

Autumn term							
Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (ES)	Greater depth (GDS)	National curriculum coverage	
The Arrival by Shaun Tan	Extended own version narratives Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides	1	To use a range of modal verbs to explore possibilities and ask questions	I can question using modals to speculate I can use conjunctions to give evidence I can start some sentences with a conjunction	I can confidently use a wide range of modal verbs to speculate and explore different possibilities. I can ask thoughtful questions using modal verbs that show curiosity and reasoning. I can use conjunctions effectively to explain or justify my ideas. I can begin sentences with conjunctions deliberately to vary sentence structure and improve flow.		
		2	To be able to identify verbs for different thoughts and feelings	I can use a range of verbs I can use adverbials I can write in the past tense consistently	I can choose precise verbs to show different thoughts, feelings, or intentions. I can use adverbials to add detail, depth, or nuance to my writing. I can write consistently in the past tense while maintaining accuracy and style. I can select verbs thoughtfully to enhance characterisation and engage the reader.		
		3	To convey an emotional scene by considering the effect of alternative adjectives	I can write a passage in the first person I can use appropriate adjectives I can use a range of verbs	Challenge: I can write in present tense consistently to increase tension		
		4	To describe events from an alternative point of view, using a range of powerful verbs and adjectives	I can use verbs to create feeling within my writing I can use a range of emotive adjectives I can use the weather to mirror inner feelings	I can select powerful verbs to create clear feelings and reactions in my writing. I can use a wide range of emotive adjectives to show how characters feel. I can use the weather or setting to reflect characters' inner feelings and mood. I can adapt my viewpoint confidently to show a different perspective.		
		5	To work in role to examine the issues in the text	I can empathise with characters in the story and understand why stories have to be told I can speak and act in role I can develop ideas orally	I can empathise deeply with characters and explain why their stories matter. I can speak and act convincingly in role, showing understanding of motives. I can develop and explore ideas orally with insight and detail.		
		6	To identify how to expand upon a single-clause sentence using adverbial phrases and precise verb choices	I can understand the effect of precise verbs and adverbs within my writing I can use adverbial phrases in different positions I can use a short sentence for effect	I can select precise verbs and adverbs to create strong effects in my writing. I can place adverbial phrases in different positions for impact. I can use short sentences deliberately to emphasise key points. I can expand single-clause sentences into richer, more controlled writing.		
		7	To write in the passive voice to create a more formal tone	I can use formal verbs I can use the passive voice I can infer a character's emotions	I can choose formal verbs and write in the passive voice accurately. I can maintain a formal tone consistently throughout my writing. I can infer characters' emotions and express them subtly in my sentences.		
		8	To describe a setting using expanded noun phrases	I can use prepositional phrases I can use noun+noun phrases I can use adj. +noun phrase	I can use prepositional phrases to give more detail about the setting. I can combine nouns and adjectives to create precise, vivid expanded noun phrases. I can layer adjectives for added impact (e.g., dark, stormy night). I can create immersive settings that enhance mood and atmosphere.		
		9	To be able to infer and imagine what is being said in the form of a script with two parts	I can write a script using adverbs and brackets for stage directions, where appropriate. I can write stage directions in present tense I can use idiomatic language	I can write a two-part script using adverbs and brackets for clear stage directions. I can write stage directions in the present tense for immediate effect. I can include idiomatic language naturally to show character voice. I can imagine and interpret underlying meaning confidently.		
		10	To use tense change for a flash back	I can switch between present and past tense I can use adverbials of time I can use future tense to talk of hopes and dreams	I can switch confidently between past, present, and future tenses to show time shifts. I can use adverbials of time to guide the reader clearly through flashbacks. I can use future tense to describe hopes and dreams. I can maintain clarity and cohesion despite tense changes.		
		11	To write a report using an appropriate tone	I can use expanded noun phrases I can use adverbial phrases I can use conditional sentences to give advice	I can write using expanded noun phrases to add detail and clarity. I can use adverbial phrases to structure information clearly. I can use conditional sentences to give advice or recommendations effectively. I can maintain a formal, factual tone throughout my report.		
		12	To identify how to create a cohesive piece of writing using conjunctions and adverbial phrases	I can identify what a character is feeling at a certain point in the text I can summarise key points in the text I can use cohesive devices to link sentences	I can identify what characters are feeling at specific points in the text. I can summarise key points and ideas concisely. I can link sentences and paragraphs effectively using a variety of cohesive devices. I can create writing that flows logically and keeps the reader engaged.		
		13	To plan to create a third person narrative	I can say what I like, dislike, what puzzles me and if I am reminded of something else from reading the book I can plan to write in paragraphs I can summarise main details for a plan	I can explain what I like, dislike, or find puzzling in a text and make thoughtful connections. I can plan my narrative in clear paragraphs with logical structure. I can summarise the main details to guide my writing. I can plan with awareness of audience, style, and purpose.		
		14	To adapt sentences for audience and purpose	I can write sentences using my notes I can use questions, commands and statements for impact I can use powerful adverbial phrases	I can turn my notes into sentences that suit my audience and purpose. I can use questions, commands, and statements deliberately for effect. I can select powerful adverbial phrases to create impact and emphasis. I can adapt style, tone, and structure to suit different purposes confidently.		
		15	To use a range of devices to create an engaging story	I can use a semi-colon to demarcate I can adapt sentence order for effect I can use adverbs and adverbial phrases	I can use semi-colons and other punctuation effectively to structure complex sentences. I can adapt sentence order for effect, to control pace and tension. I can use adverbs and adverbial phrases to guide reader understanding. I can combine sentence-level techniques to make my story more engaging.		
		16	To develop characters using speech	I can use inverted commas for speech I can use cohesive devices to link ideas I can write the ending to a story	I can use inverted commas accurately for speech. I can use dialogue to reveal character and advance the story. I can link ideas across sentences and paragraphs using cohesive devices. I can develop my characters' voice and personality clearly through speech and actions. I can write a satisfying and consistent ending for my story.		

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

- Thematic link** - Connects knowledge and content across subjects, ensuring that all writing for Year 5 is relevant.
