	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	*Whole-School Unit** Entertain (15 steps) Poetry (10 steps)	Entertain (15 steps) Inform (15 steps)	Entertain (15 steps) Persuade (10 steps)	Entertain (15 steps) Poetry (10 steps)	Persuade (15 steps) Inform (9 steps)	Inform (10 steps) Entertain (11 steps) Poetry (5 steps)
Written Outcomes	*Range of genres (whole-school unit)** Narrative (journey) Free verse poems	Fable Non-chronological report	Narrative (focus on setting and dialogue) Persuasive speech	Personal Narrative (memoir) Poetry (calligrams & free verse)	Persuasive letters Instructions	Non-chronological report Narrative Poetry (kennings)
NC: Composition **(planning, drafting, editing and proof-reading)**	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures • Organise paragraphs around a theme • In narratives, create settings, character and plot • In non-narrative material, use simple organisational devices (for example headings and subheadings) • Assess the effectiveness of their own and others' writing and suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence level	Revisit Y2 Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but)	Introduction to paragraphs as a way to group related material				
		Subordinating conjunctions [for example, when, before, after, while, so, because], Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Adverbs [for example, then, next, soon, therefore], or Prepositions [for example, before, after, during, in, because of] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Prepositions [for example, before, after, during, in, because of] Adverbs [for example, then, next, soon, therefore],	Subordinating conjunctions [for example, when, before, after, while, so, because], Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Prepositions [for example, before, after, during, in, because of] Adverbs [for example, then, next, soon, therefore]

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Revisit KS1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Revisit KS1: Commas to separate items in a list Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition	Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Introduction to inverted commas to punctuate direct speech Use of the forms *a* or *an* according to whether the next word begins with a consonant or a vowel [for example, *a rock*, *an open box*]	Introduction to inverted commas to punctuate direct speech	Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Revisit KS1: Commas to separate items in a list	Use of inverted commas to punctuate direct speech Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Grammar Terminology	main clause subordinate clause conjunction	paragraph conjunction, preposition main clause subordinate clause	paragraph adverb, preposition apostrophe inverted commas consonant, consonant letter vowel, vowel letter	inverted commas direct speech simple past tense present perfect tense	paragraph present perfect tense preposition adverb conjunction	Review terminology from the year
NC: Spelling	Discrete spelling lessons. See **ESSENTIAL**SPELLING or school's spelling programme. Application in writing lessons: Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] **Spelling terminology:** word family, prefix, consonant, consonant letter, vowel, vowel letter					
NC: Handwriting	Discrete handwriting lessons. See '**Handwriting Progression Toolkit**'. Application in writing lessons: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)					

HFL Education

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices	• Writers usually select and stay in the **same (consistent) tense** to avoid confusing the reader – usually **simple present or simple past tense** (Y2) • The **present progressive and past progressive** tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) • Use of **sound and other senses** to develop clear picture for reader to develop mood of **setting** (**show not tell)**		• **Dialogue** can introduce a character and tell the reader more about them • Build upon **show not tell** techniques: description of **character appearance and behaviour** shows the reader how they might be feeling along with their **inner thoughts** • Introduce use of **power of three** for repetition and/or emphasis (e.g. listing adjectives in groups of three) • **Paragraphs** break up the writing into manageable chunks for the reader to read and follow			• **Zoom in (more detail) &** spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section
Writing to Inform Language Choices		• **Diagrams** show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the **correct time (chronological) order** if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the **simple present tense** or **simple past tense** (Y2) • **Paragraphs** are used to organise ideas around a theme, to write about a different topic or sub-topic • **Headings** and **subheadings** break down information into manageable chunks or parts for the reader and make specific information easier to find • Might include **quotes** from people to provide more information and add interest for the reader				
Writing to Persuade Language Choices		Writing to persuade is introduced in **Spring 1**	• Often use 'you' (**second-person narrative**) to put the reader on the spot and make them think • Use **facts to support opinions** to make the reader take the writing more seriously • Sometimes use **rhetorical questions** to make the reader think more deeply about the subject • Use of **alliteration** helps to make a phrase more memorable and stick in their mind			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Features	**Narrative:** Consolidate use of **story shapes** (fall-rise; slow rise and slow fall) to help guide the **plot** structure **Story openings**: usually open with either: action, description of setting or character **Story endings**: can end with a moral message, happy ending, surprise or cliff-hanger **Poetry:** Poems can be written as **free verse**, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.	**Fable:** Contains a **moral lesson** about life or how to behave Sometimes uses an **animal character** Set in the **natural or real world** Not too detailed, usually **simple plot** A **foolish character** that learns or has consequences for their behaviour **Non-Chronological Report:** **Captions and labels** to add information to illustrations **Index** to guide reader to know how to find something specific they might be looking for **Glossary** to provide definitions in a quick and easy guide for the reader **A-Z guide** to provide more detail in an accessible way for the reader to look for more information about the contents	**Narrative:** As well as **plot** and **character**, stories take place somewhere and this is called a **setting.** **Speech:** Will use **first-, second- and third-person narrative,** to address the audience directly and refer to yourself (the speaker) May switch between the **past, present and future tense**	**Narrative:** See **Autumn 1 & Spring 1 objectives** **Poetry:** Specific structures of poems can include **calligrams**, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves	**Letter:** **Sender's address** in top-right corner & **Date** under the sender's address **Recipient's address** on left-hand side Start with '**Dear...**' or 'To whom it may concern...' **Sign off** with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter **Instructions:** Use **easy to follow, simple steps** or sentences for the reader to understand – these might be numbered Written in **time (or chronological) order** so that the reader acts in the correct sequence or order Sometimes includes a **list of 'things/ ingredients/ items'** that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use **command sentences**	**Non-Chronological Report**: See **Autumn 2 objectives** **Narrative:** See **Autumn 1 & Spring 1 objectives** **Poetry:** Specific structures of poems can include **kennings** in which two words are combined to describe something

