

Springfield Writing Curriculum

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Unit 1 Hello, Friend! (2 weeks) Drawing pictures of ourselves with friends. Labelling pictures with their own name and initial sounds of friends.	Stanley's Stick (3 weeks) CVC word labels to describe what their stick is imagined to be. Draw and CVC word labels for story map of 3 Little Pigs.	Blue Penguin (3 weeks) Penguin observational drawings and word labels. CVC word or short phrase fact file about Antarctica. Penguin facts short phrases.	The Everywhere Bear (3 weeks) Story writing (chunked). Drawing and labelling maps.	Errol's Garden (3 weeks) Descriptive sentences about a garden. Instructions to plant and care for a seed.	Splash, Anna Hibiscus! (2 weeks) Letter to character Journey description
	Focus A Pictures with detail Focus B Initial sounds	Focus A Pictures with detail Focus C CVC word labels	Focus A Pictures with detail Focus C CVC word labels Focus D 2 or 3 word phrases	Focus E Finger spaces Focus F Capital letters and full stops Focus G Simple sentences with capital letters and full stops.	Focus E Finger spaces Focus F Capital letters and full stops Focus G Simple sentences with capital letters and full stops.	Focus H 3 linked sentences with capital letters and full stops.
	Unit 2 Baseline Week (1 week) Design of mud kitchen with initial sound labels.	Astro Girl (2 weeks) Drawing and CVC labelling of rocket design Short phrases with finger spaces about their interests.	The Gruffalo (2 weeks) Character description (Gruffalo) short phrases with finger spaces Character description (own beast!) short phrases with finger spaces	Bog Baby (3 weeks) Letter of advice Character description (own Bog Baby)	Aaaaaah, Spider! (3 weeks) Story writing (chunked) Chick descriptions and captions	No Dinner! (3 weeks) Notes of advice Leaflet/advert about India.
	Focus A Pictures with detail Focus B Initial sounds	Focus A Pictures with detail Focus C CVC word labels Focus D 2 or 3 word phrases	Focus A Pictures with detail Focus D 2 or 3 word phrases Focus E Finger spaces	Focus D 2 or 3 word phrases Focus E Finger spaces Focus G Simple sentences with capital letters and full stops.	Focus G Simple sentences with capital letters and full stops.	Focus H 3 linked sentences with capital letters and full stops.
	Unit 3 The Gingerbread Man (2 weeks) Drawing of characters to create story map. Labelling characters with initial sounds.	The Snowflake (2 weeks) Christmas wish lists Captioning images of how my family celebrate	N/A	N/A	N/A	On Sudden Hill (2 weeks) Character descriptions (of self). Letters of advice for the new Reception class.
	Focus A Pictures with detail Focus B Initial sounds	Focus C CVC word labels Focus D 2 or 3 word phrases				Focus H 3 linked sentences with capital letters and full stops.

