

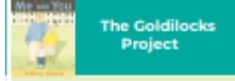




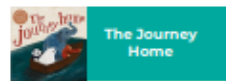

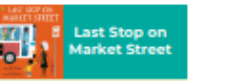

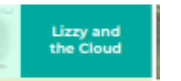








2025-2026 Skills and Purpose

Year 2	T1 1	T1 2	T2 1	T2 2	T3 1	T3 2	
Writing Root Text	 Jim and the Beanstalk	 Wolves	 The Goldilocks Project	 The Bear Under the Stairs	 The Owl and the Pussycat	 Tadpole's Promise	
Outcomes Fiction Non-fiction	Alternative rhymes Narrative retellings Thought bubbles Informal letters	Captions Information Character descriptions Comparisons	Character descriptions Wanted posters Letters Narrative retellings Speech bubbles	Personal reflections Letters Narrative retellings Own version narratives	Letters Interviews Lists Instructions	Simple explanations Speech bubbles Setting descriptions Thought bubbles Own version narratives	
Main outcome	Sequel	Non-chronological leaflet	Sequel	Non-chronological report	Rhyming poem	Narrative / Explanation	
Audience / Form	Alternative rhymes to 'fee-fi-fo-fum' Thought bubbles in role Retelling of original story Thank you letter from the Giant Story sequel	Character description of a wolf Factual sentences about wolves Captions about wolf artefacts Leaflet about wolves	Description of Goldilocks Wanted poster to find Goldilocks Retelling of traditional version Letter of apology to bears Speech bubble conversation between Goldilocks and bears Retelling from alternative perspective Sequel to Goldilocks	Reflections about fears Letter from William to a friend Letter in reply Retelling of narrative Own-version narrative Non-chronological report about bears	Packing lists of things to take on boat Love letter from Owl to Pussycat Interview between Owl and Pussycat Instructions to find land Rhyming poem	Description of a change Setting description of the river Thought bubble of the frog Speech bubble conversation Own version narrative Explanation of the life-cycle of a frog	
Purposes covered	Entertain Reflect	Describe Inform	Describe Inform Persuade	Reflect Entertain Inform	Instruct Reflect Inform Entertain	Describe Reflect Entertain Explain	
Grammar coverage (these may be taught multiple times throughout the sequence) * Indicates coverage from a different year group	Word	rhyming words adverbs with -ly	use of -er suffix with adjectives adjectives	singular / plural -s and -es*	homophones graphemes for phoneme / air/	-ful and -less adjectives -ly adverbs un- prefix rhyming words / syllables	alliteration
	Sentence	coordinating conjunctions (and, but, so, or) adverbials of time* noun phrases	noun phrases subordination (so that, because, in order to, by) statements questions	subordination (because) statements adverbials of time* coordinating conjunctions (but)	statements questions exclamations commands coordination (and, but, or) adverbials of time*	subordination (when, if, that, because) noun phrases statements questions commands	adverbials of time* noun phrases adverbial phrases* subordination (because, so that)
	Punctuation	intro to inverted commas for speech *	capital letters full stops question marks	capital letters full stops	full stops capital letters questions marks exclamation marks	apostrophes for contractions capital letters – functions question marks	possessive apostrophes apostrophes for contraction intro to inverted commas for speech
	Text	sequencing sentences to form short narratives* progressive verbs paragraphs to group material*	subheadings* paragraphs to group material*	sequencing sentences to form short narratives*	sequencing sentences to form short narratives*	past progressive verb agreement	verb choices sequencing sentences in chronological order







