

Autumn term						
Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
"Tar Beach Faith Ringgold"	Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)	1	To explore the theme of a story	I can use repetition I can use the -ing suffix I can use a variety of verbs	Ext: I can use antonyms and synonyms	
		2	To write and perform a poem	I can use repetition I can use the -ing suffix I can use similes	Ext: I can use antonyms and synonyms	
		3	To use conjunctions to explain	I can use verbs in the present and present progressive tense I can use a range of conjunctions I can use modal verbs	Ext: I can begin my sentence with a conjunction	
		4	To use a range of adjectives to infer emotions	I can infer a character's emotions I can use thoughtful emotion adjectives I can use the present tense and conjunctions to explain my ideas	I can infer and justify a character's emotions using a wide range of precise and nuanced adjectives, showing how the writer's choices or events in the text create those feelings. I can link my ideas clearly using varied conjunctions and explain how emotions may change or contrast throughout the text.	
		5	To use noun phrases to describe a setting	I can use -ing words as adjectives to create noun phrases I can use prepositions I can use present tense	Ext: I can use a simile	
		6	To write a persuasive letter in role	I can use ambitious adjectives I can use the first person to speak in role I can the unprefix	I can write a persuasive letter that fully immerses the reader in my character's voice, using powerful and emotive language choices to strengthen my argument. I can adapt my tone and vocabulary for effect, confidently using prefixes such as un- and other word structures to enhance my persuasion.	
		7	To plan dialogue	I can use a range of punctuation I can use the conjunction if I can begin my sentence with a conjunction	Ext: I can use contractions	
		8	To use apostrophes to show possession	I can use capital letters for proper nouns I can use apostrophes to show possession I can use apostrophes for plural possession	I can use apostrophes accurately and confidently to show both singular and plural possession, even in more complex sentences. I can explain how apostrophes change meaning and edit my work carefully to check for precision and consistency.	
		9	To write dialogue as a script	I can write stage directions in present tense I can take a new line for each speaker I can use brackets to add stage directions I can use a range of punctuation	I can write a detailed and engaging script that brings characters to life through natural dialogue and clear stage directions. I use punctuation and layout confidently to show expression, movement, and emotion, creating a vivid sense of performance for the reader or audience.	
		10	To plan a playscript	I can summarise key events I can use a planning model I can recap on key skills	I can plan a playscript with a clear structure, showing how each scene develops the story and characters. I use planning tools creatively to organise dialogue, stage directions, and key events, ensuring my script will engage and entertain an audience.	
		11	To write the first act of a playscript	I can lay out my playscript I can use adjectives for description and stage directions I can use present tense for stage directions	Ext: I can use contractions	
		12	To continue the first act of the playscript	I can lay out my playscript appropriately I can use adjectives for description and stage directions I can use present tense for stage directions I can use contractions	I can develop the first act of my playscript with vivid descriptions and precise stage directions that clearly show characters' emotions and actions. I use present tense accurately, vary my contractions naturally in dialogue, and ensure my layout supports clear performance and understanding.	
		13	To write the second act of a playscript	I can lay out my playscript appropriately I can use contractions I can use the conjunction if I can use present tense for stage directions	I can write the second act of my playscript so it builds on earlier events and develops character relationships or tension. I use precise stage directions, natural dialogue with contractions, and conjunctions like if to show cause and effect, making my script feel realistic and purposeful.	
		14	To write the third act of a playscript	I can lay out my playscript appropriately I can use noun phrases I can use apostrophes for possession	Ext: I can use a simile	
		15	To edit and publish our playscripts	I can edit for coherence and cohesion I can check consistency of tense I can check conjunctions and prepositions I can check punctuation	I can independently edit and refine my playscript to ensure clarity, coherence, and flow. I check and improve tense consistency, the accuracy of conjunctions and prepositions, and punctuation choices, making deliberate language and structural decisions to enhance meaning and effect for the reader or audience.	
		1	To ask a range of investigative questions	I can use question words I can use question marks I can make predictions	Ext: I can use subjectspecific vocabulary	
		2	To research and record factual statements	I can write in present tense I can use subjectspecific vocabulary I can skim and scan for key information	Ext: I can use conjunctions to express an opinion	
		3	To use noun phrases to describe	I can use thoughtful adjectives I can use prepositions I can use a comma between adjectives	Ext: I can use an abstract noun	

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

Thematic link	Allegorical knowledge and symbolic themes explored include writing problems concerning characters leaving role and acting for help.
