

Autumn term						
Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
The first Drawing by Mordicai Gerstein	"Own historical narratives Character descriptions, diaries, recounts"	1	To infer meaning using illustrations	I can use pictures to make predictions I can give reasons for ideas I can use cause and effect conjunctions	I can interpret subtle details in illustrations to make deeper predictions about characters and events. I can explain the cause-and-effect relationships in a story using precise conjunctions. I can justify my ideas with evidence from both pictures and text	
		2	To use modal verbs to explore an imaginary scenario	I can research and recall facts about the Stone Age I can begin my sentence with 'If' to create subordination I can use the verbs: would, could, may, might	I can use modal verbs thoughtfully to explore possibilities and consequences in hypothetical scenarios. I can create complex sentences using 'If' and modal verbs to express nuanced ideas. I can link imaginative scenarios to factual knowledge to make my writing more convincing.	
		3	To identify regular and irregular plurals	I can identify nouns within the text I can group nouns according to spelling rules I can write in role	I can analyse patterns in regular and irregular plurals and apply rules accurately in my writing. I can use plural nouns confidently in roleplay or narrative contexts. I can explain why certain plurals do not follow standard rules and choose appropriate forms for effect.	
		4	To identify how exclamatory and interrogative sentences can be used for effect	I can use an exclamation mark at the end of a command or exclamation I can use a question mark when posing a direct question I can use a variety of question stems	I can vary exclamatory and interrogative sentences deliberately to create mood, tension, or emphasis. I can combine sentence types within a paragraph to engage the reader. I can explain how punctuation choices influence the meaning and impact of my writing.	
		5	To know the difference between possession and omission	I can explain the difference between the homophones it's and its I know when to use an apostrophe for an omission (contraction) I can write a character description	I can use apostrophes accurately to show possession and omission in complex sentences. I can apply my understanding of homophones (its/it's) in narrative or descriptive writing. I can explain how correct punctuation clarifies meaning for the reader.	
		6	To empathise with and infer feelings of a character within a story	I can take on the role of a character within the text I can write in 1st person I can begin my sentence with an emotional word or phrase	I can infer subtle emotions and motivations from a character's actions or dialogue. I can use first-person writing with carefully chosen emotional language to convey authentic perspectives. I can explain how my word choices create a strong sense of character for the reader.	
		7	To make connections and comparisons with the text	I can retrieve and record information I can use subordinating conjunctions to compare and contrast	I can draw insightful connections between different parts of the text or between texts. I can use subordinating conjunctions to create nuanced comparisons and contrasts. I can justify my comparisons with evidence from the text.	
		8	To select and sequence key events in a narrative	I can make selections about the important events in a story I can summarise I can begin sentences with a fronted adverbial to sequence information	I can prioritise key events based on importance and effect on the story. I can sequence events using fronted adverbials and cohesive devices to enhance clarity. I can summarise events concisely while maintaining narrative impact.	
		9	To use a variety of grammatical and compositional features to retell a narrative	I can use dialogue I can use a variety of noun phrases I can use fronted adverbials to begin my sentences I can include exclamatory and interrogative sentences	I can use dialogue, varied noun phrases, fronted adverbials, and sentence types purposefully to enhance storytelling. I can manipulate sentence structure for dramatic or emotional effect. I can adapt my retelling to suit the audience, using language features intentionally.	
		10	To edit the choice of verbs to add detail and avoid repetition	I can identify verbs within my writing I can improve my sentence through the quality of the verb	I can select precise and powerful verbs to convey action and mood effectively. I can revise sentences to eliminate repetition and increase impact. I can explain why certain verbs improve clarity, tone, or reader engagement.	

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

- Thematic link** - Students' knowledge and interests, themes, language, and writing are used to engage and challenge learners keeping safe and asking for help.
- Discovery Point** - Children discover that a context is hiding in a closed question and make inferences based on the clues they are presented with.
- Literary Language** - Children are supported to understand register and use a range of words and phrases from the text such as 'don't you just a bit'.
- Embedded comprehension** - Comprehension is embedded through creative representations to explore key events in the story and to connect with characters through writing roles.
- Embedded grammar** - Grammar skills taught include adjectives, the use of conjunctions in sentences, compound sentences and questions.
- Spelling and vocabulary** - Spelling lists coverage focuses on common, exception words, using the letter & for the /j/ sound and the /sh/ spelling pattern. Vocabulary choices are explained throughout with a focus on style and audience.
- Purpose and audience** - Children will advise and seek advice through letters, letters through comments, messages and notes and reflect in role through speech and thought bubbles.