2025-2026 Skills and Purpose

Year 2	T4 1	T4 2	T5 1	T5 2	T6 1	T6 2
Writing Root Text						
Outcomes	<p style="color: red; text-align: center;">List poems</p> <p style="color: red; text-align: center;">Fact-files</p> <p style="color: red; text-align: center;">Non-chronological reports</p> <p style="color: red; text-align: center;">Chronological reports</p> <p style="color: red; text-align: center;">Warning signs</p>	<p style="color: red; text-align: center;">Missing posters</p> <p style="color: red; text-align: center;">Fact-files</p> <p style="color: red; text-align: center;">Lists</p> <p style="color: red; text-align: center;">Postcards</p> <p style="color: red; text-align: center;">Wanted posters</p> <p style="color: red; text-align: center;">Information report</p> <p style="color: red; text-align: center;">Short retellings</p>	<p style="color: red; text-align: center;">Instructions</p> <p style="color: red; text-align: center;">Persuasive poster</p> <p style="color: red; text-align: center;">Setting descriptions</p> <p style="color: red; text-align: center;">Captions</p> <p style="color: red; text-align: center;">Postcards</p> <p style="color: red; text-align: center;">Diary entries</p>	<p style="color: red; text-align: center;">Metaphor poetry</p> <p style="color: red; text-align: center;">Simple character descriptions</p> <p style="color: red; text-align: center;">Interview questions</p> <p style="color: red; text-align: center;">Senses poetry</p> <p style="color: red; text-align: center;">Adverts</p> <p style="color: red; text-align: center;">Advice slips</p> <p style="color: red; text-align: center;">Persuasive letters</p>	<p style="color: red; text-align: center;">Dragon guides</p> <p style="color: red; text-align: center;">Letters of advice</p> <p style="color: red; text-align: center;">Encyclopaedia entries</p> <p style="color: red; text-align: center;">Explanations</p> <p style="color: red; text-align: center;">Shopping lists</p> <p style="color: red; text-align: center;">Descriptions</p>	<p style="color: red; text-align: center;">Descriptions / instructions</p> <p style="color: red; text-align: center;">Adverts / market stall pitches</p> <p style="color: red; text-align: center;">Letters of advice</p> <p style="color: red; text-align: center;">Postcards in role</p>
Main outcome	<p style="color: red; text-align: center;">Environmental campaigns</p>	<p style="color: red; text-align: center;">Persuasive letter</p>	<p style="color: red; text-align: center;">Guidebook</p>	<p style="color: red; text-align: center;">Own version narrative</p>	<p style="color: red; text-align: center;">Fantasy narrative</p>	<p style="color: red; text-align: center;">Guidebook</p>
Audience / Form	<p>List poem about water</p> <p>Fact-file about water pollution</p> <p>Non-chronological report about animals</p> <p>Water cycle report</p> <p>Warning signs to oil company</p> <p style="color: white; text-align: center;">Environmental campaign to save water</p>	<p>Missing poster to find lost animal</p> <p>Fact-file about extinct animals</p> <p>Postcard to recount events</p> <p>Wanted poster to catch hunters</p> <p style="color: white; text-align: center;">Persuasive letter to save an endangered animal</p>	<p>Instructions for preparing for a trip</p> <p>Poster to persuade others to go on regular walks</p> <p>Setting description of St. Paul's Cathedral</p> <p>Postcard about a trip to London</p> <p>Diary entry of a trip to a local place</p> <p style="color: white; text-align: center;">'A Walk in...' guide to a local place</p>	<p>Metaphor poetry about the dragon bus</p> <p>Descriptions of characters on the bus</p> <p>Interview questions to the passengers</p> <p>Senses poem about a journey</p> <p>Adverts for the Soup Kitchen</p> <p>Advice