



## Reception Writing Framework

- Read Write Inc. Phonics - taught daily throughout the year.
- Drawing Club (oral storytelling, vocabulary, sentence structure and early composition through high-quality texts and imaginative experiences)

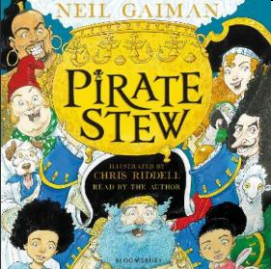
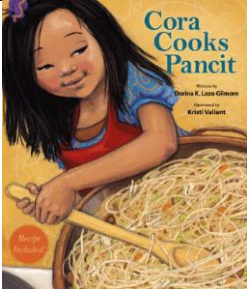
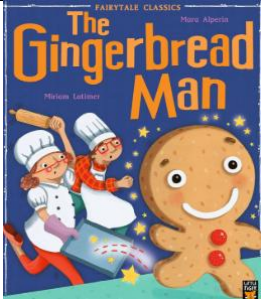
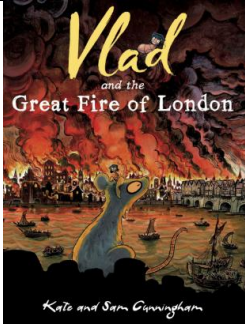
## Year 1 Writing Framework

- Read Write Inc. Phonics - taught daily throughout the year.
- Term 1 and Term 2 - Drawing Club (oral storytelling, vocabulary, sentence structure and early composition through high-quality texts and imaginative experiences)
- Year 3 onwards - Curious Quest (vocabulary development, sentence construction and early writing linked to meaningful contexts).

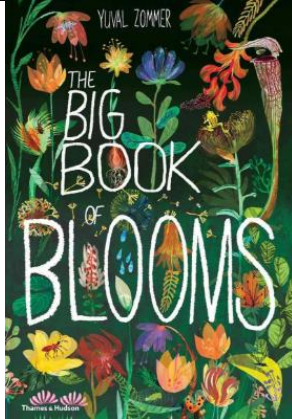
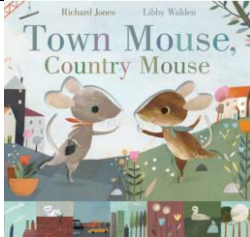
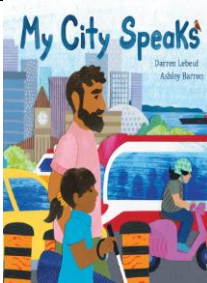
## Year 2 Writing Framework

| Term 1 - Geography/History 7 weeks                                   |                   | Term 2 – Science/DT 7 weeks                                                       |                                                          | Term 3 – History/DT 6 weeks |                          |
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| Year 2 - Sails, Sand and Secrets Exploring New Worlds                |                   | Year 2 - Bake It, Make It, Change It!                                             |                                                          | Year 2 - London's Burning   |                          |
| Non-Fiction 3 weeks                                                  | Narrative 4 weeks | Narrative 3 weeks                                                                 | Narrative 3 weeks                                        | Narrative 3 weeks           | Non-fiction 3 weeks      |
| Treasure maps – Labels, Directions, wanted posters                   | Retell a story    | Labels, adjectives, verbs, describing characters                                  | Repeated language, oracy retell, drama, changing endings | Samuel Pepys                | Recount – Burning Houses |
| <b>Purpose:</b> To find the missing pirate and the missing treasure. | <b>Purpose:</b>   | <b>Purpose:</b> To write a story to read to the Reception and Preschool children. | <b>Purpose:</b> To write a 'book of endings'.            | <b>Purpose:</b>             | Instructions             |
|                                                                      |                   |                                                                                   |                                                          |                             | <b>Purpose:</b>          |