"Leon and the Place Between Angela McAllister"	"Own version fantasy narratives Persuasive posters, setting descriptions, thought bubbles/diaries, dialogue"	1	To use a range of sentence types to persuade	I can use the senses to describe a scene I can use expanded noun phrases I can use a range of sentence types	I can choose sentence types deliberately to guide the reader's emotions and opinions. I can use sensory details and figurative language strategically to strengthen persuasion. I can combine sentence types for rhythm, emphasis, and dramatic effect.				
		2	To identify word classes	I can identify and classify nouns and verbs I can select verbs for effect I can use abstract nouns for effect	I can analyse nouns, verbs, and abstract nouns for their effect on meaning and tone. I can select verbs and nouns precisely to create mood or convey character. I can explain how the choice of word class shapes the reader's understanding.				
		3	To select words and phrases for clarity and impact	I can modify verbs for impact I can use adverbs and adverbial phrases for clarity I can use font styles for impact	I can choose words and phrases to create specific effects or vivid imagery. I can adapt vocabulary for audience, purpose, and tone. I can combine visual features (e.g., font style) with word choice to enhance meaning and impact.				
		4	To use adverbs and adverbial phrases to describe when, where and how	I can use adverbs I can use adverbial phrases I can vary the position of adverbs and adverbial phrases within a sentence	I can position adverbs and adverbial phrases strategically for emphasis and effect. I can create complex sentences using adverbs to convey precise timing, location, or manner. I can vary sentence structure to maintain reader engagement.				
		5	To write multi-clause sentences with 'if'	I can write multi-clause sentences I can use 'if' as a subordinating conjunction I can use modal verbs to suggest possibilities	I can write multi-clause conditional sentences that explore possibilities, consequences, and hypothetical situations. I can use modal verbs and subordinating conjunctions for nuanced meaning. I can combine multiple clauses to create sophisticated, fluid sentences.				
		6	To create figurative expanded noun phrases	I can identify and select different types of nouns I can create figurative expanded noun phrases I can use figurative expanded noun phrases to write a description	I can craft figurative expanded noun phrases that convey mood, tone, or atmosphere. I can combine literal and figurative language for descriptive precision. I can extend noun phrases with multiple adjectives, prepositional phrases, or figurative comparisons for effect.				
		7	To make plausible inferences about a character's emotions throughout a text	I can infer a character's emotions I can suggest how a character's emotions change through a story I can write sentences to express a character's emotions	I can infer subtle changes in a character's emotions and motivations over time. I can support inferences with precise textual evidence. I can use nuanced language to convey complex emotional states.				
		8	To use questions and statements to record a conversation	I can use questions and statements in speech I can use a range of sentence types to record a conversation I can use a question mark when asking a question	I can structure dialogue to show character personality, emotion, and relationship. I can combine questions and statements to create realistic, engaging conversations. I can manipulate sentence types to build tension or pace in dialogue.				
		9	To punctuate direct speech	I can use speech marks around spoken words I can use synonyms for 'said' I can use other sentence ending punctuation	I can use punctuation accurately to show speech, emphasis, and emotion. I can vary reporting verbs and sentence endings to convey tone and character voice. I can integrate speech seamlessly into narrative without breaking cohesion.				
		10	To plan the main events of a story	I can summarise the main events of a story I can order events in a story I can substitute details from a known story structure to plan my own	I can plan stories with layered events that build suspense, tension, or complexity. I can adapt story structures creatively while maintaining coherence. I can identify opportunities to foreshadow or create narrative links.				