Discovery Point	Children discover that a creature is hiding in a novel profession and make inferences based on the clues they are presented with.
Literary Language	Children are supported to understand, analyse and use a range of words and phrases from the text such as: 'show and tell a lie'.
Embedded comprehension	Comprehension is embedded through creative opportunities to explore key events in the story and to connect with characters through writing to them.
Embedded grammar	Grammar skills taught include adjectives, the use of conjunctions to sentence, compound sentences and questions.
Spelling and vocabulary	Spelling Seed coverage focuses on common narrative words, using the letter 'a' for the 'a' sound and the 'ub' spelling pattern. Vocabulary choices are explored throughout with a focus on facts and adjectives.
Purpose and audience	Children will share and seek advice through, write letters through instructions, names and queries and reflect to role through speech and thought bubbles.

The Selfish Giant Oscar Wilde	Own version narratives about kindness Letters, first person recounts, diaries, letters, posters, reports	4	To write a recount	I can explore antonyms I can use the past tense to write a recount I can use conjunctions to contrast	I can write detailed recounts using past tense with clarity, contrasting ideas with conjunctions and applying antonyms to add nuance and variety to my writing.						
		5	To understand and use personification as a literary device	I can identify proper nouns I can explore personification I can identify and develop words and phrases the author has used to personify	I can analyse and apply personification effectively, selecting and developing words and phrases to create vivid imagery that brings settings, objects, or concepts to life.						
		6	To make inferences about a character's thoughts and feelings	I can use adjectives that describe characters' feelings I can give reasons for thoughts and feelings, both real and imagined I can use the past and present tense	I can make insightful inferences about characters' thoughts and emotions, using precise adjectives and switching between past and present tense to show understanding and empathy.						
		7	To write a sorry letter	I can identify opposites and antonyms I can identify themes within a story I can explore and use conjunctions to contrast	I can compose reflective and persuasive letters in role, using contrasts, antonyms, and thematic awareness to convey sincerity and emotional depth.						
		8	To discuss, compare and explore themes within and across texts	I can use -sion words to describe themes and settings I can spell words with -sion suffixes I can explore further suffixes, -cian -tion	I can analyse, compare, and discuss themes across texts using precise vocabulary and suffixes to enhance clarity and sophistication in my writing and discussion.						
		9	To create an advert with description using noun phrases	I can use prepositions with, of, in and at I can use commands and questions I can use noun phrases to describe	I can create compelling adverts that combine descriptive noun phrases with prepositions, persuasive commands, and rhetorical questions to engage and influence the audience.						
		10	To identify and express opinions about a book	I can give reasons and justify my ideas I can make connections between the text and other stories I know I can make predictions about a book	I can evaluate texts thoughtfully, justifying opinions, making connections to other reading experiences, and predicting outcomes with insight and reasoning.						
		11	To identify and use a variety of sentence forms	I can explore statements, questions, commands and exclamations I can retell the main events in a story I can use dialogue and quotations	I can craft varied sentence forms for impact, using dialogue, quotations, and structured sentences to enhance narrative clarity, tone, and engagement.						
		12	To plan a story using the main events of a known narrative	I can identify key events I can plan main ideas for an new narrative I can develop a narrative plot using my knowledge of other texts	I can plan original narratives by adapting known story structures, identifying key events, and applying knowledge from other texts to create coherent and imaginative plots.						
		13	To use dialogue to show a character's personality	I can develop a narrative I can write dialogue for a character I can use speech marks or inverted commas	I can reveal characters' personalities and relationships through nuanced dialogue, using accurate punctuation to enhance clarity and reader understanding.						
		14	To use adverbials to move between paragraphs	I can use fronted adverbials I can use commas after a fronted adverbial	I can use a variety of fronted adverbials to link ideas across paragraphs smoothly, maintaining cohesion and enhancing narrative flow.						
		15	To use pronouns to avoid repetition	I can identify overused nouns I can use pronouns and alternative synonyms for nouns I can edit and improve my writing	I can maintain clarity and readability by effectively using pronouns and synonyms, editing my work independently to improve cohesion, variety, and style.						