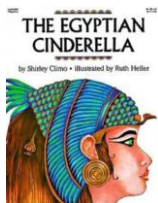
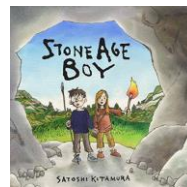
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|                                                                                                                                                                                                                       |  |                                                                                                                                                                                              |                         |                                                                                                                                                                                                  |                                                                                                                              |
| <p>Can understand how the grammatical patterns in a sentence indicate it's function as a statement, command, exclamation and question.</p> <p>Can use commas in a list.</p> <p>Can demarcate most sentences with capital letters and full stops and with some use of question marks when required.</p> |                                                                                   | <p>Can form nouns using suffixes and by compounding can form adjectives by using suffixes.</p> <p>Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Can use expanded noun phrases for description and specification</p> |                                                                                                            | <p>Can use apostrophes for contraction and singular possession</p> <p>Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Can use present and past tense mostly correctly and consistently including the progressive form.</p> |                                                                                                                              |
| <p>Term 4 - Science/Geography</p> <p><b>Year 2 - Where We Live and Grow</b></p>                                                                                                                                                                                                                        |                                                                                   | <p>Term 5 – Geography/Art</p> <p><b>Year 2 - Town Mouse, Country Mouse</b></p>                                                                                                                                                                                                 |                                                                                                            | <p>Term 6 – Science/DT 7 weeks</p> <p><b>Year 2 - Healthy, Happy, and Wild!</b></p>                                                                                                                                                                                                 |                                                                                                                              |
| <p>Non-Fiction 5 weeks</p> <p>Creative Writing, Describing, Labelling, Instructions, Posters</p> <p><b>Purpose:</b></p>                                                                                                                                                                                |                                                                                   | <p>Narrative 4 weeks</p> <p>Story</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                   | <p>No-Fiction 1 weeks</p> <p>Recount</p> <p><b>Purpose:</b></p> <p>Non-Fiction 1 weeks</p> <p>Poetry -</p> | <p>Narrative 3 weeks</p> <p>Story</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                        | <p>Non-fiction 2 weeks</p> <p>Explanation Texts</p> <p><b>Purpose:</b></p> <p>Non-fiction 2 weeks</p> <p><b>Purpose:</b></p> |



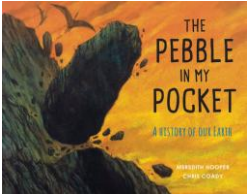
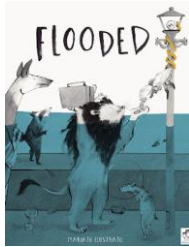
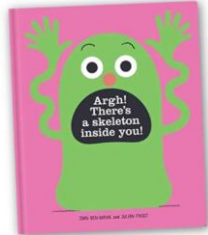
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|                                                                                                                                                                                                                                     |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                           |  <p>Purpose:</p> |  |  |
| <p>Can use commas in a list.</p> <p>Can use expanded noun phrases for description and specification.</p> <p>Can demarcate most sentences with capital letters and full stops and with some use of question marks when required.</p> | <p>Can use expanded noun phrases for description and specification.</p> <p>Can form nouns using suffixes and by compounding can form adjectives by using suffixes.</p> <p>Can demarcate most sentences with capital letters and full stops and with some use of question marks when required.</p> | <p>Can use co-ordination (or/and/but) and some subordination (when/if/that/because) to join clauses.</p> <p>Can use present and past tense mostly correctly and consistently including the progressive form.</p> <p>Can demarcate most sentences with capital letters and full stops and with some use of question marks when required.</p> |                                                                                                     |                                                                                     |                                                                                     |