		11	To write the opening of a story	I can use conjunctions to link clauses I can make verb choices for effect I can use conditional sentences	<p>I can write openings that engage the reader immediately using descriptive, conditional, and complex sentences.</p> <p>I can use conjunctions and verb choice strategically to set tone and establish character or setting.</p> <p>I can craft sentences that create curiosity or suspense.</p>					
		12	To write the middle section of a story	I can make verb choices for effect I can use conjunctions and adverbial phrases to extend my sentences I can express the emotions of a character	<p>I can develop characters and plot through detailed verb choice, emotion, and sentence structure.</p> <p>I can use a variety of conjunctions and adverbial phrases to add depth and cohesion.</p> <p>I can convey nuanced character emotions through show-not-tell techniques.</p>					
		13	To write the ending of a story	I can include dialogue I can use a range of synonyms for 'said' I can express a character's emotions	<p>I can conclude stories with purposeful dialogue, emotion, and narrative closure.</p> <p>I can choose synonyms and descriptive language to reflect character growth or change.</p> <p>I can craft endings that leave a lasting impact or provoke thought</p>					
		14	To edit writing for cohesion	I can improve my writing based on pronouns, conjunctions, adverbials and tense	<p>I can refine writing by evaluating pronouns, conjunctions, adverbials, and tense for cohesion.</p> <p>I can restructure sentences and paragraphs to enhance flow and clarity.</p> <p>I can apply precise editing to improve overall reader experience.</p>					
		15	To publish writing for a given audience and purpose	I can create a published outcome	<p>I can adapt language, structure, and style to suit a specific audience and purpose.</p> <p>I can design a polished, engaging published piece using text features and layout.</p> <p>I can reflect on feedback to refine and elevate my final published work.</p>					
		1	To describe a character using noun phrases Chapter One (The Witching Hour) and Two (Who?)	I can distinguish between adjectives and verbs I can categorise adjectives I can use noun phrases to write an effective character description	<p>I can use layered noun phrases with multiple adjectives and prepositional phrases to create vivid character descriptions.</p> <p>I can select adjectives to reflect personality, mood, and role within the story.</p> <p>I can craft descriptions that show rather than tell, using noun phrases for effect.</p>					
		2	To identify and distinguish word classes	I can name and identify word classes (recap from Y2) I can improve verb and noun choices for effect I can add adverbial phrases to describe when, where and how	<p>I can analyse how different word classes contribute to meaning, tone, and style.</p> <p>I can choose verbs, nouns, and adverbs deliberately for effect in my writing.</p> <p>I can combine word classes to create complex, descriptive sentences.</p>					
		3	To create new proper nouns for a poster	I can modify nouns to create noun phrases I can create compound words I can use a range of sentence types	<p>I can invent proper nouns that reflect the theme, tone, or character of a poster.</p> <p>I can combine words creatively to make compound nouns that are memorable and effective.</p> <p>I can integrate proper nouns seamlessly into sentences for cohesion.</p>					
		4	To identify and create similes to support descriptive writing	I can use the adverbs 'as' and 'like' to compare I can sort similes into categories I can use adjectives and nouns for effect	<p>I can craft similes that enhance imagery, mood, and tone.</p> <p>I can combine similes with adjectives and noun phrases for maximum descriptive effect.</p> <p>I can select comparisons that deepen understanding of characters, settings, or events.</p>					
		5	To create a set of cohesive commands	I can identify the verbs needed at the start of a sentence to create a command I can record commands in order to create a recipe I can identify patterns for words ending in 'ous'	<p>I can structure commands logically to guide the reader step-by-step.</p> <p>I can choose verbs for clarity, urgency, or tone.</p> <p>I can integrate vocabulary patterns (e.g., '-ous' words) to enhance style and cohesion.</p>					
		6	To identify the correct sion/cian/tion suffix to write a description	I can identify the correct 'shun' suffix I can spell words using the correct 'shun' suffix I can use 'shun' words in context	<p>I can use 'shun' suffixes accurately to expand my descriptive vocabulary.</p> <p>I can select the most precise suffix to enhance meaning and tone in context.</p> <p>I can incorporate words with these suffixes fluidly into complex sentences.</p>					

"The BFG Roald Dahl"	Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions	7	To use synonyms to write dialogue	I can find synonyms for 'said' I can use an appropriate synonym I can identify when to use appropriate adverbs	I can choose synonyms for 'said' that convey character emotion, tone, or intention. I can pair dialogue with adverbs and actions for greater nuance. I can vary reporting verbs for rhythm, engagement, and dramatic effect.				
		8	To make plausible inferences about a character's emotions throughout a text	I can infer how a character is feeling I can use adjectives to describe a character I can write in role	I can infer subtle changes in a character's emotions across events. I can justify inferences with textual evidence and descriptive vocabulary. I can write in role using nuanced language that conveys complex emotional states.				
		9	To use a comma after a fronted adverbial to support cohesion in a narrative	I can use fronted adverbials I can begin to use commas after fronted adverbials I can use conjunctions for cause and effect	I can use fronted adverbials and commas to structure complex sentences for clarity and flow. I can combine conjunctions and cause-effect structures for sophisticated narrative cohesion. I can manipulate sentence openings for emphasis and narrative effect.				
		10	To summarise events in a letter	I can summarise large events I can make connections to other stories I know I can express my opinion	I can select and condense key events for clarity and impact. I can connect ideas from different stories to add depth to my writing. I can use personal response and opinion to enrich summaries.				
		11	To sequence narratives using adverbials	I can summarise the main points of a narrative I can sequence events in order I can use a known structure to plan my own narrative	I can use a variety of adverbials to sequence events in precise and engaging ways. I can restructure narratives to enhance pacing and tension. I can adapt story structures creatively while maintaining coherence.				
		12	To write the opening to a fantasy adventure story using a range of storytelling devices	I can use similes I can use noun phrases I can place a comma after a fronted adverbial	I can open a story with layered noun phrases, similes, and vivid imagery to hook the reader. I can structure sentences for suspense, tone, and atmosphere. I can combine fronted adverbials and punctuation for stylistic effect.				
		13	To write the climax of a fantasy adventure story using dialogue	I can include simple dialogue I can use appropriate synonyms for 'said' I can use adverbs	I can craft dialogue that conveys tension, conflict, and character dynamics. I can vary synonyms for 'said' and adverbs to create emotional nuance. I can integrate dialogue seamlessly into narrative for dramatic impact.				
		14	To use the conjunction if to write the end of a fantasy adventure story	I can use my plan to develop my story I can create conditional sentences using 'if' and 'when' I can use a comma to separate clauses	I can use conditional sentences creatively to explore alternative outcomes. I can combine clauses for complex sentence structure and narrative effect. I can manipulate punctuation and conjunctions to clarify meaning and enhance flow.				
		15	To edit writing for cohesion	I can write consistently in the past tense I can use conjunctions to link ideas	I can refine sentences and paragraphs to improve cohesion, clarity, and style. I can evaluate and adjust pronouns, conjunctions, adverbials, and tense for consistency. I can enhance readability and impact through precise structural and lexical choices.				
		1	To use noun phrases to create a short poem	I can use the preposition 'of' I can use abstract nouns I can write in second person Ext: I can use a conjunction to give reasons	I can combine abstract nouns, prepositions, and descriptive adjectives to create layered noun phrases that add depth and imagery to my poem. I can manipulate noun phrases to evoke emotion, tone, and mood for the reader. I can use conjunctions and prepositional phrases to link ideas and create a flowing poetic structure.				
		2	To discuss future dreams and ambitions	I can ask a range of questions I can use conjunctions to give reasons I can use a/an accurately	I can ask thoughtful, open-ended questions to explore ideas and perspectives in detail. I can justify opinions and ambitions using conjunctions and reasoned explanations. I can use precise grammar (including a/an and other determiners) to communicate ideas clearly and persuasively.				