- Discovery Point** - Children discover that a character is feeling in a story, and they explore how the writer has made them feel.
- Literary Language** - Children are encouraged to understand, explain and use language in their writing.
- Embedded comprehension** - Children are encouraged to understand, explain and use language in their writing.
- Embedded grammar** - Children are encouraged to understand, explain and use language in their writing.
- Spelling and vocabulary** - Children are encouraged to understand, explain and use language in their writing.
- Purpose and audience** - Children are encouraged to understand, explain and use language in their writing.

		17	To edit and improve writing using cohesive devices	I can edit and improve my writing I can use cohesive devices I can check accuracy of punctuation	I can review my writing independently and make purposeful improvements. I can use a wide range of cohesive devices to link ideas and sentences. I can check and correct punctuation, spelling, and grammar for accuracy. I can refine my writing so it is polished, clear, and engaging for the reader.				
Windrush Child by Benjamin Zephaniah	Persuasive pitch to the local council Thought bubble, informal letter, poem, diary entry, advice, informal letter	1	To make predictions about a text	I can use modal adverbs I can use modal verbs I can use dashes and semi-colons to link clauses	I can link my ideas clearly using dashes and semi-colons. I can justify my predictions with evidence from the text.				
		2	To extract and sequence events chronologically	I can extract key information from a text I can sequence events in chronological order I can understand an author's intentions	I can identify and extract key information independently. I can sequence events in chronological order accurately. I can explain the author's intentions and how events develop the story.				
		3	To write in an informal tone	To use question tags To use modal adverbs To use punctuation to create an informal tone	I can choose punctuation deliberately to create an informal, conversational tone. I can adapt my writing style to suit the audience.				
		4	To prepare a poem to read aloud	I can speak in a clear voice and loud voice I can use intonation to bring personality to my performance I can use different volumes to emphasise certain points	I can speak clearly and project my voice confidently. I can use intonation and emphasis to bring personality to my performance. I can control volume and pace to highlight key points effectively.				
		5	To create a new version of a known poem	I can analyse features of a poem I can use adverbials of place I can use repetition for effect	I can analyse the features and structure of a poem before adapting it. I can use adverbials of place to give detail and context. I can use repetition deliberately for impact and effect.				
		6	To convey a character's emotions	I can use expanded noun phrases I can use question tags I can use adverbials of time	I can use question tags and adverbials of time to convey mood and tone. I can choose words and structures that make the character's emotions clear and engaging.				
		7	To use a formal tone	I can use formal language I can use dashes and semi-colon to link clauses I can use modal verbs	I can link clauses effectively using dashes and semi-colons. I can use modal verbs to express possibility, advice, or obligation formally.				
		8	To write sentences that express contrast	I can identify contrasting emotions I can use thoughtful emotions vocabulary I can use the adverbs 'however' and 'instead'	I can identify contrasting emotions and ideas clearly. I can choose thoughtful vocabulary to show contrast.				
		9	To give advice on welcoming a new pupil	I can use the subjunctive form I can use the adverbs 'however' and 'instead' I can use modal verbs	I can use adverbs such as 'however' and 'instead' effectively to emphasise difference. I can use the subjunctive form confidently to give advice. I can link contrasting ideas using adverbs like 'however' and 'instead'. I can select modal verbs carefully to suggest possibilities and recommendations.				
		10	To emphasise and understand the importance of rights in a speech	I can identify contrast in a story I can use abstract nouns I can use repetition for effect	I can identify and explain contrasts in a story or text. I can use abstract nouns precisely to emphasise ideas. I can use repetition purposefully to reinforce important points.				
		11	To use figurative language to express feelings	I can use similes and metaphors I can use personification I can use idiomatic language	I can use similes, metaphors, and personification to convey emotion vividly. I can select idiomatic language appropriately to express feelings naturally. I can combine figurative techniques to enhance mood and tone in my writing.				
		12	To convey emotions in a range of ways	I can use figurative language I can use noun phrases I can use an informal tone	I can use figurative language and noun phrases effectively to show feelings. I can adapt tone, using informal or formal styles as needed. I can convey subtle differences in emotion using precise vocabulary.				
		13	To use relative clauses for contrast	I can make comparisons in a story I can use relative pronouns I can use a range of punctuation for relative clauses	I can make comparisons and contrasts in my writing confidently. I can use relative pronouns accurately to add detail. I can use a range of punctuation effectively to structure relative clauses.				
		14	To use a range of adverbs to make comparisons within a text	I can use relative clauses I can use adverbs to express similarities I can use adverbs to express change	I can use adverbs to show similarity, difference, or change clearly. I can select adverbs deliberately to make comparisons impactful.				
		15	To write a personal response to events in a story	I can use figurative language I can use noun phrases I can use an informal tone	I can use figurative language to show my thoughts and feelings. I can create expanded noun phrases to explain my response clearly. I can use an informal tone to write personally and authentically.				
		1	To use a range of synonyms to make a promise	I can identify word class I can restructure a sentence according to whether I am using a word as a noun or a verb I can make a promise to my community	I can choose precise synonyms to convey my meaning clearly. I can restructure sentences to use words as nouns or verbs accurately. I can make a promise to my community that is clear, thoughtful, and meaningful. I can vary my language deliberately to achieve impact.				
		2	To use different types of noun phrase to describe and add detail	I can investigate how noun phrases have been constructed I can create my own noun phrases in a range of different ways I can make inferences about what a character might be thinking	I can analyse how noun phrases are constructed in a text. I can create my own noun phrases in a range of ways to add detail and interest. I can make inferences about what a character might be thinking or feeling. I can use noun phrases to make my writing vivid and precise.				
		3	To use semicolons to mark the boundary between clauses	I can create multi-clause sentences using conjunctions I can use a semi-colon to replace a conjunction I can write a diary entry in role	I can write multi-clause sentences using conjunctions. I can use a semi-colon to replace a conjunction accurately. I can write a diary entry in role using complex sentence structures. I can use punctuation deliberately to improve clarity and style.				