## Year 3 Writing Framework

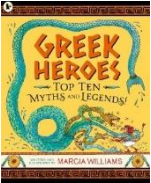
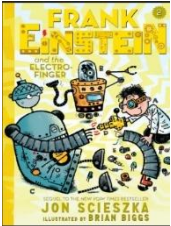
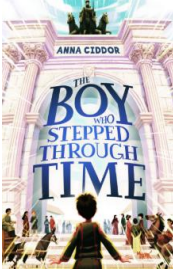
| Term 1 - Geography/History 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                               | Term 2 – Science/DT 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                    | Term 3 – History/DT 6 weeks                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                      |
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| Year 3 - Secrets Beneath the Sands                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                               | Year 3 - Invisible Force Files                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                    | Year 3 - Survive the Ages: Shelter, Stone, Steel                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                      |
| <p>Narrative 4 weeks</p> <p>Egyptian Cinderella</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Non – Fiction 3 weeks</p> <p>Non-chronological report</p> <p>(Mummification, Gods, Tutankhamun)</p> <p><b>Purpose:</b></p> | <p>Narrative 4 weeks</p> <p>Marsha is Magnetic</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Poetry 3 weeks</p> <p>Acrostic Poems (Light/Magnets)</p> <p><b>Purpose:</b></p> | <p>Narrative 3 weeks</p> <p>Stone Age Boy</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                   | <p>Non-fiction 3 weeks</p> <p>Instructions</p> <p>(Build a shelter, making a fire, staying safe from a Sabar tooth tiger)</p> <p><b>Purpose:</b></p> |
| <p>Can begin to create settings, characters and plot in narrative.</p> <p>Can sequence ideas using adverbs of time, manner or place.</p> <p>Can begin to organise their writing into paragraphs around a theme.</p> <p>Can use inverted commas in direct speech.</p> <p>Can write expanded noun phrases which are relevant and add meaningful details (adjectives are often used appropriately for precision, clarity and impact).</p> <p>Can use the full range of punctuation taught at key stage 1 (commas in list, apostrophes for possession) and in Y3 mostly correctly.</p> |                                                                                                                               | <p>Can maintain Standard English forms, e.g. using a/an correctly.</p> <p>Can use prepositions to express place and time.</p> <p>Can use a range of co-ordinating and subordinating conjunctions.</p> <p>Can use the full range of punctuation taught at key stage 1 (commas in list, apostrophes for possession) and in Y3 mostly correctly.</p> <p>Can use apostrophes for singular and plural possession with increasing confidence.</p> <p>Can use simple adverbials and pronouns to link some sentences and sections of writing, beginning to use commas after fronted adverbials.</p> |                                                                                    | <p>Can begin to create settings, characters and plot in narrative.</p> <p>Can begin to use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> <p>Can use a range of co-ordinating and subordinating conjunctions.</p> <p>Can begin to organise their writing into paragraphs around a theme.</p> <p>Can use inverted commas in direct speech.</p> |                                                                                                                                                      |



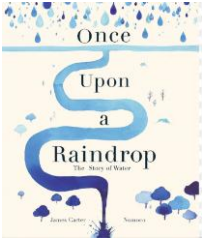
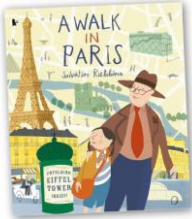
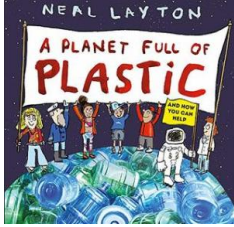
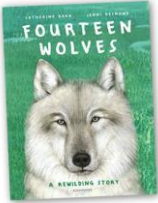
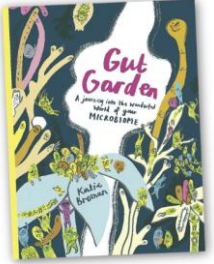
| Term 4 - Science/Geography<br>Year 3- From Lave to Leaves                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                            | Term 5 – Geography/Art<br>Year 3 -Storms, Seasons and Saving the Future                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                   | Term 6 – Science/DT 7 weeks<br>Year 3 - The Science of Staying Strong                                                                                                                                                                                                                                                           |                                                                            |
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| <p>Narrative 2 weeks</p> <p>Setting Description</p> <p>The Pebble in my pocket</p> <p>Purpose:</p>                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Non-fiction 3 weeks</p> <p>Letter Writing</p> <p>What would it be like to experience a Volcanic eruption?</p> <p>(News clippings, hot seating, National Geographic)</p> <p>Purpose:</p> | <p>Narrative 4 weeks</p> <p>Character Description</p> <p>The Wild Robot</p> <p>Purpose:</p>                                                                                                                                                                                                                     | <p>Poetry 2 weeks</p> <p>Shape Poems (Storms and Seasons)</p> <p>Purpose:</p>  | <p>Non-fiction 4 weeks</p> <p>Information texts – Skeletons</p> <p>Purpose:</p>  <p>Exercise booklets/Healthy food poster</p>                                                                                                                | <p>Non-fiction 3 weeks</p> <p>Instructions (Smoothies)</p> <p>Purpose:</p> |
| <p>Can begin to use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> <p>Can use prepositions to express place and time.</p> <p>Can write expanded noun phrases which are relevant and add meaningful details (adjectives are often used appropriately for precision, clarity and impact).</p> <p>Can use apostrophes for singular and plural possession with increasing confidence.</p> <p>Can use simple adverbials and pronouns to link some sentences and sections of writing, beginning to use commas after fronted adverbials.</p> |                                                                                                                                                                                            | <p>Can sequence ideas using adverbs of time, manner or place.</p> <p>Can use prepositions to express place and time.</p> <p>Can use a range of co-ordinating and subordinating conjunctions.</p> <p>Can form nouns using a range of prefixes.</p> <p>Can use simple adverbials and pronouns to link some sentences and sections of writing, beginning to use commas after fronted adverbials.</p> |                                                                                                                                                                   | <p>Can begin to use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> <p>Can sequence ideas using adverbs of time, manner or place.</p> <p>Can begin to use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> |                                                                            |