		12	To write an informative and persuasive leaflet	I can use adverbs and conjunctions to extend sentences I can explain reasons I can appeal directly to the reader	I can extend sentences with adverbs, conjunctions, and clauses to add depth. I can explain reasoning clearly and persuasively. I can maintain a consistent, persuasive tone throughout the leaflet.				
		13	To write an introductory paragraph	I can use expanded noun phrases I can use powerful verbs I can use a rhetorical question	I can hook the reader using rhetorical questions, descriptive noun phrases, and strong verbs. I can set the tone and purpose of my writing effectively. I can structure the introduction to lead smoothly into the main content.				
		14	To edit writing for tenses	I can identify verbs I can use the correct verb form I can edit tenses for clarity	I can identify and correct inconsistencies in verb tense across my writing. I can make deliberate choices about tense to improve clarity and cohesion. I can edit confidently to maintain narrative flow and temporal accuracy.				
		15	To publish writing for a given audience and purpose	I can create a published outcome	I can create a polished, audience-appropriate final piece. I can use layout, formatting, and language choices deliberately to enhance impact. I can evaluate my own work and make refinements to maximise clarity and engagement.				
		1	To make inferences about the past	I can say what I see I can use what I know to make inferences I can ask questions	I can use subtle clues in images or texts to make nuanced inferences about past events. I can justify my inferences using both observation and prior knowledge. I can ask questions that explore deeper meanings or causes of events.				
		2	To use verbs to describe	I can identify verbs I can group verbs I can generate verbs in the present progressive form	I can select precise verbs to convey clear action and meaning. I can categorise verbs by tense, aspect, and function for effect. I can use present progressive verbs effectively to describe ongoing actions.				
		3	To write a setting description	I can use preposition phrases I can use -ing words as present progressive verbs I can use -ing words as adjectives I can use the senses to describe	I can combine prepositional phrases, present progressive verbs, and adjectives to create vivid settings. I can incorporate sensory details to make the description immersive. I can vary sentence structure to guide the reader through the setting effectively.				
		4	To make inferences about a character	I can state the facts we know I can make inferences based on what I know I can suggest appropriate adjectives to describe a character I can justify my inferences	I can identify explicit facts and combine them with implied details to infer a character's traits. I can select precise adjectives to describe a character based on evidence. I can explain and justify my inferences using textual evidence.				
		5	To use the possessive apostrophe accurately	I can distinguish between the plural and possessive -s I can use possessive apostrophes accurately I can write sentences from memory	I can distinguish between plural and possessive forms confidently. I can apply possessive apostrophes correctly in my writing, including for irregular nouns. I can write sentences accurately from memory using possessive apostrophes.				
		6	To use conditional sentences to give advice	I can explore powerful verbs I can use conditional sentences using If...then... and When... I can use modal verbs	I can construct complex conditional sentences using "If...then..." and "When...". I can combine conditional sentences with modal verbs to give nuanced advice. I can choose powerful verbs to strengthen the impact of my advice.				
		7	To make inferences about how a character's feelings have changed	I can infer a character's feelings I can make comparisons between different points in the text I can justify my inferences with evidence from the text	I can track a character's emotional journey across a text. I can compare how a character's feelings evolve at different points in the story. I can justify my inferences with clear textual evidence.				