slips offering help</p> <p>Letters of persuasion to local community</p> <p style="color: white; text-align: center;">Own version narrative about a special journey to help others</p>	<p>A guide to spotting dragons</p> <p>Letter of advice to George</p> <p>Encyclopaedia entry about dragons</p> <p>Description of dragon machine</p> <p style="color: white; text-align: center;">Own version dragon narrative</p>	<p>Instructions to find the Cloud Seller</p> <p>Posters to advertise the Cloud Seller's stall</p> <p>Letter of advice from Cloud Seller to Lizzy</p> <p>Postcard from Milo to Lizzy</p> <p style="color: white; text-align: center;">Guidebook for how to care for a cloud</p>
Purposes covered	<p>Entertain</p> <p>Inform</p> <p>Persuade</p>	<p>Inform</p> <p>Recount</p> <p>Persuade</p>	<p>Instruct</p> <p>Persuade</p> <p>Describe</p> <p>Inform</p> <p>Recount</p>	<p>Entertain</p> <p>Describe</p> <p>Inform</p> <p>Persuade</p>	<p>Inform</p> <p>Persuade</p> <p>Describe</p> <p>Entertain</p>	<p>Instruct</p> <p>Describe</p> <p>Persuade</p> <p>Inform</p> <p>Reflect</p>
Grammar coverage <small>(these may be taught multiple times throughout the sequence)</small> * indicates coverage from a different year group	<p>adjectives with -ous and -tion</p> <p>alliteration</p>	<p>-e and -es for plural nouns</p>	<p>imperative verbs</p> <p>-ful /-less suffix</p> <p>-ment / -ness suffix</p> <p>-est suffix</p>	<p>-ing suffix (adjectives / verbs)</p> <p>-ful / -ness suffix</p>	<p>un- prefix</p> <p>modal verbs - could, should, would*</p> <p>-ment / -ness suffix</p>	<p>imperative verbs</p> <p>un- prefix</p> <p>-less / -ness suffix</p> <p>-ful / -less suffix</p>
Sentence	<p>subordination (as, because, if)</p> <p>coordinating conjunctions (and, but, so, or)</p> <p>statements</p> <p>exclamations</p> <p>questions</p>	<p>noun phrases</p> <p>statements</p> <p>questions</p> <p>exclamations</p> <p>commands</p> <p>coordinating conjunctions (and, but, so, or)</p>	<p>questions</p> <p>commands</p> <p>exclamations</p> <p>expanded noun phrases</p> <p>prepositions*</p> <p>subordination (because, if)</p> <p>adverbials of time*</p>	<p>expanded noun phrases</p> <p>prepositions*</p> <p>questions</p> <p>commands</p> <p>exclamations</p> <p>statements</p> <p>subordination (because, if, when)</p> <p>adverbs of time</p>	<p>simple prepositions*</p> <p>coordination (and, but, or)</p> <p>subordination (because, when, if, that)</p> <p>commands</p> <p>statements</p> <p>questions</p> <p>simple / expanded noun phrases</p> <p>adverbials of time*</p>	<p>questions</p> <p>expanded noun phrases</p> <p>prepositions*</p> <p>coordinating conjunctions</p> <p>commands</p> <p>exclamations</p> <p>statements</p> <p>subordinating conjunctions - when, if</p>
Punctuation	<p>capital letters</p> <p>full stops</p> <p>questions marks</p> <p>exclamation marks</p>	<p>capital letters</p> <p>full stops</p> <p>questions marks</p> <p>exclamation marks</p> <p>commas in a list</p>	<p>capital letters for proper nouns*</p> <p>question marks</p> <p>exclamation marks</p>	<p>commas in lists</p> <p>full stops</p> <p>question marks</p> <p>exclamation marks</p> <p>intro to inverted commas*</p>	<p>question marks</p> <p>commas in lists</p>	<p>question marks</p> <p>exclamation marks</p>
Text	<p>present progressive verbs</p> <p>correct and consistent tense</p>	<p>subheadings*</p> <p>present progressive verbs</p> <p>simple past tense</p>	<p>consistent present tense regular / irregular past tense verbs</p> <p>first / second person paragraphs to group*</p> <p>subheadings*</p>	<p>present progressive</p> <p>regular past tense verbs (-ed)</p> <p>irregular past tense verbs</p>	<p>simple past -ed</p> <p>sequencing sentences to form short narratives*</p>	<p>present tense verbs</p> <p>paragraphs to group*</p>