		4	To interrogate a text to identify a mood or theme	I can identify the mood of a page, image or event in the text I can use freeze frames to develop ideas I can use abstract nouns to describe mood	I can identify the mood or theme of a page, image, or event in a text. I can use freeze frames or other strategies to develop and explore ideas. I can select abstract nouns to describe mood and atmosphere. I can explain how the author's choices create mood or convey theme.				

The Promise by Nicola Davies and Laura Carlin	Narrative poem sequels Promises, extended thought bubbles, diary entries, letters in role, figurative captions, summary poems	5	To use modal verbs to indicate possibility	I can explain how using different modal verbs affects meaning I can use modal verbs to express appropriate levels of possibility I can use semi-colons to create multi-clause sentences	I can choose different modal verbs to express varying levels of possibility accurately. I can explain how modal verbs change the meaning or tone of a sentence. I can link clauses using semi-colons to express complex ideas. I can use modal verbs confidently to influence the reader's interpretation.				
		6	To identify and use figurative language to describe	I can find similes, metaphors and examples of personification I can make links between the literal and the figurative I can create captions using similes	I can identify similes, metaphors, and personification in a text. I can make connections between literal and figurative meanings. I can create captions or sentences using figurative language effectively. I can select figurative language purposefully to enhance description.				
		7	To use similes as fronted adverbials	I can create a fronted adverbial using a simile I can change word order to create a different effect I can summarise the events in the story in the form of a poem	I can create fronted adverbials using similes to begin sentences. I can change word order deliberately to create different effects. I can summarise story events creatively in the form of a poem. I can use similes to add vivid detail and atmosphere to my writing.				
		8	To innovate on a known story sequence	I can use the structure of a story to plan a sequel I can make predictions about what might happen next in a story I can identify the main events in my own sequel	I can use the structure of a known story to plan a sequel confidently. I can make predictions about what might happen next in a story. I can identify and sequence the main events in my own sequel. I can adapt existing stories creatively while maintaining coherence.				
		9	To plan for poetic devices	I can identify examples of alliteration in a text I can plan for language choices in a poem I can develop my own examples of alliteration	I can identify examples of alliteration and other poetic devices in a text. I can plan my own language choices and devices for a poem. I can develop original examples of poetic devices to enhance meaning. I can select devices thoughtfully to influence tone, mood, or rhythm.				
		10	To begin to write a sequel in the form of a narrative poem	I can begin a story in the form of a narrative poem I can include poetic devices in my poem I can expand an event in a plan by adding detail and description	I can begin a narrative poem confidently, using structured stanzas. I can include poetic devices deliberately to create effect. I can expand an event in my plan with detailed description and imagery. I can adapt narrative writing skills to the poetic form successfully.				
		11	To use poetic devices to write the middle of a narrative poem	I can continue a story in the form of a narrative poem I can use similes in my poem I can vary the position of a simile within a sentence	I can continue a story in the form of a narrative poem fluently. I can use similes and other devices to enhance description. I can vary the position of a simile or device within a sentence for impact. I can sustain a coherent story within a poetic structure.				
		12	To make specific language choices to finish writing a narrative poem	I can identify how the mood changes at a key point in the story I can write the ending of a story in the form of a narrative poem I can use abstract nouns to describe mood	I can identify key points where the mood changes and adjust language. I can write a compelling ending for a narrative poem. I can use abstract nouns and figurative language to convey emotion and atmosphere. I can choose words deliberately to create impact and resolution.				
		13	To edit writing for use of punctuation	I can check that my poem is correctly punctuated I can identify and create opportunities to replace conjunctions with semicolons I can extend single-clause sentences, using semicolons to mark the boundaries between clauses	I can replace conjunctions with semi-colons to create complex sentences. I can extend single-clause sentences into multi-clause sentences for effect. I can edit deliberately to improve clarity, cohesion, and style.				
		14	To publish our narrative poems	I can present my poem in the form of a vertical scroll I can use different layouts and text shapes for effect I can include edits in my final version	I can present my poem creatively, using vertical scrolls or other layouts. I can choose text shapes and layouts to create visual impact. I can include my edits and refinements in the final published version. I can present my work confidently to an audience or display.				
		15	To perform our poems for an audience	I can recite my poem in front of others I can act out my poem, adding actions or freeze frames for effect I can vary the tone and volume of my voice for effect	I can recite my poem confidently in front of others. I can act out my poem using freeze frames or gestures to enhance meaning. I can vary tone, pace, and volume to create impact and engage the audience. I can perform with expression, showing understanding of mood and meaning.				
		1	To use a range of devices to describe	I can use my senses to describe sounds and textures I can use adjectives in various forms I can use a variety of noun phrase structures to describe	I can use adjectives in different forms to add depth and variety. I can create and vary noun phrases to describe people, places, and things clearly. I can select descriptive devices deliberately to enhance my writing.				
		2	To draw inferences such as characters' feelings, thoughts and motives from their actions	I can talk about how a character might be feeling using clues from the text	I can explain how a character might be feeling or thinking using clues from the text. I can infer motives behind a character's actions confidently. I can justify my ideas with clear reasoning and reference to the text.				
		3	To make inferences about a characters' feelings from their actions, and justify with evidence from the text	I can use textual clues to make inferences about a character's emotions I can use evidence from the text to back up my ideas I can develop my vocabulary for describing emotions	I can use textual clues to infer a character's emotions. I can support my inferences with evidence from the text. I can use precise vocabulary to describe complex emotions. I can explain the impact of characters' feelings on the story.				
		4	To write in role	I can use first person I can express a character's emotion I can use adverbial phrases to show the passing of time and place	I can write in the first person to show a character's perspective. I can express a character's emotions clearly and consistently. I can use adverbial phrases to show the passing of time and place. I can adapt tone and style to reflect a character's personality and situation.				
5	To retrieve, record and present information from nonfiction To ask relevant questions to extend their understanding and knowledge	I can retrieve, record and present information from nonfiction I can ask questions to extend my learning	I can retrieve, record, and present information accurately from nonfiction sources. I can ask thoughtful questions to deepen my understanding. I can organise information logically and clearly for others to follow.						