"Escape from Pompeii Christina Balit	"Newspaper reports Setting descriptions, diaries, letters, thought bubbles	8	To create vivid descriptive sentences	I can identify verbs and nouns I can create noun phrases I can write descriptive sentences	I can use precise nouns and verbs to create striking imagery. I can develop noun phrases and modifiers to enhance description. I can combine clauses effectively to produce detailed, engaging sentences.						
		9	To write a vivid description	I can use powerful verbs. I can use a range of noun phrases. I can use prepositional phrases.	I can integrate powerful verbs, rich noun phrases, and prepositional phrases to enhance description. I can create layered descriptions that evoke imagery and atmosphere. I can vary sentence openings and structures to maintain reader interest.						
		10	To identify the features of a newspaper article	I can use a range of techniques to create a catchy headline I can recognise and label the features of a newspaper	I can analyse and identify the purpose of key newspaper features, including headlines, bylines, and captions. I can explain how language and structure engage readers. I can use recognised features effectively when planning my own newspaper article.						
		11	To ask and answer questions in role	I can ask questions I can speak in role I can recognise the rules for punctuating direct speech	I can ask questions that probe a character's motives or actions. I can answer in role using language and tone appropriate to the character. I can punctuate direct speech accurately within a role-play context.						
		12	To punctuate direct speech	I can use speech marks I can include a reporting clause I can use other sentence ending punctuation	I can punctuate speech accurately, including speech marks, commas, and full stops. I can include reporting clauses and vary sentence endings for effect. I can integrate dialogue naturally within my writing for clarity and engagement.						
		13	To summarise main events	I can identify the main events I can record events in chronological order I can retell the main events orally	I can select the most important events from a text to create a concise summary. I can present events in logical chronological order. I can retell main events orally using appropriate detail and emphasis.						
		14	To write the introduction to a newspaper article	I can summarise the main events I can write in the past tense I can recount events in chronological order	I can summarise main events concisely and accurately for an engaging lead. I can use past tense consistently to maintain clarity. I can structure the introduction to capture the reader's attention and outline key information.						
		15	To write the main body of a newspaper article	I can recount the main events in chronological order I can use noun phrases, preposition phrases and powerful verbs I can include direct quotes	I can recount events in logical chronological order with relevant detail. I can use noun phrases, prepositional phrases, and powerful verbs to make the report vivid and precise. I can include direct quotes effectively to give authority and authenticity to the article.						
				1	To identify types of noun	I can identify different types of noun I can select verbs to describe the action of a noun	I can distinguish between common, proper, abstract, and collective nouns. I can select verbs that best describe the actions or qualities of a noun for effect. I can use nouns precisely to convey meaning and create imagery.				
				2	To make inferences and justify with evidence from the text	I can retrieve information from the text I can use evidence to make inferences I can justify my opinion using a conjunction	I can infer hidden meanings or emotions in a text. I can support my inferences with specific evidence. I can justify my ideas clearly using conjunctions to link reasoning.				
				3	To begin to use inverted commas (speech marks) to mark direct speech	I can use inverted commas (speech marks) to identify when someone is talking I can use a reporting clause I can start a new line for each new speaker	I can punctuate dialogue with inverted commas accurately. I can include reporting clauses to indicate the speaker. I can structure dialogue with new lines for each speaker to enhance clarity.				

		15	To edit writing for cohesion	I can make sure my writing is cohesive I can edit and improve my writing I can publish my writing	I can check my writing for consistent tense, sentence structure, and flow. I can make improvements to enhance cohesion, clarity, and style. I can prepare my writing for publication, considering audience and purpose.				
Cinderella of the Nile by Beverley Naidoo	"Own version narratives Descriptive passages, how to guides, letters, discussions, non-chronological reports"	1	To write using the present perfect tense	I can use the present perfect tense and other perfect forms	I can use the present perfect tense accurately in a range of sentences. I can combine the present perfect with other perfect forms for clarity and variety. I can choose when to use perfect forms for precise meaning or effect.				
		2	To make inferences on the basis of what is being said and done To express cause using conjunctions	I can extract information from a text and make inferences I can use conjunctions to give reasons	I can infer meaning, motivation, or emotion from a character's actions and speech. I can justify my inferences using evidence from the text. I can link ideas and explain cause using conjunctions such as because, so, since, and therefore.				
		3	To identify and use literary language	I can identify similes, metaphors and abstract nouns	I can recognise similes, metaphors, and abstract nouns in a text. I can explain the effect of these devices on the reader. I can choose appropriate literary language to enhance my own writing.				
		4	To identify and use literary language	I can use literary language appropriate for the task	I can select and use literary devices deliberately for effect. I can vary my use of figurative language depending on the purpose and audience.				
		5	To infer a character's feelings To use literary language To use noun phrases	I can write in role I can use similes and metaphors I can use noun phrases	I can write in role, conveying a character's emotions convincingly. I can enhance descriptions using similes, metaphors, and rich noun phrases. I can integrate literary language naturally into my narrative.				
		6	To use imperative verbs to create commands	I can use commands to instruct and advise	I can identify verbs that give clear instructions or advice. I can write concise and effective commands. I can structure commands to influence or guide the reader.				
		7	To identify themes and conventions	I can identify themes in a text	I can recognise central themes and recurring ideas in a text. I can discuss the conventions of specific genres and their purpose.				
		8	To express time, place and cause using conjunctions [for example, when, before, after, while, so, because]	I can use conjunctions to join ideas in sentences	I can join clauses to show time, place, and cause (e.g., when, before, after, while, so, because). I can vary sentence structure to maintain reader interest.				
		9	To make inferences about what is being said and done To use literary language To use noun phrases	To make inferences about a character I can use similes and metaphors I can use noun phrases	I can infer a character's thoughts, feelings, or motivations. I can use similes, metaphors, and descriptive noun phrases to enrich my writing. I can link evidence from the text to my inferences convincingly.				
		10	To use the four grammatical forms of sentence	I can use questions, commands, statements and exclamations in my writing	I can use statements, questions, exclamations, and commands with correct punctuation. I can vary sentence types within my writing for effect and emphasis.				
		11	To be able to sequence events in a story to plan To express time, place and cause using adverbs [for example, then, next, soon, therefore]	I can plan a story I can use adverbs and adverbial phrases	I can plan a story by ordering key events logically. I can use adverbs and adverbial phrases (then, next, soon, therefore) to link events. I can structure my plan to support coherent storytelling.				