2025-2026 Skills and Purpose

Year 3	TI 1	TI 2	T2 1	T2 2	T3 1 TBC	T3 2 TBC
Writing Root Text	 The Seed of Doubt	 Small in the City	 The Wilderness	 The First Drawing	 The Tear Thief	 The Barnabus Project
Outcomes	Poetry Aspirations Setting descriptions Letter of advice Informal message Character description Speech	Setting descriptions Poems Diary entries Dialogue Letters of advice Lost posters	Character introductions Character comparisons Letter of advice Poetry Informal message Labels	Imaginary scenarios Character descriptions Diary entries Recounts	Diary entries Shared poem Persuasive posters Letters of explanation Discussion	Instructional writing Descriptions Advertisements Writing in role Letters of advice Dialogue
Main outcome	Motivational leaflet	Extended narrative	Guidebook	Own version narrative	Newspaper article	Brochure
Audience / Form	'Tree of dreams' poetry Dreams for the future Dreamscapes Advice letter to the boy Paper aeroplane message to the dad What makes a mentor Motivational speeches Motivational leaflet about following your dreams	Description of city setting Poem about being small in the city Diary entry of being in the city Letter of advice to Small Lost poster for cat Alternative ending to story Narrative from perspective of cat	'Meet the family' introductions Character comparisons Advice letter to Oktober Poems about the wilderness SOS message Plant labels Guidebook to enjoying the wilderness	Imaginary Stone Age scenarios Diary of a Stone Age boy Description of a woolly mammoth First person recount First person historical narrative	Diary entry in role as the Tear Thief Shared group / class poem Letter to the Tear Thief from the girl Posters about importance of crying Letter of advice to the girl Newspaper article about stolen tears	Description of 'perfect pets' Shop advert Thought bubble for Barnabus Diary entry as Barnabus/failed pet Escape plan instructions Brochure to advertise a new pet shop
Purposes covered	Entertain Inspire Describe Persuade	Describe Entertain Persuade Inform	Inform Advise Entertain Describe	Reflect Describe Entertain	Recount Entertain Inform	Describe Persuade Reflect Instruct
Grammar coverage <small>(these may be taught multiple times throughout the sequence)</small> * Indicates coverage from a different year group	Word	Sentence	Punctuation	Text	Text	Text
	word classes abstract nouns accurate use of a/an modal verbs*	adverbs with -ly* personification	modal verbs*	modal verbs* regular* / irregular plural nouns	simile / metaphor	types of nouns imperative verbs suffix -er
	noun phrases* expanded noun phrases with prepositions* conjunctions to explain adverbials of time and manner sentence types (questions, commands)	contrasting / extending conjunctions expanded noun phrases prepositions questions / commands* adverbials to sequence	conjunctions to justify and compare adverbials of place adverbs of frequency noun phrases to describe adverbial phrases sentence types* adverbs to emphasise	subordination – because, as, since* conditional sentences – if noun phrases expanded with 'with'* fronted adverbials	noun phrases expanded with 'of' range of sentence types* conditional sentences – if conjunctions – because / when adverbial phrases	adverbs of time expanded noun phrases prepositions range of sentence types* conjunctions – because / fronted adverbials*
	inverted commas for speech apostrophes for possession*	questions marks* inverted commas for speech commas after fronted adverbials*	commas to separate adjectives* question marks* exclamation marks*	exclamation marks* question marks* inverted commas for speech apostrophes for possession / omission*	apostrophes for possession* begin to use commas after fronted adverbials* inverted commas for speech	apostrophes for contraction* inverted commas for speech commas to mark clauses*
	present perfect tense future tense paragraphs and subheadings to group material	present perfect paragraphs to group material	present progressive tense* paragraphs and subheadings to group related material	paragraphs to group material	verbs in progressive form present perfect tense bullet points to organise* paragraphs to group material	present perfect paragraphs to group material