## Year 4 Writing Framework

| Term 1 - Geography/History 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                              | Term 2 – Science/DT 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                     | Term 3 – History/DT 6 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                           |
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| Year 4-Togas, Temples and Trojan Horses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                              | Year 4 -Spark, Buzz and Boom                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                     | Year 4 - Romans on the Rampage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |
| <p>Narrative 7 weeks</p> <p>Greek Myths - Theseus and the minotaur/ Perseus and Medusa/ Daedalus and Icarus</p> <p><b>Purpose:</b></p>  <p>Marcia Williams</p>                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Success Criteria</p> <ul style="list-style-type: none"> <li>Brave Hero</li> <li>Dangerous Quest</li> <li>Magical Creatures</li> <li>Moral Lessons</li> <li>Dialogue</li> </ul> <p>BBC Teach/ TED Ed animations</p> <p><b>Purpose:</b></p> | <p>Poetry 4 weeks</p> <p>Figurative poem</p> <ul style="list-style-type: none"> <li>Onomatopoeia</li> <li>Smilie</li> <li>Alliteration</li> <li>Rhyme</li> <li>Repetition</li> </ul> <p><b>Purpose:</b></p>  <p>Frank Einstein and the Electro-finger – Jon Scieszka</p>                                                                                                                                                                             | <p>Non-Fiction 3 weeks</p> <p>Recipe</p>  <p><b>Purpose:</b></p> | <p>Narrative 3 weeks</p> <p>Diary Account</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Non-fiction 3 weeks</p> <p>Newspaper Report</p> <p><b>Purpose:</b></p> |
| <p>Can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause).</p> <p>Can extend variation of sentence structures and use fronted adverbials accurately.</p> <p>Can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases.</p> <p>Can use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).</p> |                                                                                                                                                                                                                                              | <p>Can use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> <p>Can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause).</p> <p>Can extend variation of sentence structures and use fronted adverbials accurately.</p> <p>Can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases.</p> |                                                                                                                                                     | <p>Can use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> <p>Can form nouns using prefixes.</p> <p>Can maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares)</i>.</p> <p>Can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause).</p> <p>Can organise their writing into paragraphs around a theme.</p> |                                                                           |