6	To retrieve, record and present information from nonfiction	I can retrieve, record and present information from nonfiction I can sort information into groups I can differentiate between fact and opinion	I can sort information into groups or categories effectively. I can distinguish between fact and opinion confidently. I can present my information clearly, using headings or diagrams where appropriate.						

The Hidden Forest by Jeannie Baker	Balanced discussions Research notes, non-chronological reports in the form of a letter to a character	7	To use modal verbs or adverbs to indicate degrees of possibility	I can use modal verbs in my writing I can understand the impact of using different modal verbs in a sentence I can select the appropriate modal for the message I want to give	I can choose modal verbs or adverbs deliberately to show different levels of possibility. I can explain how my choice of modal affects the meaning of a sentence. I can select the most appropriate modal for the message I want to convey. I can use modal verbs and adverbs in multi-clause sentences to create impact. I can plan a letter, thinking carefully about my audience and purpose. I can include modal verbs to express advice, possibility, or obligation effectively. I can structure my ideas logically, using paragraphs and cohesive devices. I can use rhetorical questions or other strategies to engage the reader.
		8	I can use modal verbs in my writing I can understand the impact of using different modal verbs in a sentence I can select the appropriate modal for the message I want to give	I can plan a letter, thinking about who I am writing to and why I am writing	I can use headings and subheadings to organise my ideas clearly. I can use presentational devices (diagrams, bullet points, tables) effectively. I can include modal verbs to show possibility or make recommendations. I can write in a clear, formal tone appropriate for reports.
		9	To write a nonchronological report using further organisational and presentational devices To use modals to indicate degrees of possibility	I can use headings to organise my ideas I can use presentational devices appropriate for the task I can use modal verbs	I can use adverbials to link ideas across sentences and paragraphs. I can edit my writing to improve cohesion and clarity. I can vary the position of adverbials for effect. I can combine adverbials with other cohesive devices to enhance flow.
		10	To use adverbials to provide greater text cohesion	I can use adverbials to ensure text cohesion I can edit my writing for impact	I can give opinions confidently, using facts and arguments to justify them. I can participate actively in debates or role play, listening to others respectfully. I can respond thoughtfully to counterarguments. I can speak clearly and persuasively to influence others.
		11	To articulate and justify answers, arguments and opinions To participate in role play and debates	I can give my opinion by using facts & arguments to justify I can take part in a debate, speaking clearly and listening to others	I can plan my writing, structuring paragraphs effectively for my audience and purpose. I can use brackets to add extra information clearly and accurately. I can include modal verbs and rhetorical questions in my plan for impact. I can adapt my style and tone to suit the intended audience.
		12	To plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own To use brackets to indicate parenthesis	I can plan my writing by planning paragraphs I can use brackets I can plan for using my new learning on modal verbs and rhetorical questions	I can write a balanced argument, presenting multiple points of view fairly. I can use emotive language, modal verbs, rhetorical questions, and brackets for effect. I can structure my argument logically with clear paragraphs.
		13	To write a balanced argument	I can use emotive language, rhetorical questions, modal verbs, the use of brackets to show added information	I can express my opinion clearly in the conclusion. I can maintain a formal tone and ensure cohesion throughout.
		14	To write a balanced argument		I can review my writing critically and make purposeful edits. I can improve punctuation, vocabulary, cohesion, and sentence structure. I can refine my work to make it clear, engaging, and precise. I can apply feedback independently to improve my writing further.
15	To conclude a balanced argument	I can express my opinion I can conclude a balanced argument			
16	To be able to improve and edit writing based on feedback	I can edit my writing based on feedback			

Spring term

Unit	Writing outcomes	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage
Biographies	Research notes, non-chronological reports in the form of a letter to a character	1	To discuss different points of view	I can identify subject specific vocabulary I can use a range of conjunctions, adverbs and prepositions I can use modal verbs	I can identify and explain subject-specific vocabulary confidently. I can use a wide range of conjunctions, adverbs, and prepositions to link ideas and show relationships. I can select and use modal verbs to indicate possibility, probability, or certainty. I can compare and discuss different points of view clearly and thoughtfully.	
		2	To write a persuasive poster	I can use adverbs for emphasis I can use conjunctions I can use formal, persuasive sentence starters	I can use adverbs deliberately to emphasise key points and persuade the reader. I can link ideas effectively using conjunctions for cohesion. I can begin sentences with formal and persuasive sentence starters to capture attention. I can adapt tone, language, and layout to make my poster persuasive and engaging.	
		3	To describe emotions in a diary entry	I can use expanded noun phrases to describe emotions I can show emotions through actions I can use rhetorical questions	Ext: I can use question tags to express uncertainty	
		4	To infer meaning from literary language	I can discuss the use of literary language I can make suggestions about the author's intent I can identify some different forms of literary language	I can discuss how literary language affects meaning, mood, and tone. I can suggest why the author has used specific words, phrases, or techniques. I can identify different forms of literary language (e.g., similes, metaphors, personification) and explain their impact. I can make reasoned inferences about meaning beyond the literal text.	
		5	To use the passive voice to report events	I can identify the subject and object of a sentence I can begin a sentence with the object I can use formal/factual adverbials	I can identify the subject and object in a sentence and understand their roles. I can begin a sentence with the object to create a passive structure. I can use formal or factual adverbials to add detail and precision. I can write accurate, formal reports using the passive voice consistently.	
		6	To write an undercover review	I can write in passive voice I can use relative clauses I can use expanded noun phrases	Ext: I can use parentheses to add detail	
		7	To summarise and take notes of key events	I can sequence key events I can use note form to summarise I can use abstract nouns to identify and compare emotions	I can sequence key events clearly and logically. I can summarise information concisely using note form. I can use abstract nouns to identify, compare, and analyse characters' emotions. I can select and organise information thoughtfully to support understanding or discussion.	