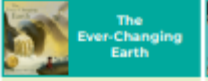
2025-2026 Skills and Purpose

Year 3	T4 1	T4 2	T5 1	T5 2	T6 1	T6 2
Writing Root Text	 Cinderella of the Nile	 Cloud Tea Monkeys	 The Pied Piper of Hamelin	 The Last Garden	 Our Tower	 Flotsam
Outcomes Fiction Non-fiction	Short news reports Diary entries Character descriptions Adverts	Descriptive passages Writing in role 'How to' guides Letters Discussions	Writing in role Information reports Adverts Formal letters	Setting descriptions Adverts Recounts Instructional flyers Online responses Dialogue Formal speech	Poems Setting descriptions Diary entries Dialogue Letters of thanks	Postcards Setting descriptions Non-chronological reports Informal letters
Main outcome	Own version narrative	Non-chronological report	Own version myth / legend	Own version narrative	Extended narrative	Sequel
Audience / Form	Short news report about a message in a bottle Diary entry for Rhodopis Description of new 'Cinderella' character Lonely hearts advert Own version traditional tale	Tea label descriptions Description of scene Thought bubble in role as Tashi Tea-tasting instructions Thank you letters from Tashi Questions about fair trade Non-chronological report about fair trade	First person reaction to seeing rats Information report about rats Advert for a rat-catcher Persuasive letter to the Mayor Own version myth	Setting description of the city then and now Advert to come to the garden Recount in role Instructions for staying safe Response to an online post Formal awards speech Own version tale of overcoming adversity	Sound poem of a walk to the park Setting descriptions Conversation between children and Tree-Grown Man Diary entry of one child Letter to the Tree-Grown Man Extended fantasy narrative	Postcard to a friend Logbook entries to describe findings Report about types of camera Message in a bottle letter to find a scientist Mystery narrative sequel
Purposes covered	Inform Reflect Describe Persuade Entertain	Describe Reflect Inform	Reflect Inform Persuade	Describe Persuade Recount	Entertain Describe Reflect Inform	Inform Describe Entertain
Grammar coverage <small>(these may be taught multiple times throughout the sequence)</small> * indicates coverage from a different year group	Word Sentence Text	Word Sentence Text	Word Sentence Text	Word Sentence Text	Word Sentence Text	Word Sentence Text
	figurative language - simile / metaphor / abstract nouns -ment / -ness suffix imperative verbs	use forms of a or an imperative verbs homophones	word classes * adverbs with -ly * -sion / -tion suffix modal verbs *	-ful / -less suffix * adverbs with -ly * superlatives -est *	onomatopoeia	sub- prefix
	commands * conjunctions of time / place / cause expanded noun phrases adverbs of time / place / cause	expanded noun phrases prepositions conjunctions of time / place / cause sentence types *	noun phrases with 'of' conjunctions - as, because, but, although, so sentence types * conditional sentences - if questions * adverbial phrases	abstract noun phrases with 'of' subordinating / contrasting conjunctions sentence types * subordinate clauses prepositions - before / after adverbials of time	prepositions - in, of expanded noun phrases range of sentence types * conjunctions - but, although, before, after, while adverbials of time order of clauses *	conjunctions - but, so * conjunctions of time and cause - because, as, since adverbial phrases fronted adverbials * expanded noun phrases prepositions - of, with, through, around, on
	sentence ending punctuation *	sentence ending punctuation *	question marks *	possessive apostrophe* commas after fronted adverbials * inverted commas for speech apostrophes for contraction	inverted commas for speech apostrophes for contraction * bullet points to organise *	comma after fronted adverbials *
	present perfect paragraphs to group material	present perfect headings and sub-headings paragraphs to group material	heading / subheadings to organise pronouns to avoid repetition * paragraphs to group material	present perfect paragraphs to group material	present perfect simple past tense * paragraphs to group material	paragraphs to group material pronouns to avoid repetition

2025-2026 Skills and Purpose

Year 4	T1 1	T1 2	T2 1	T2 2	T3 1	T3 2
Writing Root Text	 Pride	 Jabberwocky	The Crown	 The Selfish Giant	 FARTHER	 The Mermaid of Zennor
Outcomes Fiction Non-fiction	Thought bubbles Speeches Simple leaflets	Performance poetry Explanatory descriptions		Letters First person recounts Diaries Posters Reports	Retellings Recounts (postcards) Setting descriptions Labels Diary entries Instructions	Information booklets Retelling from a different perspective Letters Tourist guides
Main outcome	Biography	Nonsense poem		Own version narrative	Sequel story	Own version legend
Audience / Form	Thought bubble for Harvey Milk Motivational speech Leaflet about the Pride flag Biography of Harvey Milk	Group choral performance of poem Explanatory description of creature from poem Nonsense poem about an imagined creature		Letter to a friend Description of the garden Letter to the giant First person recount of a child Diary entry for giant Sorry letter from giant Missing poster for the boy Own version narrative about kindness	Postcard from the boy to his best friend Soundscape setting description Technical labels for a flying machine Instructions for a flying machine Letter from father to son Sequel with the boy as the new main character	Love letter to the mermaid Letter of advice to Zachy Letters in a bottle from sailors to mermaids Retelling of the story from mermaid's perspective Tourist guide to Zennor Own version mermaid legend
Purposes covered	Reflect Persuade Inform	Entertain Explain		Reflect Describe Recount Inform	Recount Inform Describe Instruct Reflect	Inform Persuade Entertain
Grammar coverage <small>(these may be taught multiple times throughout the sequence)</small> * Indicates coverage from a different year group	synonyms / antonyms	forms of a or an suffixes / prefixes to identify word class figurative language		-ness / -ment suffix * simile / metaphor / personification -sion suffix *	-ing verbs as nouns personification	plural and possessive -s
Sentence	multi-clause sentences conjunctions to justify – because, as since abstract noun phrases time adverbials	expanded noun phrases exclamatory sentences * portmanteau to create nonsense vocabulary		noun phrases expanded with preposition phrases conjunctions to explain – because, as, since, so contrasting conjunctions – while, despite, although range of sentence types *	modal verbs * conjunctions to explain * questions * noun phrases with abstract nouns sentence order * multi-clause sentences prepositions to extend noun phrases – with, for, to adverbial phrases	conjunctions to explain * order of clauses * adverbial phrases expanded noun phrases
Punctuation	commas for clauses exclamation marks *	exclamation marks * sentence ending punctuation *		inverted commas for speech commas after fronted adverbials	question marks * commas after fronted adverbials	commas after fronted adverbials possessive apostrophes, inc. for plural nouns inverted commas for direct speech
Text	word families * subheadings * paragraphs to organise around a theme adverbials for cohesion *	rhyming verse		adverbials to move between paragraphs * paragraphs to organise around a theme pronouns to avoid repetition	present perfect tense * conjunctions for cohesion *	present perfect tense * use of pronouns to avoid repetition paragraphs to organise around a theme subheadings *