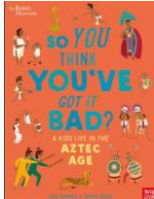
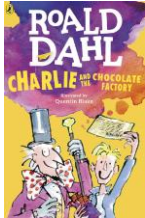
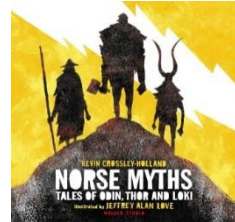
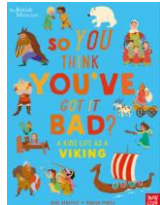
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| <p>Can organise their writing into paragraphs around a theme.</p> <p>Can use inverted commas in direct speech.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                         | <p>Can use present, past, progressive and perfect tense verb forms accurately.</p>                                                                                                                                                                                                                                         |                                                                                                                                                                |
| <p>Term 4 - Science/Geography</p> <p><b>Year 4 - Droplet's Big Trip!</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                          | <p>Term 5 – Geography/Art</p> <p><b>Year 4 - From Big Ben to the Eiffel Tower</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                         | <p>Term 6 – Science/DT 7 weeks</p> <p><b>Year 4 – Digestive Detectives</b></p>                                                                                                                                                                                                                                             |                                                                                                                                                                |
| <p>Narrative 3 weeks</p> <p>Story of a Raindrop</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Poetry 2 weeks</p> <p>Performance Poetry</p> <p><b>Purpose:</b></p>  | <p>Non-Fiction 3 weeks</p> <p>Brochure -UK/France</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Non-Fiction 3 weeks</p> <p>Persuasive Writing (Ocean Pollution) A planet full of plastic –Neal Layton</p> <p><b>Purpose:</b></p>  | <p>Narrative 4 weeks</p> <p>Perspective Stories (Inner Dialogue)</p> <p><b>Purpose:</b></p>                                                                                                                                             | <p>Non-fiction 3 weeks</p> <p>Explanation Texts</p> <p><b>Purpose:</b></p>  |
| <p>Can mostly accurately use apostrophes for singular and plural possession with increasing confidence.</p> <p>Can use inverted commas in direct speech.</p> <p>Can form nouns using prefixes.</p> <p>Can maintain Standard English forms correctly, e.g. <i>I was</i> (not <i>I were</i>), <i>should have</i> (not <i>should of</i>), <i>ours</i> (not <i>ares</i>).</p> <p>Can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases.</p> <p>Can extend variation of sentence structures and use fronted adverbials accurately.</p> |                                                                                                                                                          | <p>Can use simple organisational devices for non-narrative writing (e.g. headings or sub-headings) appropriately.</p> <p>Can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause).</p> <p>Can use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</p> <p>Can organise their writing into paragraphs around a theme.</p> |                                                                                                                                                                                                                         | <p>Can use inverted commas in direct speech.</p> <p>Can organise their writing into paragraphs around a theme.</p> <p>Can expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases.</p> <p>Can extend variation of sentence structures and use fronted adverbials accurately.</p> |                                                                                                                                                                |



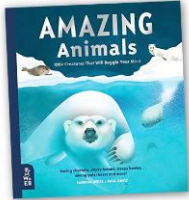
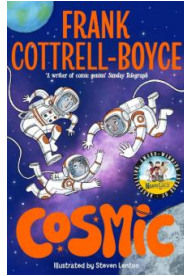
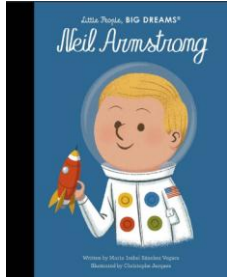
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|  | Can extend variation of sentence structures and use fronted adverbials accurately. |  |
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## Year 5 Writing Framework