		8	To create a persuasive leaflet for the resistance	I can use modal verbs I can use dashes for emphasis I can use abstract nouns to inspire	Ext: I can use the subjunctive to persuade	
		9	To identify qualities of a character	I can identify abstract nouns that describe a character I can identify evidence of a character's qualities I can create abstract noun phrases	I can identify abstract nouns that describe a character's qualities. I can find and explain evidence from the text to support my ideas. I can create abstract noun phrases to describe characters with precision. I can analyse how a character's qualities influence the story.	

Resist - Tom Palmer	Hosters, diary entries, journalistic pieces, persuasive leaflets, biographical paragraph	10	To describe a character using evidence	I can write consistently in the third person, past tense I can use the passive voice I can use abstract nouns/ phrases to describe	I can write consistently in the third person and past tense. I can use the passive voice to create a formal or objective tone. I can select abstract nouns and phrases to convey a character's traits effectively. I can link evidence to description to justify my interpretation.				
		11	To research a historical figure	I can read for research I can organise research into headings I can make notes and use bullet points	I can read selectively to find relevant research information. I can organise research under clear headings for clarity. I can take concise notes and use bullet points effectively. I can synthesise information from different sources to build understanding.				
		12	To plan a biography	I can organise information into appropriate headings I can use adverbials for cohesion I can use noun phrases	I can organise information logically into appropriate headings. I can use adverbials to link ideas and paragraphs for cohesion. I can use noun phrases to add detail and precision to my plan. I can plan with awareness of audience and purpose.				
		13	To write an engaging introduction to a biography	I can pose rhetorical questions I can use modal verbs I can use abstract nouns	I can pose rhetorical questions to engage the reader. I can use modal verbs to indicate possibility, opinion, or emphasis. I can use abstract nouns to convey key ideas or themes. I can write an introduction that hooks the reader and sets the tone.				
		14	To write a biography	I can use a range of formal/factual adverbials I can use dashes I can write relative clauses	I can use a range of formal or factual adverbials to add precision and clarity. I can use dashes to add additional information for impact. I can write relative clauses to add detail and link ideas. I can maintain a formal, factual tone appropriate for a biography.				
		15	To write a biography	I can use adverbial adverbials I can use a range of sentence structures I can write with consistency of tense	I can use adverbs and adverbial phrases to add cohesion and detail. I can vary sentence structures to maintain reader interest. I can write consistently in the correct tense throughout the biography. I can link information logically to create a coherent narrative.				
		16+	To conclude, publish and present writing	I can use a range of formal/factual adverbials I can edit for clear paragraphing I edit for use of pronouns and noun phrases	I can use formal or factual adverbials to conclude effectively. I can edit my writing for clear paragraphing and organisation. I can refine pronouns and noun phrases to maintain clarity and precision. I can present my writing confidently and accurately for an audience.				
Stonewall: A Building An Uprising, A Revolution by Rob Sanders	A visitor's guide to The Stonewall Inn National Historic Landmark Adverts, short news reports, protest banners, writing in role	1	To explore themes from the text	I can use abstract nouns I can use political vocabulary in context I can make links between themes and explain what they mean to me	I can identify and use abstract nouns to describe themes and ideas. I can apply subject-specific vocabulary, including political or thematic terms, in context. I can make links between themes and explain their meaning and significance to me. I can discuss and compare themes across different parts of a text.				
		2	To summarise key information to answer a question	I can define new vocabulary in context I can select and summarise key information I can use collected information to answer a question	I can select, summarise, and organise key information effectively. I can use collected information to answer questions clearly and accurately. I can infer meaning from the text and justify my answers with evidence.				
		3	To use expanded noun phrases to create an advert	I can create expanded noun phrases I can use prepositions I can use a range of sentence types	I can create expanded noun phrases to give extra information about place, time, and relationship. I can vary my sentence types (short, long, complex) for effect. I can make language choices that engage the reader and suit the purpose of an advert.				
		4	To use the passive voice to record events	I can identify the subject, verb and object of a sentence I can change sentences from the active to the passive I can write sentences in the passive voice	I can identify the subject, verb, and object in a sentence accurately. I can change sentences from the active to the passive voice confidently. I can write sentences in the passive voice to create a formal or factual tone. I can use passive structures to emphasise the action or the object rather than the actor.				
		5	To use quotes to record eye-witness accounts	I can use inverted commas I can use a range of punctuation I can use formal synonyms for said	Ext: I can use a relative clause				
		6	To create a short news report	I can include direct quotes I can use the passive voice I can use powerful verbs and adjectives I can use formal adverbials	I can include direct quotes accurately to support my reporting. I can use the passive voice to emphasise events or actions. I can choose powerful verbs and adjectives to make my report engaging. I can use formal adverbials to add detail and clarity.				
		7	To write contrasting setting descriptions	I can use ambitious adjectives I can switch tense between present and past I can use contrasting conjunctions	I can use ambitious and precise adjectives to create vivid settings. I can switch tense between present and past to show different perspectives. I can use contrasting conjunctions to highlight differences between settings. I can create descriptions that evoke mood and atmosphere.				
		8	To use question tags to create a slogan	I can use modal verbs I can use apostrophes for contraction I can use a comma and question mark	I can use modal verbs to suggest possibility or influence. I can use apostrophes correctly for contractions in slogans. I can punctuate slogans correctly with commas and question marks. I can write concise, persuasive slogans that engage the reader.				
		9	To write in role as the Stonewall Inn	I can use adverbials of time I can use a question tag I can use contrasting conjunctions	I can use adverbials of time to structure my writing. I can include question tags to engage the reader. I can use contrasting conjunctions to highlight differences or changes. I can write in role convincingly, showing awareness of perspective and audience.				
		10	To plan a guide	I can ask questions I can research and take notes I can group information in paragraphs I can draft subheadings	I can ask thoughtful questions to guide my research. I can research, take notes, and select relevant information. I can group information logically into paragraphs. I can draft clear and informative subheadings.				