2025-2026 Skills and Purpose

Year 4	T4 1	T4 2	T5 1	T5 2	T6 1	T6 2
<p>Writing Root Text</p>	 <p>The Baker by the Sea</p>	 <p>Shackleton's Journey</p>	 <p>Varmints</p>	 <p>The Iron Man</p>	 <p>The Ever-Changing Earth</p>	<p><i>Riddle of the Runes</i></p>
<p>Outcomes</p> <p>Fiction Non-fiction</p>	<p>Job applications Advertisements Setting descriptions (poetry) Letters in role Group speeches</p>	<p>Packing lists Letters (formal and informal) Setting description Interviews Diary entries</p>	<p>Diary entry Instructions Letters Descriptions Speeches</p>	<p>Character descriptions Short news bulletins Letters of advice Diary entries Menus Logbook entries</p>	<p>Informal letters Explanatory leaflets List poems Dictionaries of terms</p>	
<p>Main outcome</p>	<p>Tourist brochure</p>	<p>Newspaper report</p>	<p>Explanation</p>	<p>Mystery narrative</p>	<p>Narrative sequel</p>	
<p>Audience / Form</p>	<p>Personal statement for job application Job advert Non-narrative poem – The Village by the Sea Book blurb Letter to the council leader Shared group speech</p>	<p>Packing list with justifications Telegram to family member First person setting description Diary of a crew member Letter to Shackleton Conversation between crew members</p>	<p>Diary entry in role as the creature Instructions for planting a seed Motivational poster Letter to the Secret Society of Gardeners Speech to fight back against change</p>	<p>Short news bulletin about coming of the Iron Man Character description of The Iron Man Letter of advice to Hogarth Diary entry as Hogarth Menu for the Iron Man Astronomer's log Description of alternative character</p>	<p>Postcard to Kūn Dictionary of new vocabulary Explanatory leaflets about the Northern Lights List poems about the formation of the Earth</p>	
<p>Purposes covered</p>	<p>Tourist brochure for the town</p>	<p>Newspaper report of Shackleton's Journey</p>	<p>Explanation of a life cycle</p>	<p>Own version mystery narrative</p>	<p>Cyclical sequel narrative</p>	
<p>Inform Entertain Persuade</p>	<p>Describe Reflect</p>	<p>Reflect Instruct Persuade Inform Explain</p>	<p>Describe Inform Reflect Recount Entertain</p>	<p>Inform Explain Entertain</p>		
<p>imperative verbs * alliteration -ly suffix similes</p>	<p>-ous suffix</p>	<p>imperative verbs *</p>	<p>similes suffixes -er / -ing *</p>	<p>word classes</p>		
<p>subordinating conjunctions range of sentence types * expanded noun phrases fronted adverbials modal verbs *</p>	<p>questions * cause and effect conjunctions adverbial phrases opposing conjunctions fronted adverbials</p>	<p>noun phrases expanded with prepositions adverbials of time range of sentence types * conjunctions – when, before, after, as conditional sentences – if/then*</p>	<p>modal verbs * questions * expanded noun phrases adverbials of time and place multi-clause sentences conjunctions to explain and compare sentence order * prepositions- for, with</p>	<p>conjunctions – to explain and contrast fronted adverbials adverbial phrases expanded noun phrases</p>		
<p>question marks * exclamation marks * commas after fronted adverbials bullet points *</p>	<p>question marks inverted commas for speech other speech punctuation</p>	<p>question marks * semi-colon to introduce a list *</p>	<p>inverted commas for speech question marks * commas after fronted adverbials possessive apostrophes</p>	<p>commas after fronted adverbials</p>		
<p>paragraphs to organise around a theme</p>	<p>present perfect tense * subheadings *</p>	<p>paragraphs to organise around a theme subheadings * adverbials for cohesion *</p>	<p>short sentences paragraphs to organise around a theme</p>	<p>paragraphs to organise around a theme pronouns for cohesion</p>		