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	Writers join sentences together with other coordinating conjunctions including **and, or, but** – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2) Writers can also join sentences together with subordinating conjunctions including **when, if, that, because** – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own (Y2)	Vary **rhythm** of sentence structure by including a range of **simple, compound and complex sentences** in writing (using **coordinating or subordinating conjunctions** to join ideas including *when, if, because, although*) to keep the reader wanting to read on **Prepositions** and **prepositional phrases** tell the reader where things are and where and when things happen	Including **adverbs** to describe a verb also helps the reader to create a picture in their mind about how the action is happening **Prepositions** and **prepositional phrases** tell the reader where things are and where and when things happen	The **present perfect tense** can be used to indicate the something started in the past but is still relevant now Vary **rhythm** of sentence structure by including a range of **simple, compound and complex sentences** in writing (using **coordinating or subordinating conjunctions** to join ideas including *when, if, because, although*) to keep the reader wanting to read on	The **present perfect tense** can be used to indicate the something started in the past but is still relevant now **Prepositions** [e.g. before, after, during, in, because of], **conjunctions** [e.g. when, before, after, while, so because] and **adverbs** [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened Including **adverbs** to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2)	Vary **rhythm** of sentence structure by including a range of **simple, compound and complex sentences** in writing (using **coordinating or subordinating conjunctions** to join ideas including *when, if, because, although*) to keep the reader wanting to read on Instead of repeating a name or proper noun too often (which can bore or frustrate the reader), writers can swap these for a different **noun** [e.g. the lady/ the boy, etc) or **pronoun** (e.g. she, he, they, it) to refer back to this person or thing
Word level **including punctuation**	Ensure correct use of full stop (avoid comma splice) **Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)	**Commas** can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) **Apostrophes** are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand (Y2) Use **inverted commas** for readers to clearly understand where a character is speaking – when they start and finish talking				

Autumn				Spring				Summer				
Narrative	Poetry: Free Verse	Fables	Non-Chronological Report	Narrative (Setting and dialogue)	Persuasive Speeches	Personal Narrative (memoir)	Poetry: Calligrams	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry: Take One Poet
Mini-Rabbit Not Lost by John Bond	'Words Are Ours' by Michael Rosen & 'The Magic Box' by Kit Wright	The Koala who Could; The Squirrels that Squabbled; The Lion Inside by Rachel Bright and Jim Field	Incredible Jobs You've (Probably) Never Heard Of by Natalie Labarre	Alice's Adventures in Wonderland by Lewis Carroll (version by Jeanne Willis and Ross Collins)	Stella and the Seagull by Georgina Stevens and Izzy Burton	Jabari Jumps by Gaia Cornwall; Ralph Tells a Story by Abby Hanlon; The Proudest Blue by Ibtihaj Muhammad and S.K. Ali	Love that Dog by Sharon Creech	Speak Up! Look Up! Clean Up! by Nathan Bryon and Dapo Adeola	Instructions by Neil Gaiman and Charles Vess Wolf in the Snow by Matthew Cordell	A Year Full of Celebrations and Festivals from Around the World by Claire Grace and Christopher Corr	The Iron Man by Ted Hughes	Poems Aloud; Smile Out Loud by Joseph Coelho
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)				50 steps (approx. 10 weeks)				50 steps (approx. 11 weeks)				