		The Lion and the Unicorn Shirley Hughes	Own version historical narratives Letters, diaries, character and setting descriptions, non-chronological reports	1	To make inferences about images and objects	I can use conjunctions I can create multi-clause sentences	I can make detailed inferences about images and objects, explaining my reasoning in complex, multi-clause sentences using a range of conjunctions for clarity and precision.				
				2	To explore imagery in historical narrative	I can sort adjectives to describe characters I can answer questions in role	I can analyse and interpret imagery in historical texts, selecting precise adjectives to describe characters and respond thoughtfully in role to deepen understanding.				
				3	To infer characters' thoughts and feelings	I can use speech marks to create dialogue I can write a reporting clause I can use contractions I can use conjunctions	I can infer characters' emotions and motivations, writing nuanced dialogue with correct punctuation, reporting clauses, and conjunctions to create complex, expressive sentences.				
4	Additional Spelling Session: To spell the /u/ phoneme when it is spelt ou			I can write a diary entry in role I can infer characters' feelings	I can apply knowledge of spelling patterns accurately while writing detailed, expressive diary entries in role that show insight into characters' emotions.						
5	To identify and use the rules for regular and irregular plurals			I can use the present perfect tense I can write in role I can identify regular and irregular plurals	I can demonstrate precise grammatical control by applying rules for regular and irregular plurals and the present perfect tense within role-play writing to convey accurate meaning.						
6	I can use noun phrases to persuade			I can use prepositions I can use adjectives	I can craft persuasive writing using rich noun phrases, carefully chosen adjectives, and prepositions to influence and engage the reader effectively.						
7	Additional Spelling Session: To use the correct homophone in context			I can spell some contractions I can spell tricky words	I can demonstrate mastery of spelling by accurately using homophones, contractions, and challenging words in contextually appropriate sentences.						
8	To use an apostrophe for plural possession			I can use plurals for regular and irregular words	I can accurately use apostrophes for plural possession, including both regular and irregular plurals, to clarify meaning and enhance my writing's precision.						

		9	To infer information about a character To describe using adjectives	I can identify evidence in a text I can use conjunctions for comparison	I can infer nuanced information about characters by selecting precise textual evidence and using conjunctions to make sophisticated comparisons in my descriptions.				
		10	I can use the conjunction that to turn direct into reported speech	I can use the conjunction that I can identify speech marks and the reporting clause	I can transform direct speech into reported speech accurately, using 'that' and reporting clauses to maintain meaning and grammatical correctness.				
		11	Additional written outcome: To write a nonchronological report	I can ask questions to find out information I can write statements	I can research and organise information independently, asking effective questions and writing precise, structured statements for an informative non-chronological report.				
		12	To use standard English to create reported speech	I can identify subject-verb agreement	I can apply correct subject-verb agreement and standard English conventions to produce clear, grammatically accurate reported speech.				
		13	To identify and use antonyms	I can write an antonym poem I can identify themes	I can explore contrasting ideas and vocabulary by writing antonym poems, integrating thematic understanding to enrich meaning and expression.				
		14	To use prepositions to write commands	I can use conjunctions that give reason, cause and effect	I can write precise, effective commands enhanced by prepositions and conjunctions that show cause, effect, or reasoning to guide the reader clearly.				
		15	To use personified verbs to describe a setting	I can identify verbs with a progressive suffix I can describe a setting	I can create vivid, dynamic settings using personified verbs with progressive suffixes, bringing the environment to life and enhancing narrative impact.				
The Matchbox Diary Paul Fleischman	Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	1	To ask questions and make predictions about the story	I can read and spell could, should and would I can use verbs could, should, would, might, will, must to ask questions I can make predictions	I can use modal verbs confidently to ask insightful questions and make accurate predictions about a story, demonstrating an understanding of possible outcomes and character motivations.				
		2	To make comparative statements using antonyms and adverbs	I can identify and sort pairs of antonyms I can make inferences and make statements I can use conjunctions and adverbs to make comparisons	I can make sophisticated comparative statements using antonyms and adverbs, linking ideas with conjunctions to express nuanced inferences and contrasts.				