Grammar coverage
 (these may be taught multiple times throughout the sequence)
 * indicates coverage from a different year group

Text
 Punctuation
 Sentence
 Word

2025-2026 Skills and Purpose

Year 5/6	TI 1	TI 2	T2 1	T2 2	T3 1	T3 2
Writing Root Text	 Grimm Tales	 Romeo and Juliet	 Rain Player	 The Tempest	 The Promise	 Can We Save the Tiger?
Outcomes Fiction Non-fiction	Retelling from a particular viewpoint Analyses Dialogue Character development	Police reports Character descriptions Narrative scenes Dialogue Diary entries Formal letters	Instructions Posters Missing scenes Diary entries Newspaper reports Debates	Setting descriptions Character descriptions / comparisons Diary entries Dialogue	Promises Extended thought bubbles Diary entries Short descriptions Letters in role Figurative captions Poems Letters	Explanations Persuasive posters Animal description Persuasive speeches Simple poems
Main outcome	Own version traditional tale	Balanced argument	Analytical essay	Playscript	Sequel narrative poem	Discussion
Audience / Form	Impromptu fairy tale Analyses of traditional features Retelling from first person viewpoint Dialogue for a section of story Creation of characters Own version traditional tale	Short police report Character descriptions Narrative action scene Conversation between main characters Diary entry as R or J Description of balcony scene Letter from Nurse to Juliet Balanced argument – who is to blame?	Instructions for Pok-A-Tok Recruitment poster Missing scene of dialogue Diary entry for Pik Newspaper report for Pok-A-Tok game Essay about legacy of the Maya	Informal letter describing a setting Character descriptions Diary entry of the tempest Missing play scene Character comparisons Desert island playscript	Promise to improve the local area Thought bubble for the girl Diary entry as the old lady Descriptions on leaves Letter to the next 'Keeper of the Acorns' Simile poems to summarise story Narrative poem sequel to continue cyclical story	Letter to express an argument Persuasive poster to look after endangered animals Description of an animal Simple explanation about endangered animals Persuasive speech to save an endangered animal Simple poem based on The Tyger Discussion text about why animals are endangered
Purposes covered	Entertain Discuss	Inform Describe Entertain Reflect Persuade	Instruct Persuade Reflect Recount	Describe Reflect Entertain	Reflect Describe Inform Entertain	Inform Persuade Describe Explain Entertain
Grammar coverage (these may be taught multiple times throughout the sequence) * Indicates coverage from a different year group	Word genre specific language determiners / articles -ful suffix *	synonyms similes as adverbials superlatives -est / most idiomatic language vocabulary of formal writing	-able / -ible suffixes	converting verbs into adjectives / nouns	synonyms / antonyms figurative language	dis- / de- / mis- over- / re- prefixes * figurative language vocabulary appropriate for formal speech
	Sentence modal verbs * fronted adverbials * relative clauses * omitted pronouns	modal verbs * subordinating conjunctions passive voice adverbial phrases range of noun phrases * prepositional phrases * subjunctive mood formal sentence openers multi-clause sentences	modal verbs * adverbial phrases * passive voice fronted adverbials * subordinating conjunctions	relative clauses range of relative pronouns / omitted relative pronouns adverbial phrases of manner * modal verbs multi-clause sentences conjunctions to extend ideas *	modal verbs * range of expanded noun phrases * fronted adverbials * preposition phrases * multi-clause sentences subordinating conjunctions order of clauses	subjunctive form conditional sentences * multi-clause sentences order of clauses subordinating conjunctions difference between phrases / clauses preposition phrases expanded noun phrases * modal verbs * question tags
	Punctuation dialogue punctuation * commas for clarity	dialogue punctuation * apostrophes for omission / accent * dash for emphasis	use of colons / semi-colons dialogue punctuation * apostrophes for contraction *	parenthesis punctuation use of colons	use of semi-colons commas for clarity *	commas to demarcate clauses * parenthesis punctuation *
	Text adverbials for cohesion	present perfect tense * layout devices – balanced argument	subheadings to organise perfect tense * pronouns / adverbials for cohesion	present perfect tense * adverbials to link ideas	repetition for effect (poetry)	short sentences for effect adverbial phrases for cohesion