		11	To write the introduction to a visitor's guide	I can create a slogan I can use questions to address the reader I can use historic and political vocabulary	<p>I can create a slogan that hooks the reader.</p> <p>I can use questions to address and engage the audience.</p> <p>I can use historical and political vocabulary accurately.</p> <p>I can write an introduction that sets the tone and purpose of the guide.</p>				
		12	To write informative paragraphs for a guide	I can use expanded noun phrases I can use prepositions I can an appropriate tense	<p>I can use expanded noun phrases to add detail and clarity.</p> <p>I can use prepositions to give precise information about place, time, or relationship.</p> <p>I can write consistently in the appropriate tense for clarity.</p> <p>I can structure information logically to inform the reader effectively.</p>				
		13	To write informative paragraphs for a guide	I can use a formal and informative style I can use the passive voice I can use formal adverbials	<p>I can write in a formal and informative style suitable for a guide.</p> <p>I can use the passive voice to emphasise actions or facts.</p> <p>I can use formal adverbials to link ideas and add detail.</p> <p>I can ensure my writing is accurate, clear, and cohesive.</p>				
		14	To edit my writing	I can edit for coherence and cohesion I can check consistency of tense I can include a relative clause	<p>I can edit my writing for coherence and cohesion throughout.</p> <p>I can check and maintain consistency of tense.</p> <p>I can include relative clauses to add precision and detail.</p> <p>I can refine vocabulary, punctuation, and sentence structures for clarity and impact.</p>				
		15	To publish my writing	I can present my work clearly I can use a clear layout which suits the purpose I can think about the audience and purpose of my writing I can use images to support my writing	<p>I can present my work clearly and professionally.</p> <p>I can use a layout that suits the purpose and enhances readability.</p> <p>I can consider my audience and purpose carefully in my presentation.</p> <p>I can include images or diagrams that support and enhance my writing.</p> <p>I can make final refinements to ensure accuracy, clarity, and engagement.</p>				
The Three Little Pigs Project by The Guardian *11m	Collection of letters Headlines, news reports, persuasive speeches, narrative from particular viewpoint, newspaper comments, diaries, debate	1	To write a newspaper headline with bias	I can identify statements of fact and opinion I can use a journalistic style to write a headline I can write a headline that shows bias	<p>I can distinguish between statements of fact and opinion confidently.</p> <p>I can write a headline in a journalistic style that is clear and engaging.</p> <p>I can choose words to show bias and influence the reader's perspective.</p> <p>I can evaluate the impact of my word choices on the reader.</p>				
		2	To use the passive voice to create a journalistic tone	I can identify the subject and object in a sentence in the active voice I can rewrite active sentences in the passive voice I can create a formal tone through language choices	<p>I can identify the subject and object in active sentences.</p> <p>I can rewrite active sentences in the passive voice accurately.</p> <p>I can select language to create a formal and objective tone.</p> <p>I can use the passive voice strategically to emphasise actions or events.</p>				
		3	To write a newspaper article with bias	I can use hyphenated adjectives I can select adjectives to show a specific point of view I can select verbs for a formal tone	<p>I can use hyphenated adjectives to convey nuance or emphasis.</p> <p>I can select adjectives deliberately to show a specific point of view.</p> <p>I can choose verbs that create a formal tone appropriate for journalism.</p> <p>I can structure my article to influence the reader's opinion subtly.</p>				
		4	To use relative clauses to provide more information about a noun	I can use relative pronouns to add detail I can create sentences with relative clauses I can argue a case in role	<p>I can use relative pronouns to add detail and clarify meaning.</p> <p>I can create complex sentences with relative clauses for precision.</p> <p>I can argue a case in role, using relative clauses to add sophistication.</p> <p>I can vary sentence structures for effect and emphasis.</p>				
		5	To consider events from alternative perspectives	I can sequence events in chronological order I can make inferences about what might have happened, based on what I know I can imagine the main events in the story from the wolf's perspective	<p>I can sequence events in chronological order to understand story structure.</p> <p>I can infer what might have happened from clues in the text.</p> <p>I can imagine and describe events from a different character's perspective.</p> <p>I can justify my interpretations using evidence and reasoning.</p>				
		6	To write in role to show another perspective	I can recount events from a different perspective I can use a range of adverbials to link ideas I can choose adjectives to show a specific point of view	<p>I can recount events convincingly from a different perspective.</p> <p>I can use a range of adverbials to link ideas and create cohesion.</p> <p>I can choose adjectives deliberately to convey a character's viewpoint.</p> <p>I can adapt tone and style to suit the chosen perspective.</p>				
		7	To add parentheses into sentences, indicated with appropriate punctuation	I can add extra information into a sentence I can choose the appropriate punctuation for parenthesis I can express opinions about the events in the advert	<p>I can add extra information into sentences without breaking flow.</p> <p>I can select the appropriate punctuation for parentheses (brackets, commas, dashes).</p> <p>I can express opinions about events or ideas clearly within parenthesis.</p> <p>I can vary punctuation for effect and clarity.</p>				
		8	I can write a diary entry from one character's perspective	I can write a diary entry in the first person I can use parenthesis in my diary entry I can use an informal tone in writing	<p>I can write in the first person to show a character's perspective.</p> <p>I can include parenthesis to add extra thoughts or commentary.</p> <p>I can maintain an informal tone consistent with diary writing.</p> <p>I can reveal a character's emotions and reflections through language choices.</p>				
		9	To express and justify different opinions about an issue	I can answer the same question in a range of different ways I can use drama techniques to understand different points of view I can provide reasoned justifications for views on both sides of an argument	<p>I can answer the same question in multiple ways, considering different viewpoints.</p> <p>I can use drama or discussion techniques to understand and explore perspectives.</p> <p>I can provide reasoned justifications for my views on both sides of an argument.</p> <p>I can link opinions to evidence or examples confidently.</p>				
		10	To plan for a series of letters written from different perspectives	I can empathise with a range of different points of view I can develop an argument I can justify a point of view from a first-person perspective	<p>I can empathise with a range of different points of view.</p> <p>I can develop and structure arguments for each perspective.</p> <p>I can justify a point of view in first-person writing.</p> <p>I can plan writing strategically to show contrasting perspectives.</p>				
		11	To write informally from a specific point of view	I can identify and use use informal language I can use question tags and contractions I can maintain a viewpoint	<p>I can select and use informal language appropriately.</p> <p>I can use question tags and contractions to create a conversational tone.</p> <p>I can maintain a consistent viewpoint throughout my writing.</p> <p>I can adapt tone to engage the intended audience effectively.</p>				

		12	To write formally from a specific point of view	I can use formal language I can use relative clauses to add detail I can use rhetorical questions	I can select formal language to match the purpose and audience. I can use relative clauses to add precision and detail. I can include rhetorical questions to engage or persuade the reader. I can maintain a formal tone consistently throughout the text.					