		3	To use the four sentence types to infer a character's thoughts and emotions	I can infer a character's feelings I can use questions, commands, statements and exclamations in my writing I can punctuate each sentence type correctly	I can use a variety of sentence types purposefully to show a character's thoughts and emotions, punctuating each correctly and using this variety to add depth and tone to my writing.				
		4	To use inverted commas and other punctuation to punctuate speech	I can use inverted commas to punctuate speech I can use a comma to separate the reporting clause I can use other sentence-ending punctuation	I can punctuate direct speech accurately with inverted commas, appropriate reporting clauses, and varied sentence-ending punctuation to clarify meaning and enhance dialogue.				
		5	To use noun phrases to describe emotions	I can create noun phrases I can use commas after clauses I know when to use a and an before a word	I can craft detailed noun phrases to describe emotions precisely, using commas and articles accurately to enhance clarity and emotional impact.				
		6	To use conjunctions to write multi-clause sentences	I can use conjunctions to link clauses I can use the appropriate punctuation to demarcate sentences I can use a range of pronouns for clarity	I can write complex, multi-clause sentences using a range of conjunctions and pronouns accurately, ensuring clarity, cohesion, and precision in my writing.				
		7	To identify and discuss themes and conventions in a wide range of books	I can identify and talk about the themes in a story I can record a section of text dictated by my teacher I can give examples to support the themes identified	I can analyse and discuss themes across a wide range of texts, supporting my ideas with textual evidence and identifying conventions that enhance meaning.				
		8	To use conjunctions and adverbs to write a short autobiographical piece	I can talk about objects which are important to me I can use conjunctions to explain I can add detail with adverbial phrases	I can write a coherent autobiographical piece, linking ideas with conjunctions and enriching detail with adverbials to convey personal experiences vividly.				
		9	To research and record facts about a famous landmark	I can identify and use the correct spelling of homophones I can read and record facts about a famous landmark I can discuss my findings with a partner	I can conduct research accurately, recording and discussing key facts about landmarks with correct spelling and clear presentation of information.				
		10	To plan ideas clearly and concisely in chronological order	I can identify features that could be used in my own writing I can plan a biography I can record key ideas in chronological order	I can plan a biography with clarity and precision, sequencing key ideas chronologically and identifying features that will enhance my writing.				
		11	To use paragraphs to organise ideas around a theme	I can use paragraphs to organise my ideas I can write in the third person past tense I can use a range of conjunctions to link ideas	I can organise my writing into cohesive paragraphs around a central theme, using third-person past tense and a variety of conjunctions to link and structure ideas effectively.				
		12	To use organisational features to write the next section of my biography	I can use paragraphs and headings to organise my writing I can use a range of sentence types I can punctuate sentences accurately	I can develop a structured biography using headings, paragraphs, and a variety of sentence types, punctuating accurately to enhance clarity and engagement.				
		13	To use organisational features to write the next section of my biography	I can use paragraphs and headings to organise my writing I can punctuate direct speech accurately I can include historical facts in my writing	I can incorporate historical facts and punctuated direct speech effectively within a well-organised biography, using headings and paragraphs to structure information clearly.				
		14	To use organisational features to write the next section of my biography	I can use paragraphs and headings to organise my writing I can use a range of modal verbs I can use apostrophes for contractions	I can write a biography with clear structure, using modal verbs and contractions accurately to convey tone and certainty, while maintaining cohesion and clarity.				

		15	To edit and improve writing	I can include an introduction to my writing I can notice errors in my writing I can edit for improvement	I can independently edit my writing for clarity, cohesion, and accuracy, improving content, structure, and presentation to produce polished, high-quality work.				
Summer term									
Unit	Writing outcomes -	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage			
Weslandia Paul Fleischman	Imagined land narratives Character description, informative posters, persuasive leaflets, logbook	1	To create a description using a range of adverbials	I can write statements in the simple future tense I can use adverbial clauses	I can use a variety of adverbials and the simple future tense to create detailed, engaging descriptions that show awareness of time, place, and cause.				
		2	To predict the key events in a story and justify observations	I can use a range of causal conjunctions I can make observations I can infer meaning from observations	I can make accurate predictions about key events using observations and causal conjunctions, justifying my ideas with clear reasoning and textual evidence.				