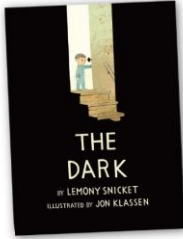
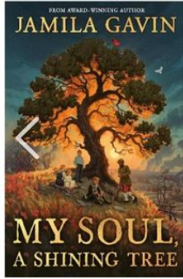
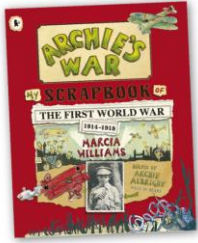
| Term 1 - Geography/History 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                | Term 2 – Science/DT 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                       | Term 3 – History/DT 6 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                  |
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| Year 5 - Legends and Lands That Shaped Our World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                | Year 5 - The Magic of Making (Cadbury World)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                       | Year 5 - Raiders and Rulers: Crafting the Viking Legacy                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                  |
| <p>Narrative 4 weeks</p> <p>Adventure Story (Dr Diane Davis)</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Non-Fiction 3 weeks</p> <p>Non-Chronological Report</p> <p>Fact Files - Aztecs</p> <p><b>Purpose:</b></p>  | <p>Non-Fiction 4 weeks</p> <p>Creative Writing – Awe and wonder</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Non-Fiction/Poetry 3 weeks</p> <p>Persuasive advert/Jingle</p> <p>Linked with chocolate/Sweets (designing own creation)</p> <p><b>Purpose:</b></p> | <p>Narrative 3 weeks</p> <p>Myth and Legends</p> <p><b>Purpose:</b></p>  <p>Kevin Crossley Holland</p>                                                                                                                                                                                                                                                                                                                        | <p>Non-fiction 3 weeks</p> <p>Balanced Arguments – Were the Vikings rule makers or rule breakers?</p> <p><b>Purpose:</b></p>  |
| <p>Can begin to integrate dialogue in narratives to convey character and advance the action.</p> <p>Can use further organisational and presentational devices to structure texts and to guide the reader.</p> <p>Can begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Can begin to use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Can begin to use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p> |                                                                                                                                                                                                | <p>Can use further organisational and presentational devices to structure texts and to guide the reader.</p> <p>Can begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Can begin to understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form.</p> <p>Can understand how words are related by meaning as synonyms and antonyms.</p> <p>Can begin to use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p> |                                                                                                                                                       | <p>Can begin to integrate dialogue in narratives to convey character and advance the action.</p> <p>Can begin to use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Can précis long paragraphs.</p> <p>Can begin to understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form.</p> <p>Can use modal verbs to suggest degrees of possibility.</p> |                                                                                                                                                                                                                  |



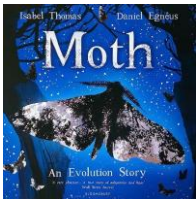
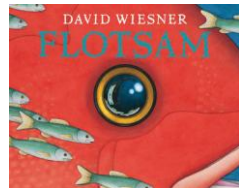
| Term 4 - Science/Geography<br>Year 5 - The Web of Life                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                           | Term 5 – Geography/Art<br>Year 5 - Vanishing Views                                                                                                                                                                                                                                                                                           |                                                                                 | Term 6 – Science/DT 7 weeks<br>Year 5 - Systems in Motion: From Heartbeats to Orbits                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                         |
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| <p>Narrative 3 weeks</p> <p>Diary extract</p> <p>My day in the Rainforest</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                                                          | <p>Poetry 2 weeks</p> <p>Imagery Poetry/Riddle<br/>(Alliteration, Similes, Metaphors, Rhyme)</p> <p><b>Purpose:</b></p>  | <p>Narrative 4 weeks</p> <p>First person Narrative</p> <p><b>Purpose:</b></p>                                                                                                                                                                              | <p>Non-Fiction 2 weeks</p> <p>Recount – Twycross Zoo</p> <p><b>Purpose:</b></p> | <p>Narrative 4 weeks</p> <p>Science Fiction</p> <p><b>Purpose:</b></p>                                                                                                                                                                                                                                                                                                       | <p>Non-fiction 3 weeks</p> <p>Biography – Neil Armstrong</p> <p><b>Purpose:</b></p>  |
| <p>Can précis long paragraphs.</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Can begin to use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p> <p>Can begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> |                                                                                                                                                                                                           | <p>Can use passive verbs to affect how information is presented.</p> <p>Can understand how words are related by meaning as synonyms and antonyms.</p> <p>Can use modal verbs to suggest degrees of possibility.</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> |                                                                                 | <p>Can begin to integrate dialogue in narratives to convey character and advance the action.</p> <p>Can begin to use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Can use passive verbs to affect how information is presented.</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> |                                                                                                                                                                         |