		12	To be able to an innovated version of a traditional tale To use literary language to describe a character and setting To express time, place and cause using adverbs [for example, then, next, soon, therefore]	I can write a twisted version of a traditional tale I can use similes, metaphors and abstract nouns I can use adverbs and adverbial phrases	I can creatively twist a traditional tale while retaining recognizable elements. I can describe characters and settings using similes, metaphors, and abstract nouns. I can use adverbs and adverbial phrases to convey time, cause, and place effectively.						
		13	To be able to an innovated version of a traditional tale To be able to draw on a theme and convey this in a short fable	I can write a twisted version of a traditional tale I can write a short fable	I can write a short fable with a clear theme or moral. I can integrate elements from traditional tales creatively into my own version. I can use literary language to strengthen the impact of my fable.						
		14	To write an innovated version of a traditional tale	I can write a twisted version of a traditional tale	I can create a coherent narrative inspired by a traditional tale. I can include engaging characters, descriptive settings, and a clear plot. I can experiment with language and sentence structures to enhance storytelling.						
		15	To be able to edit for cohesion	I can use the cohesive devices of verbs, adverbs/ adverbials and pronoun referencing	I can check my writing for cohesive links between sentences and paragraphs. I can use verbs, adverbs/adverbials, and pronoun referencing to improve flow. I can revise my work to ensure clarity, readability, and consistency.						

Summer term

Unit	Writing outcomes -	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
"Flotsam David Wiesner"	"Sequels (mystery narratives) Postcards, setting descriptions, non-chronological reports, message in a bottle letters "	1	To make predictions based on a collection of objects	I can sort objects based on a criteria I can use words ending /er/ but spelt 'ure' I can make predictions about a story	I can explain why my predictions are likely or unlikely, using patterns and reasoning from multiple objects, and connect these predictions to the story context.	
		2	To infer meaning using illustrations	I can use pictures to make predictions I can give reasons for ideas I can use conjunctions to express time and cause	I can interpret subtle visual clues, explain hidden meanings, and justify my inferences with precise references to both pictures and text, using complex sentences with conjunctions.	
		3	To identify features of a genre	I can define key terms I can sort according to a criteria I can justify my choices	I can compare different genres, identify overlapping features, and explain how these features affect the reader's understanding and expectations.	
		4	To use fronted adverbials to show the movement of time	I can sequence significant events from a story I can sequence sentences with fronted adverbials I can use a comma after a fronted adverbial	I can use a variety of fronted adverbials to create a clear sense of pacing, tension, or sequence, and explain how they shape the reader's experience of the story.	
		5	To create expanded noun phrases to describe photographs	I can select appropriate adjectives I can separate adjectives with a comma I can expand noun phrases with prepositions	I can craft detailed and imaginative noun phrases that convey mood, perspective, and precise meaning, and combine multiple descriptive techniques within one phrase.	
		6	To use expanded noun phrases to write a letter	I can use expanded noun phrases I can use powerful verbs to build sentences I can use commas in lists and after fronted adverbials	I can vary my noun phrases for effect, combine them with powerful verbs and figurative language, and adapt my style to suit the purpose of the letter convincingly.	
		7	To make predictions based on inferences	I can say what I think will happen next I can base my predictions on clues from the text I can rank my predictions from most to least likely	I can use detailed evidence from the text to make nuanced predictions, consider alternative outcomes, and explain why some predictions are more plausible than others.	
		8	To write short a nonchronological report about cameras	I can write factual sentences I can use headings and subheadings I can use paragraphs to organise my ideas	I can structure my report logically with effective subheadings and paragraphs, choose precise vocabulary to inform and engage the reader, and link ideas using a range of cohesive devices	
		9	To sequence and retell key events in a story	I can select key events from a story I can order the key events from a story I can use the key events to retell a story	I can select events that shape the plot, explain their significance, and retell them with added detail, dialogue, or perspective to engage the listener.	
		10	To innovate a known story to create a sequel	I can retell the original story in order I can change key details to create a new story I can use my plan to tell my new story orally	I can modify plot, character, and setting in imaginative ways, maintain coherence with the original story, and explain my creative choices to enhance the sequel.	
		11	To use a range of descriptive vocabulary to write a story opening	I can use adverbial phrases I can use expanded noun phrases I can use paragraphs to organise my ideas	I can craft openings that immediately engage the reader, using precise vocabulary, layered description, and varied sentence structures for effect.	
		12	To use a range of descriptive vocabulary to develop a story climax	I can use fronted adverbials and expanded noun phrases I can use paragraphs to organise my ideas I can use commas after fronted adverbials and in lists	I can heighten tension and drama through descriptive language, carefully chosen verbs, and varied sentence openings, and explain how these choices affect the reader's experience.	