		3	To discuss new vocabulary used by an author and predict meaning	I can identify word classes I can identify authors language I can predict meanings of words using a range of strategies	I can analyse new vocabulary, identify its word class and meaning, and predict its effect on the text, showing understanding of the author's language choices.				
		4	To discuss opinions about a book	I can discuss likes and dislikes about a book I can say what puzzles me about a text I can discuss connections between this book and others I know I can discuss the theme or message in a book	I can evaluate a text critically, explaining my opinions and identifying themes, messages, and connections to other texts with justification.				
		5	To create an adjective by adding the suffix -ous	I can create sentence that begin with a subordinate clause I can use adjectives to describe a character and how they change	I can create precise and engaging adjectives with suffixes like -ous, using them in complex sentences to show character traits and development.				
		6	To order key scenes from a known story To use fronted adverbials to sequence time and place	I can use adverbials for time and place I can sequence main events in a story I can use a comma after a fronted adverbial	I can sequence story events clearly using fronted adverbials for time and place, enhancing cohesion and narrative flow.				
		7	To structure a narrative into paragraphs	I can use adverbials to signal movement between paragraphs I can retell key scenes in a known story	I can structure a narrative into cohesive paragraphs, using adverbials to guide the reader smoothly through events and action.				
		8	To use noun phrases to create an engaging introduction	I can spell words with the suffix -ous I can spell words containing the suffix -ation I can match nouns and adjectives to create a phrase	I can craft engaging introductions using carefully chosen noun phrases, accurately formed with suffixes to enhance imagery and style.				
		9	To identify and summarise information around a theme	I can create a spider diagram I can note information I can make inferences	I can analyse information around a theme, summarising and making inferences to develop a clear and coherent understanding of the topic.				
		10	To organise information and create a plan for writing	I can find information I can organise information around a theme I can say a command sentence	I can independently plan writing by researching and organising information around a theme, showing clarity and purpose in my planning.				
		11	To create a descriptive brochure organised as a nonchronological report	I can organise paragraphs around a theme I can use a range of descriptive devices I can use the conjunction if to express possibility	I can produce an engaging non-chronological report, using descriptive devices and conditional language to inform and persuade effectively.				
		12	To identify and summarise information around a theme	I can create a spider diagram I can note information I can make inferences	I can independently identify and summarise thematic information, making insightful inferences that deepen understanding.				
		13	To organise information and create a plan for writing	I can find information I can organise information around a theme I can make inferences	I can plan writing logically, combining organised information with thoughtful inferences to produce coherent, high-quality work.				
		14	To create a descriptive brochure organised as a nonchronological report	I can organise paragraphs around a theme I can use a range of descriptive devices	I can write a descriptive brochure using well-organised paragraphs and a range of literary devices to inform, persuade, and engage the reader.				
		15	To create a rhetorical question to engage a reader	I can use question stems and question marks I can use some persuasive words	I can craft rhetorical questions and use persuasive language effectively to engage and influence the reader.				
		1	To describe attributes and qualities for a job application	I can explore adjectives using the suffix -ous. I can use appropriate adjectives to describe a character I can use a range of conjunctions	I can choose precise, nuanced adjectives with suffixes like -ous to describe characters or people and combine them in complex sentences using a variety of conjunctions for clarity and emphasis.				
		2	To ask and answer questions in role	I can accurately use question stems and question marks I can answer and ask questions in role I can evaluate and give feedback	I can ask and respond to questions in role confidently, using a variety of question stems, accurate punctuation, and evaluative comments to deepen understanding of character or context.				
		3	To articulate and justify opinions	I can rank my ideas in order of importance I can use cause and effect conjunctions I can consider the effect of prefixes on word meaning	I can articulate and justify nuanced opinions, ranking ideas by importance and using cause-and-effect conjunctions and precise vocabulary, including words modified by prefixes, to strengthen my argument.				
		4	To use synonyms to describe different strengths of emotion	I can use adjectives to describe thoughts, feelings and emotions I can use a variety of synonyms I can describe a character's emotions at different points in a story	I can select and use a wide range of synonyms to describe subtle differences in emotion, showing how a character's feelings develop across a story to create depth and sophistication in my writing.				