## Year 6 Writing Framework

| Term 1 - Geography/History 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                   | Term 2 – Science/DT 7 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                     | Term 3 – History/DT 6 weeks                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                     |
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| Year 6 - Emperors and Eras: A Journey Through China's Dynasties                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                   | Year 6 - Let There Be Light (and Circuits!)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                     | Year 6 - Bravery, Blackouts, and Battles: A World at War                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                     |
| Narrative 5 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Non-Fiction 2 weeks                                                               | Non-Fiction 4 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Non-Fiction 3 weeks                                                                 | Narrative 3 weeks                                                                                                                                                                                                                                                                                                                                                                                                                                       | Non-fiction 3 weeks                                                                 |
| Historical Narrative – Including suspense                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Biography                                                                         | Blog – Are you afraid of the dark?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Poetry Light/Dark                                                                   | Dual Narrative                                                                                                                                                                                                                                                                                                                                                                                                                                          | Scrap book (Recipe, eye witness account, poster)                                    |
| <b>Purpose:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Purpose:</b>                                                                   | <b>Purpose:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Purpose:</b>                                                                     | <b>Purpose:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Purpose:</b>                                                                     |
|  <p>Ming and Miaows Great Race</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |                                                                                                                                                                                                                                                                                                                                                                      |  |
| <p>Can write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>Can integrate dialogue in narratives to convey character and advance the action.</p> <p>Can précis long paragraphs.</p> <p>Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> |                                                                                   | <p>Can write effectively for a range of purposes and audiences, selecting language that in narratives, describe settings, characters and atmosphere shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>Can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative).</p> <p>Can use passive and active verbs to affect how information is presented.</p> |                                                                                     | <p>Can integrate dialogue in narratives to convey character and advance the action.</p> <p>Can accurately use further organisational and presentational devices to structure texts and to guide the reader.</p> <p>Can use passive and active verbs to affect how information is presented.</p> <p>Can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p> |                                                                                     |



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| <p>Can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Can use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p> |                                                                                                                                                               | <p>Can accurately use further organisational and presentational devices to structure texts and to guide the reader.</p> <p>Can understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form.</p> <p>Can use modal verbs to suggest degrees of possibility.</p> <p>Can use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p> |                                                                 | <p>Can use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p>                                                    |                                                                                                                                                              |
| <p>Term 4 - Science/Geography</p> <p><b>Year 6 - Roots of Life: Evolution, Inheritance, and Earth's Green Zones</b></p>                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                               | <p>Term 5 – Geography/Art</p> <p><b>Year 6 - Life All Around Us</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                 | <p>Term 6 – Science/DT 7 weeks</p> <p><b>Year 6 - Under the Skin</b></p>                                                                                                                                                                    |                                                                                                                                                              |
| <p>Narrative 3 weeks</p> <p>Story</p> <p>Purpose:</p>                                                                                                                                                                                                                                                                                                                                   | <p>Non-Fiction 2 weeks</p> <p>Non chronological report</p> <p>Purpose:</p>  | <p>Narrative 4 weeks</p> <p>Viewpoint</p> <p>Purpose:</p>                                                                                                                                                                                                                                                                                                                                                                        | <p>Non-Fiction 2 weeks</p> <p>Autobiography</p> <p>Purpose:</p> | <p>Non-fiction 4 weeks</p> <p>Letter – Bristol Children's Hospital</p> <p>Purpose:</p>                                                                                                                                                      | <p>Non-fiction 3 weeks</p> <p>Play Script – Flotsam</p> <p>Purpose:</p>  |
| <p>Can integrate dialogue in narratives to convey character and advance the action.</p> <p>Can précis long paragraphs.</p> <p>Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p>                                                                                                                                                                                        |                                                                                                                                                               | <p>Can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Can accurately use further organisational and presentational devices to structure texts and to guide the reader.</p>                                                                                                                                                                                                                                     |                                                                 | <p>Can précis long paragraphs.</p> <p>Can accurately use further organisational and presentational devices to structure texts and to guide the reader.</p> <p>Can understand how words are related by meaning as synonyms and antonyms.</p> |                                                                                                                                                              |



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| <p>Can use passive and active verbs to affect how information is presented.</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> | <p>Can understand the difference between vocabulary used for formal and informal speech and writing, including subjunctive form.</p> <p>Can use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Can use punctuation correctly and effectively: commas to clarify meaning or avoid ambiguity; hyphens; brackets; dashes; commas; semi colons; colons; ellipsis; and bullet points.</p> | <p>Can use modal verbs to suggest degrees of possibility.</p> <p>Can use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>Can understand how words are related by meaning as synonyms and antonyms.</p> |
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