		13	To use a range of descriptive vocabulary to develop a story ending	I can use paragraphs to organise my ideas I can use fronted adverbials and a comma I can write a cliffhanger final sentence	I can create memorable endings with suspense, reflection, or emotion, using descriptive language, narrative techniques, and precise paragraphing to leave a lasting impression.				
		14	To edit and improve my writing	I can use alternative nouns to avoid repetition I can identify and improve verbs I can use commas accurately	I can critically evaluate my work, make purposeful changes to enhance clarity, style, and effect, and explain why my edits improve the overall impact.				
		15	To publish writing for an audience	I can identify my audience I can present my work for an audience I can think about quality of finish	I can adapt my writing style to engage my audience fully, check for accuracy and presentation, and reflect on the effect my choices have on the reader.				
"The Barnabus Project The Fan Brothers"	"Brochures Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue"	1	To use noun phrases to create a science experiment	I can use abstract nouns I can use a range of imperative verbs I can use adverbials	Ext: I can use scientific vocabulary				
		2	To create expanded noun phrases to describe	I can identify concrete nouns I can use abstract nouns I can use a range of adjectives	Ext: I can use a preposition				
		3	To use sentence types to create an advertisement	I can use a range of punctuation I can use abstract nouns I can identify different sentence types	Ext: I can use noun phrases				
		4	To use conjunctions to write a letter of advice	I can use command sentences I can use conjunctions to give reasons I can use a range of sentence types	Ext: I can use a modal verb				
		5	To use the present perfect to write in role	I can use the auxiliary verbs have/ has I can use a range of emotion adjectives I can use conjunctions	Ext: I can use contractions				
		6	To use the present perfect to write a diary entry	I can use the auxiliary verbs have/ has I can use a range of emotion adjectives I can use conjunctions	Ext: I can use contractions				
		7	To create expanded noun phrases to describe	I can identify concrete nouns I can use abstract nouns I can use a range of adjectives	Ext: I can use prepositions				
		8	To plan dialogue	I can use different sentence types I can use the appropriate punctuation I can use synonyms for 'said'	Ext: I can use abstract nouns				
		9	To write dialogue	I can use the appropriate punctuation I can use synonyms for 'said' I can take a new line when the speaker changes	Ext: I can use contractions				
		10	To use adverbials to create an escape plan	I can use conjunctions and prepositions I can use command sentences I can use a range of verbs	Ext: I can use a comma to demarcate clauses				
		11	To plan a brochure for a new shop	I can group information in paragraphs I can draft subheadings I can recap on key skills I can use bullet points to take notes	I can organise information logically to guide the reader through my brochure I can create subheadings that are engaging and informative I can select only the most relevant details to make my brochure clear and concise I can use bullet points effectively to summarise complex information I can evaluate my notes to decide which ideas will have the most impact on the reader				
		12	To write the opening of a brochure	I can use expanded noun phrases I can use different sentence types	I can craft an opening that immediately captures the reader's interest I can use a variety of sentence structures to create a lively and engaging introduction I can use descriptive language and precise vocabulary to make my writing more vivid I can experiment with rhetorical questions, exclamations, or commands to involve the reader I can check and improve my sentences for clarity, impact, and flow				
		13	To write a descriptive paragraph for a brochure	I can identify concrete nouns I can use abstract nouns I can use a range of adjectives	Ext: I can use prepositions				
		14	To write instructionally in my brochure	I can use abstract nouns I can use a range of imperative verbs I can use adverbials	Ext: I can use scientific vocabulary				