		5	To identify and use appropriate descriptive vocabulary	I can choose words that describe a setting I can look up the meaning of unknown vocabulary I can select vocabulary as an author with intention and purpose	I can select and apply precise descriptive vocabulary with intention, using research to enhance my writing and create vivid, purposeful imagery for settings and characters.				

Shackleton's Journey William Grill	Newspaper reports Packing lists (justifications) letters (formal and informal), interviews, diaries	6	To use the present perfect tense to create a diary entry	I can identify and create different verb forms I can use adverbs to describe how recently things happened I can identify irregular past participle verbs	I can write diary entries using the present perfect tense accurately, incorporating adverbs of time and irregular past participle verbs to convey events and emotions with clarity and sophistication.						
		7	To experiment with adverbials to add detail	I can modify word choice for clarity and impact I can use a comma after a fronted adverbial I can identify how an author has used verbs to add detail	I can use a range of fronted adverbials and detailed verbs to enhance description, carefully modifying words and punctuation to maximise clarity, emphasis, and impact.						
		8	To write a persuasive letter	I can discuss my ideas as part of a balanced argument I can give advice using conditional verbs I can use conjunctions to justify and to oppose	I can write a persuasive letter presenting a balanced argument, using conditional verbs, well-chosen conjunctions, and precise vocabulary to justify, oppose, and influence effectively.						
		9	To infer characters' thoughts and feelings	I can use speech marks to create dialogue I can write a reporting clause I can imply a characters' emotions through the description of body language	I can infer complex character thoughts and emotions, conveying them through dialogue, reporting clauses, and descriptive body language to add depth and realism to my writing.						
		10	To explore characters through roleplay	I can ask relevant questions I can make notes and observations about characters using bullet points to organise my ideas I can organise my writing using subheadings	I can explore characters in depth through roleplay, using structured notes, observations, and subheadings to organise insights clearly and analyse characters' behaviour and motivations.						
		11	To summarise the main events in a story	I can identify key events I can use adverbials for time and place I can use conjunctions to extend ideas	I can summarise key events precisely, using adverbials of time and place and a variety of conjunctions to produce cohesive, detailed summaries that retain narrative clarity.						
		12	To use direct speech with inverted commas	I can use quotations to report what people have said I can use alternative words for 'said' I can explore the purpose and audience of a newspaper article	I can use direct speech effectively in writing, selecting precise reporting verbs and punctuation to convey meaning, tone, and audience intent in a newspaper-style article.						
		13	To write the introduction to a newspaper article	I can use when and where fronted adverbials I can summarise events I can use a comma after fronted adverbials	I can craft engaging newspaper introductions using fronted adverbials for time and place, accurate punctuation, and concise event summaries that capture the reader's attention.						
		14	To continue writing a newspaper article	I can recount main events and details I can organise my writing using paragraphs I can use adverbials to add detail	I can develop newspaper articles by organising content into paragraphs, sequencing events with adverbials, and including precise detail to inform and engage the reader.						
		15	To edit and publish a newspaper article.	I can assess the effectiveness of my own and other people's writing I can proof read for spelling and punctuation errors I can edit sentences to ensure clarity and cohesion	I can critically evaluate and refine my newspaper writing, using careful proofreading, effective sentence editing, and consideration of clarity, cohesion, and audience impact.						
		Granny Came Here on the Empire Windrush Patrice Lawrence	Factual reports Informal letters, factual statements, future aspirations, postcards, diary entries, a speech, quotations	1	To make predictions based on a range of clues	I can use the determiners a/an correctly I can use a conjunction to explain I can use some modals	Ext: I can begin my sentence with a subordinate clause				
				2	To use a range of abstract nouns to write a letter of encouragement	I can use abstract nouns I can create noun phrases (noun of noun) I can use conjunctions	Ext: I can use adverbs to sequence				
				3	To use adverbial phrases to record facts about a historical figure	I can listen for facts about historical figures I can record factual statements I can use adverbials to build cohesion	Ext: I can use a relative clause				
				4	To use conjunctions to write about future aspirations	I can write in first person I can use adverbials I can use conjunctions	Ext: I can use abstract nouns				
				5	To use noun phrases to write a postcard	I can use noun phrases I can use adverbials I can use the present perfect tense	Ext: I can use a conjunction to contrast				
6	To use conjunctions to contrast settings descriptions			I can write a multiclaue sentence I can use noun phrases I can use a range of conjunctions to contrast	Ext: I can use apostrophes to show possession						
7	To use adverbials to write nonfiction			I can write in present perfect tense I can use adverbials I can use a range of synonyms	Ext: I can ask rhetorical questions						
8	To use a range of adverbials to add information			I can use adverbials of time I can use adverbials of manner I can use adverbials of place	Ext: I can use noun phrases to avoid repetition						
9	To use adverbials to write a speech			I can use adverbials of time, place and manner I can use conjunctions I can use noun phrases	Ext: I can begin and end my speech appropriately						
10	To research and record facts about a subject			I can take notes I can sort information under subheadings I can create a glossary	I can independently research a topic, organise information under clear subheadings, and create a glossary of key terms to support understanding.						