		13	To mark parenthesis appropriately when writing from different points of view	I can argue a case and justify it with reasons in the form of a letter to the editor I can choose the style and tone that I will use in my writing I can use brackets, commas and dashes to mark parenthesis	I can argue a case and justify it with reasons in letters or formal writing. I can choose an appropriate style and tone for my writing. I can use brackets, commas, or dashes to mark parenthesis accurately. I can vary punctuation to enhance meaning and clarity					
		14	To edit my letters	I can check that I have used the passive voice in my letters I can ensure that I have used relative clauses which are appropriate to the tone of my letter I can check the use of parenthesis in my letters I can check the formality is consistent within a letter	I can check that the passive voice is used accurately and effectively. I can ensure relative clauses match the tone and style of the letter. I can check parenthesis is correctly punctuated and purposeful. I can maintain consistent formality and polish my language for clarity.					
		15	To publish my letters in the form of a newspaper letters page	I can use my word processing knowledge to type up my letters I can lay out my letters in the style of a newspaper letters page I can create appropriate sub-headings for my letters	I can use word-processing skills to type up my letters neatly. I can lay out letters in the style of a newspaper letters page. I can create sub-headings that are clear and appropriate. I can consider audience and purpose carefully in my presentation. I can combine text and formatting effectively to engage the reader.					
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Unit	Writing outcomes -	Lesson No.	Learning objective	Expected Standard (EXS)	Greater depth (GDS)	National curriculum coverage				
The Wind in the Wall by Sally Gardner	Extended narrative Posters, figurative writing, descriptions, old English letter	1	To use a range of noun phrases to create a warning poster/ advertisement.	I can use a range of abstract nouns I can use prepositions I can use conjunctions I can use a hyphen	I can use a range of abstract nouns I can use prepositions I can use conjunctions I can use a hyphen I can use prepositions to add detail and clarity. I can link ideas effectively using conjunctions. I can use hyphens to create compound adjectives for impact.					
		2	To use a range of noun phrases to describe	I can use noun phrases I can use metaphors I can write in present tense I can use prepositions	I can use metaphors to enhance description. I can write consistently in present tense for immediacy. I can use prepositions to show relationships between objects, people, or places.					
		3	To use figurative techniques to describe setting	I can use metaphors I can use thoughtful verbs and adjectives I can use personification I can use prepositions I can create an extended metaphor	I can use metaphors to create vivid imagery. I can choose ambitious verbs and adjectives to create atmosphere. I can use personification to bring settings to life. I can use prepositions to add spatial detail. I can create extended metaphors to enrich description.					
		4	To use figurative techniques to describe character	I can use metaphors and personification I can use noun phrases I can use a colon for emphasis	can use metaphors and personification to describe personality or mood. I can use noun phrases to add detail and precision. I can use a colon for emphasis to highlight key traits. I can choose figurative language deliberately to convey meaning.					
		5	To use the subjunctive to give formal advice	I can use the infinitive form of the verb, including "be" I can use conjunctions I can use adverbs	I can use the infinitive form of verbs, including "be," to express formal advice. I can use conjunctions to link ideas clearly. I can include adverbs to emphasise advice or recommendation. I can maintain a formal tone throughout my writing.					
		6	To use old English to write a letter of advice	I can use the subjunctive tone I can structure my letter appropriately I can use full/ less suffix	I can write in a subjunctive tone suitable for historical or formal advice. I can structure my letter appropriately with clear sections and paragraphs. I can use suffixes like -ful and -less accurately for effect. I can adapt language for historical context while maintaining clarity.					
		7	To use a range of adverbials to write an action scene	I can use adverbials of manner I can use adverbials of time I can use adverbials of place I can use short sentences and repetition for effect	I can use adverbials of manner, time, and place to create a vivid action scene. I can use short sentences and repetition for dramatic effect. I can sequence events clearly to build tension and pace. I can choose adverbials deliberately to enhance atmosphere.					
		8	To use the passive voice to build tension	I can use the past participle form of the verb I can use agentless passive I can use adverbials	I can write agentless passive sentences to create suspense. I can include adverbials to add detail and control pace. I can use passive structures strategically to focus on events rather than actors.					
		9	To plan dialogue	I can write in first person I can use synonyms for said I can use contractions to show speech I can use the language of speech	I can write dialogue in first person to show character voice. I can choose synonyms for "said" to convey tone and emotion. I can use contractions to reflect natural speech. I can use the language of speech to show character personality and intention.					
		10	To integrate dialogue in narrative	I can use the conventions of dialogue I can use show not tell I can use a dash to show a sharp interruption I can use ellipses to show a fade out	I can follow the conventions of dialogue accurately (punctuation, speech marks). I can use "show, not tell" to reveal character and emotion. I can use a dash to indicate a sharp interruption in speech. I can use ellipses to indicate trailing off or hesitation.					

		11	To plan a Gothic narrative	I can summarise narrative into sections I can write identify when I would change tense I can use adverbials and conjunctions to sequence events	I can summarise a narrative into clear sections for planning. I can identify when to change tense for effect. I can use adverbials and conjunctions to sequence events logically. I can plan to build suspense and atmosphere through sentence structure.					
		12	To write the start a narrative in present tense.	I can use abstract nouns I can use expanded noun phrases I can use adverbials and conjunctions	I can use abstract nouns to convey mood and theme. I can create expanded noun phrases to add detail. I can use adverbials and conjunctions to link events and ideas. I can write in present tense to create immediacy and engagement.					