2025-2026 Skills and Purpose

Year 5/6	T4 1	T4 2	T5 1	T5 2	T6 1	T6 2
<p>Writing Root Text</p> <p>Outcomes</p> <p>Fiction Non-fiction</p> <p>Main outcome</p> <p>Audience / Form</p> <p>Purposes covered</p> <p>Grammar coverage (these may be taught multiple times throughout the sequence) * indicates coverage from a different year group</p> <p>Text</p> <p>Punctuation</p> <p>Sentence</p> <p>Word</p>	<p>High Rise Mystery</p> <p>Character descriptions Police reports Setting descriptions Newspaper articles Dialogue Persuasive letters</p> <p>Extended narrative</p> <p>Character descriptions Diary entry as Nik or Norva Murder investigation manual Description of a police cordon Article for Cloud News Letter to the police</p> <p>Extended detective narrative</p> <p>Describe Reflect Recount Inform Persuade</p> <p>technical vocabulary figurative language</p> <p>modal verbs conjunctions to justify * order of clauses passive voice * command sentences * adverbial phrases * relative clauses subjunctive form * fronted adverbials *</p> <p>parenthesis punctuation dialogue punctuation *</p> <p>short sentences formal speech vocabulary tense choice for cohesion</p>	<p>Curiosity</p> <p>Proposals to NASA Information labels Short explanations NASA logs News report</p> <p>Expanded explanation</p> <p>Proposal to NASA for a new Mars rover Labels for Curiosity diagram Explanation of Curiosity's launch NASA log of Mars landing News report for Mars landing</p> <p>Expanded explanation of a new Mars rover</p> <p>Inform Explain Recount</p> <p>differences in formality of language -er / -or suffix</p> <p>modal verbs multi-clause sentences relative clauses adverbial phrases * sentence order passive voice * expanded noun phrases</p> <p>commas for clauses use of single dash</p> <p>progressive verb forms * adverbials for cohesion</p>	<p><i>Alma</i></p>	<p>Night Mail</p> <p>Summaries Analysis and performance</p> <p>Poem with similar structure</p> <p>Verse by verse summaries Analysis of poetic features Performance of Night Mail in groups Poetry comparisons Performance of own poem</p> <p>Poem based on Night Mail</p> <p>Discuss Entertain</p> <p>language associated with poetry, e.g. assonance, alliteration, metaphor, simile, rhyming pairs</p> <p>multi-clause sentences conjunctions to justify / contrast</p> <p>sentence ending, where appropriate</p> <p>aspects of performance – timing / volume / rhythm</p>	<p>The Island</p> <p>Welcome guides Descriptions Letters of advice Analysis Comparisons Diary entries Imagined conversations</p> <p>Narrative sequel</p> <p>Welcome guide for a new arrival Description of 'normal' island life Letter of advice to the fisherman Text analysis Diary entry of the man Conversation between Andrew and the man</p> <p>Narrative sequel from an alternative perspective</p> <p>Inform Describe Persuade Discuss Reflect Entertain</p> <p>idioms</p> <p>modal verbs difference between formal / informal structures * question tags * passive voice * subjunctive form * subordinating clauses / conjunctions expanded noun phrases *</p> <p>commas for clarity dialogue punctuation *</p> <p>present perfect * dialogue to advance action cohesive devices consistency of tense for cohesion</p>	<p>The Three Little Pigs Project</p> <p>Warning posters Packing lists Journalistic writing Formal letters Non-chronological reports Narrative retellings</p> <p>Opinion letters</p> <p>News headlines showing bias Short news report Further report from alternative perspective Persuasive closing statement Letter from the wolf Diary entry as a little pig Opinions from different perspectives</p> <p>Range of opinion letters</p> <p>Inform Persuade Reflect Discuss</p> <p>differences in vocabulary for formal / informal writing language of bias</p> <p>structures for formal/informal speech relative clauses * multi-clause sentences passive voice</p> <p>parenthesis punctuation * use of hyphen (hyphenated adjectives)</p> <p>short sentences for effect controlled repetition for effect</p>