11	To plan a factual report			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 plan a detailed factual report, grouping information into logical paragraphs with subheadings and using notes and bullet points to structure ideas clearly.						
12	To use adverbials to write the opening of a factual report			I can write in simple past tense I can use a range of adverbials	I can craft an engaging opening for a factual report, using a variety of adverbials and accurate past tense verbs to clearly set the scene or context.						
13	To use conjunctions to continue writing a factual report			I can write in simple past tense I can use conjunctions I can write in third person	I can extend a factual report logically using conjunctions and past tense, maintaining third-person perspective for clarity and consistency.						
14	To use noun phrases to continue writing a factual report			I can write in simple past tense I can use a range of adverbials I can use conjunctions I can use noun phrases	I can continue a factual report using noun phrases, adverbials, and conjunctions to add detail and precision, producing clear and cohesive writing.						

		15	To edit and publish my work	I can check for consistent tense use I can maintain third person I can use noun phrases to avoid repetition I can include quotations	I can edit and refine my factual report to ensure consistent tense, precise language, third-person perspective, and effective use of quotations and noun phrases.				
Jabberwocky Lewis Carroll	Nonsense poems Performance poetry, explanatory descriptions	1	To explore and investigate nonsense words and how meaning can be made of them	I can identify word classes and phrases	I can explore nonsense words and use my understanding of word classes and phrases to interpret or create meaning independently.				
		2	To recognise how poets manipulate words	I can interrogate text	I can analyse how poets manipulate language, considering word choice, structure, and stylistic effects to achieve impact.				
		3	To identify the meaning and class of a word by using prefixes/suffixes and context	I can identify the word class I can hunt for meaning using the context of a word I can understand the effect of a prefix	I can independently determine a word's meaning and class by analysing prefixes, suffixes, and contextual clues, and explain their effect on meaning.				
		4	To retrieve information from text	I can answer questions, referring to the text	I can confidently retrieve and interpret information from a text, supporting answers with precise references.				
		5	To investigate how the words, rhyme and rhythm create the effects that a poet wants to convey	I can recognise how poets play with words I can interpret a narrative	I can analyse how poets use rhyme, rhythm, and wordplay to create intended effects and interpret underlying meaning in the text.				
		6	To increase familiarity with significant poets To be aware of how poems can be read out loud for an audience	I can perform a poem, using the sound of the words to emphasise	I can perform poetry with expression, adjusting tone, emphasis, and pacing to convey meaning and engage an audience.				
		7	To write an explanatory descriptive piece which encompasses expressive adjectives, adverbs and verbs	I can create an explanatory description I can use relevant noun phrases for effect	I can write a detailed and engaging explanatory description, skilfully using noun phrases, adjectives, adverbs, and verbs for clarity and effect.				
		8	To imagine and create a fantasy creature	I can create a fantastical creature using real and nonsense words	I can invent an imaginative fantasy creature, integrating real and nonsense words effectively to enhance creativity and description.				
		9	To create a composition of humorous verse using nonsense words	I can create a composition in the style of Lewis Carroll	I can compose humorous verse inspired by Lewis Carroll, using playful and inventive language to entertain and engage the reader.				
		10	To edit and publish own compositions	I can edit and publish	I can independently edit and refine my poetry and nonsense compositions, improving clarity, style, and impact before publishing.				
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