		13	To use past tense in narrative	I can write in paragraphs I can use expanded noun phrases I can use adverbials and conjunctions I can use short sentences and repetition to build tension	I can write in paragraphs to structure ideas clearly. I can use expanded noun phrases to enhance description. I can use adverbials and conjunctions to sequence events. I can use short sentences and repetition to build tension.					
		14	To use passive voice to build tension	I can write in paragraphs I can use expanded noun phrases I can use adverbials and conjunctions	I can structure paragraphs effectively to create suspense. I can use expanded noun phrases to focus on key details. I can use adverbials and conjunctions to link events and build mood. I can use passive voice deliberately to emphasise events or objects rather than actors.					
		15	I can integrate dialogue in a narrative	I can use the conventions of dialogue I can use show not tell I can use a dash to show a sharp interruption I can use ellipses to show a fade out	I can follow dialogue conventions accurately. I can use "show, not tell" to reveal character or tension. I can use a dash for sharp interruptions and ellipses for fading thoughts. I can integrate dialogue seamlessly into narrative for effect and pace.					
Some Places More Than Others by Renee Watson	The Suitcase Project Transition project to represent children: maps, recipes, poems, photos and biography	1	To make inferences about a character	I can make inferences about a character I can think about the things I am grateful for	I can make inferences about a character's thoughts, feelings, and motives using textual clues. I can reflect on my own experiences and draw parallels with characters' actions. I can justify my inferences with evidence from the text.					
		2	To write a persuasive letter	I can write a letter in role using a persuasive tone I can use persuasive devices I can use conjunctions to explain	I can write a letter in role using a persuasive tone appropriate to the audience. I can use a range of persuasive devices (e.g., rhetorical questions, emotive language). I can link ideas using conjunctions to explain and justify my argument. I can structure my letter logically to enhance persuasion.					
		3	To express an opinion	I can express my opinion I can use conjunctions to extend my ideas	I can express my opinion clearly and confidently. I can extend my ideas using conjunctions and supporting reasoning. I can consider alternative viewpoints when forming my opinion.					
		4	To explore figurative language To ask questions	I can explore figurative language I can ask questions	I can identify and explain figurative language in a text. I can ask thoughtful questions to explore meaning, mood, and author intent. I can make links between figurative language and character or theme.					
		5	To use the future tense	I can write in the future tense using 'will' and 'going to' I can use apostrophes for contractions I can use question tags	I can write accurately in the future tense using 'will' and 'going to'. I can use apostrophes correctly for contractions in future-tense writing. I can include question tags to create variety and emphasis. I can convey predictions or plans clearly using future tense.					
		6	To make comparisons between two characters	I can compare two characters I can use deduction	I can compare and contrast two characters' thoughts, feelings, and actions. I can use deduction and inference to explain similarities and differences. I can justify my comparisons using evidence from the text.					
		7	To use adverbial phrases for humour	I can create labels for my own memory map I can use adverbials for humour	I can create humorous adverbial phrases to enhance writing. I can label and organise ideas in my own memory map. I can use adverbials deliberately to create comedic timing or effect.					
		8	To make deliberate vocabulary choices to create a 'roots' poem	I can explore synonyms for verbs I can use similes and metaphors I can use questions	I can explore synonyms for verbs to make precise language choices. I can use similes and metaphors to add figurative meaning. I can include questions in my poem to engage the reader and reflect thought. I can select vocabulary deliberately to convey mood or theme.					
		9	To use adverbial phrases to write a summary	I can identify key details I can use adverbials phrases I can use the future tense	I can identify and select key details from a text. I can use adverbial phrases to link and summarise events clearly. I can write in the future tense where appropriate to convey prediction or planning. I can structure summaries logically for clarity.					
		10	To write a set of instructions	I can use imperative verbs to write instructions I can use colons and semi-colons to create lists I can use causal conjunctions to explain	I can use imperative verbs to write clear and concise instructions. I can use colons and semi-colons to structure lists effectively. I can use causal conjunctions to explain reasoning behind steps. I can make instructions easy to follow for the intended audience.					
		11	To write a poem to express my needs and wants	I can explore the difference between needs and wants I can create noun of noun phrases I can consider the 'size' of each noun phrase	I can explore and distinguish between needs and wants. I can create noun-of-noun phrases to add depth and specificity. I can vary the 'size' and complexity of noun phrases for effect. I can convey emotion and reflection clearly through poetic language.					
		12	To explore how people express their emotions	I can link emotions with actions and words I can use conditional conjunctions I can use modifying adverbs	I can use conditional conjunctions to explore possibilities. I can use modifying adverbs to add precision and subtlety. I can analyse how language conveys emotional meaning effectively.					
		13	To analyse and compare two poems with a similar structure and message	I can compare two poems with a similar structure, identifying similarities between them I can summarise the messages of both poems	I can compare poems with a similar structure, identifying similarities and differences. I can summarise the central message or theme of each poem. I can explain how structural or linguistic choices affect meaning. I can make evaluative judgements about style and effectiveness.					

		14	To plan the content of a poem	I can explore the people and places that are important to me I can consider the lessons I have learnt from them?	<p>I can explore people, places, and experiences that are important to me.</p> <p>I can reflect on lessons learned and include these in my poem.</p> <p>I can plan content thoughtfully to give my poem meaning and coherence.</p> <p>I can organise ideas to create a clear poetic structure.</p>				
		15	To write a poem	I can write a new poem using an existing structure I can use noun phrases I can use alliteration	<p>I can write a new poem using an existing structure as a model.</p> <p>I can use noun phrases and figurative language effectively.</p> <p>I can include alliteration and other sound devices for effect.</p> <p>I can select vocabulary deliberately to convey mood, tone, or theme.</p>				
		16	To edit a poem	I can edit my poem	<p>I can review and refine my poem for clarity, impact, and cohesion.</p> <p>I can edit vocabulary, punctuation, and figurative language for precision.</p> <p>I can ensure my poem conveys meaning effectively to the reader.</p>				
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