5	To use different sentence types to create speech bubbles	I can use commands I can use exclamations I can use questions I can use statements	Ext: I can use contractions in speech				
		6	To use simple past tense to write a diary entry.	I can identify regular verbs I can identify irregular verbs I can use different sentence types Ext: I can use synonyms for "scared"	I can choose and use regular and irregular verbs accurately for effect. I can vary sentence types to make my diary entry engaging. I can select precise vocabulary, including synonyms, to convey emotions clearly. I can explain how my language choices help the reader understand the events and feelings.				
		7	To use present progressive tense in a speech	I can use the -ing suffix I know when to use is/are I can use different sentence types	Ext: I can use synonyms for "scared"				
		8	To continue my speech and give advice	I can use imperative verbs I can use command sentences I can use a conjunction to give reasons.	Ext: I can use the verbs must and should				
		9	To use conjunctions to give reasons	I can use superlatives I can write in second person I can use "because" to extend a sentence	Ext: I can use an exclamation sentence				
		10	To use adverbials to express time	I can use comparatives I can identify a main clause I can extend with a subordinate clause	I can choose adverbials deliberately to clarify the sequence of events. I can combine main and subordinate clauses effectively to extend meaning. I can explain how using comparatives and time adverbials changes the way information is understood.				
		11	To plan a fact file	I can take notes/record facts I can plan subheadings I can organise information under subheadings	I can organise information logically with clear subheadings and categories. I can select the most relevant facts to include for the reader. I can explain why my planning structure makes the fact file easy to follow.				
		12	To write a fact file in present tense	I can use subheadings I can use different sentence types I can use adjectives	I can write consistently in present tense for clarity and factual accuracy. I can use adjectives and varied sentence types to make information engaging. I can explain how my language choices make the fact file more informative.				
		13	To continue a fact file about a topic	I can use subheadings I can use different sentence types I can use adjectives I can write in past tense	I can switch between present and past tense accurately to show timelines or historical facts. I can use subheadings, adjectives, and varied sentence types to extend detail. I can explain how tense and descriptive language help the reader understand the topic.				

		14	To continue a fact file about a topic	I can use conjunctions I can use different sentence types I can write in past tense	<p>I can extend sentences using conjunctions to add depth and clarity.</p> <p>I can combine different sentence types to make explanations more engaging.</p> <p>I can explain how my use of conjunctions improves the flow and understanding of the fact file.</p>				
		15	To edit and publish my fact file	I can edit my writing I can use subheadings and paragraphs I can publish my writing	<p>I can evaluate my writing for clarity, accuracy, and presentation.</p> <p>I can organise content using subheadings and paragraphs effectively.</p> <p>I can explain how my edits improve the readability and professionalism of the final fact file.</p>				