		15	To finish and publish a brochure	I can edit for coherence and cohesion I can check consistency of tense I can check conjunctions and prepositions I can check adverbials and paragraphing	<p>I can evaluate the overall structure of my brochure to ensure it flows logically and engages the reader</p> <p>I can refine sentences to make my ideas clearer and more persuasive</p> <p>I can use a wide range of conjunctions, prepositions, and adverbials to enhance meaning and variety</p> <p>I can adapt my language and tone to suit the intended audience and purpose</p> <p>I can review my brochure critically, making changes that improve both style and impact</p> <p>I can ensure each paragraph has a clear purpose and contributes to the overall message of the brochure</p>				
		1	To express a preference and give reasons	I can use the conjunction, 'because' I can structure multi-clause sentences I can use selected modal verbs	<p>I can explain preferences clearly using a range of conjunctions and precise reasoning</p> <p>I can vary sentence structures to emphasise key points</p> <p>I can select and manipulate modal verbs to convey certainty, possibility, or preference effectively</p> <p>I can evaluate my sentences for clarity and persuasiveness</p>				
		2	To write sentences describing characters' actions	I can suggest precise verbs to describe actions I can use the present progressive tense I can use adverbials of place	<p>I can choose verbs that create vivid and dynamic images of characters' actions</p> <p>I can combine adverbials, prepositions, and present progressive tense to show movement and intention clearly</p> <p>I can vary sentence length and structure to create pace and interest</p> <p>I can reflect characters' emotions through their actions</p>				
		3	To introduce characters	I can use the present progressive tense I can use adverbials of place I can use adverbs of frequency	<p>I can introduce characters with engaging and precise descriptions that reveal personality or mood</p> <p>I can combine tense, adverbs, and descriptive language to create a strong sense of presence</p> <p>I can structure sentences to highlight key traits and relationships</p> <p>I can use varied sentence openings for impact</p>				
		4	To make inferences about characters	I can select adjectives which describe a character I can use conjunctions to compare characters I can use conjunctions to give reasons	<p>I can interpret characters' actions, words, and feelings to make insightful inferences</p> <p>I can compare and contrast characters' traits to draw conclusions about their motivations</p> <p>I can justify my inferences using clear evidence from the text</p> <p>I can explore subtle differences in character behaviour and personality</p>				
		5	To write a letter of advice	I can use command sentences I can use appropriate adjectives I can use conjunctions	<p>I can structure a letter persuasively, guiding the reader logically through my advice</p> <p>I can select precise adjectives and verbs to strengthen my recommendations</p> <p>I can vary sentence types for tone, impact, and clarity</p> <p>I can anticipate the reader's perspective and address potential questions or concerns</p>				
		6	To create noun phrases about nature NB: Nature walk session	I can choose appropriate adjectives I can use my senses to support description I can use a comma to separate adjectives	<p>I can combine adjectives and sensory language to create vivid, layered descriptions of nature</p> <p>I can vary sentence openings and structures to enhance imagery and flow</p> <p>I can select precise nouns and adjectives to evoke mood and atmosphere</p> <p>I can experiment with figurative language (similes, metaphors) to enrich description</p>				

		15	To publish my wilderness guide	I can write my guide accurately using neat and legible handwriting I can include my edits in my final draft	I can ensure my final draft is polished, accurate, and engaging for the reader I can refine language, punctuation, and structure to enhance clarity and style I can present my guide in a visually appealing way, using formatting to support understanding I can reflect on feedback and edits to improve the overall impact of my guide				
The Zebra's Great	C	1	To infer and justify my opinion	I can infer what might have happened using clues I can make links between clues I can justify my opinion using conjunctions	I can make nuanced inferences by combining multiple pieces of evidence from the text I can evaluate the reliability and significance of clues before forming an opinion I can justify my ideas using a wide range of conjunctions and precise reasoning I can explain alternative interpretations and explain why my opinion is the most convincing				
		2	To describe a character in a 'wanted' poster	I can use expanded noun phrases with adjectives I can extend expanded noun phrases with adverbs I can use a range of sentence types	I can select adjectives and adverbs that create vivid, memorable character descriptions I can combine expanded noun phrases with precise verbs and sentence structures for maximum effect I can vary sentence types deliberately to create impact and maintain reader interest I can convey mood, personality, or motive through careful language choices				
		3	To use adverbials to show how and when something happened	I can use 'how' adverbials I can use 'when' adverbials	Ext: I can place adverbials at the start of the sentence to create a fronted adverbial				
		4	To write a letter seeking help and giving information	I can use expanded noun phrases I can use adverbials I can use a range of sentence types	Ext: I can use fronted adverbials				
		5	To compare characters using conjunctions	I can select adjectives to describe a character I can use conjunctions to justify (because, since, as) I can use conjunctions to compare (while, yet, although, whereas)	I can make nuanced comparisons that reveal deeper understanding of character traits I can select adjectives that convey subtle differences in personality or motivation I can structure sentences to compare and contrast effectively, combining multiple clauses for clarity and impact I can justify my comparisons with precise textual evidence				
		6	To write an action scene	I can make effective verb choices I can use adverbials to add detail I can write consistently in past tense	I can choose verbs and adverbials that create tension, pace, and excitement I can vary sentence length and structure to increase drama and suspense I can combine precise vocabulary with descriptive detail to immerse the reader I can reflect characters' intentions and emotions through action				
		7	To describe a setting	I can make careful adjective choices I can use expanded noun phrases I can use prepositional phrases	I can combine adjectives, expanded noun phrases, and prepositional phrases to create layered, vivid imagery I can vary sentence openings and structures to enhance mood and atmosphere I can use figurative language (similes, metaphors) to make settings more memorable I can select vocabulary deliberately to evoke emotion or tension				
		8	To apply possessive apostrophes in poetry	I can use apostrophes for plural possession I can make language choices for effect I can perform poetry to an audience	I can use possessive apostrophes accurately and creatively to enhance meaning I can experiment with language choices to create mood, emphasis, or imagery in poetry I can perform with expression and intonation to convey meaning and emotion I can reflect on how punctuation and language choices affect the reader's interpretation				