Reception Progression	A	B	C	D	E	F	G	H	I
<i>Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing. Outcomes are differentiated based on children's own next steps for writing progression. Children will be supported to write CVC words, for example, only when they can independently use initial sounds.</i>	Pictures with detail	Initial sounds	CVC word labels	2 or 3 CVC word phrases	Use of finger spaces	Capital letters and full stops	Simple sentences with capital letters and full stops.	3 linked sentences with capital letters and full stops.	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1 Instructions for Terrible Soup Week 2 Instructions for Tasty Soup Week 1+2 Independence is the progression GP self-edits Outcome e-stripped back to phrases	Week 1 Talk for Writing Three Billy Goats Gruff Week 2 Talk for Writing Three Billy Goats Gruff	Week 1 Talk for Writing The Storm Whale Week 2 Talk for Writing The Storm Whale	Week 1 Talk for Writing Lost and Found Week 2 Talk for Writing Lost and Found (CLPE + Talk through Stories)	Week 1 Talk for Writing Lila and the Secret of Rain Week 2 Talk for Writing Lila and the Secret of Rain	Week 1 Talk for Writing The Lighthouse Keeper's Lunch - part 1 Week 2 Talk for Writing The Lighthouse Keeper's Lunch - part 2
	Focus A Leaving (finger) spaces between words	Focus B Join words and clauses using 'and'	Focus D Begin to punctuate some sentences with an exclamation mark	Focus D Begin to punctuate some sentences with an exclamation mark	Focus D Begin to punctuate some sentences with an exclamation mark	Focus F and I Use capital letters for I Use capital letters for days of the week
Week 3+4	Week 3 Sam Usher seasons Instructions to get ready for a cold, snowy day (to main character of book) Week 4 Sam Usher seasons Instructions to get ready for a hot, sunny day (to main character of book)	Week 3 - history Information about toys - guide with photographs My toys... My parents'/ teacher's toy/ Toys from the distant past Explicit past simple Week 4 Information about school - guide with photographs My school now My school some years ago	Week 3 Instructions: how to draw a human Part - how to draw a monster <small>Start with the head Add the eyes, nose, ears and mouth</small> Week 4 Instructions: how to get ready for school <small>Hair brush Teeth brush Eat breakfast Get dressed</small>	Week 3 Biography of Mae Jemison linked to explorers history learning Supplementary text: <i>Mae Among the Stars</i> Week 4 Biography of Robert Falcon Scott linked to explorers history learning	Week 3 Information text about animals - science learning Supplementary text: <i>One day on our blue planet</i> Week 4 Information text about animals - science learning Supplementary text: <i>The Emperor's Egg</i>	Week 3 Biography of Mary Anning Supplementary text: <i>Stone Girl, Bone Girl</i> Week 4 Biography of Greta Thunberg linked to <i>Little People, Big Dreams: Greta Thunberg</i>
	Focus C Begin to punctuate sentences using a capital letter and full stop	Focus C Begin to punctuate sentences using a capital letter and full stop	Focus C Begin to punctuate sentences using a capital letter and full stop	Focus G and H Use capital letters for names of people Use capital letters for names of places	Focus E Beginning to use question marks at the end of a question	Focus G and H Use capital letters for names of people Use capital letters for names of places
Week 5+6	Week 5 Talk for Writing - Wild Week 6 Talk for Writing - Wild	Week 5 reader response writing The Lonely Beast Week 6 reader response writing The Lonely Beast The Lonely Beast (CLPE) Write in role (first person) as the Lonely Beast retelling his experiences through the story Exclusion and acceptance thread	Week 5 reader response writing Week 6 reader response writing Descriptive writing George and the Dragon Winnie the Witch	Week 5 reader response writing Letter to Mae Jemison Mae Among the Stars Week 6 reader response writing Letter to Bob from Man on the Moon Man on the Moon (CLPE)	Week 5 reader response writing Week 6 reader response writing Ruby's Worry (Talk through Stories) Ravi's Roar (Talk through Stories)	Week 5 reader response writing Week 6 reader response writing The Snail and the Whale Tiddler (Talk through Stories) Write in role Writing in role as Tiddler and Snail to recount their adventures
	Focus C Begin to punctuate sentences using a capital letter and full stop	Focus B Join words and clauses using 'and'	Focus E Beginning to use question marks at the end of a question	Focus F and I Use capital letters for I Use capital letters for days of the week	Focus B Join words and clauses using 'and'	Focus B Join words and clauses using 'and'

Year 1 Grammar Focus	A	B	C	D	E	F	G	H	I
Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing.	Leave spaces between words	Join words and clauses using 'and'	Begin to punctuate sentences using a capital letter and full stop	Begin to punctuate some sentences with an exclamation mark	Beginning to use question marks at the end of a question	Use capital letters for I	Use capital letters for names of people	Use capital letters for names of places	Use capital letters for days of the week

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1+2 Gruffalo Week 1 Character Description - appearance Claude in the City Week 2 Character Description - appearance it	The Robot and the Bluebird Week 1 Character Description - appearance and feelings (before bluebird) as letter appealing for a new friend The Robot and the Bluebird Week 2 Character Description - appearance and feelings (after bluebird) as letter thanking bluebird	Leaf Week 1 First person setting description- polar habitat and new habitat (travel journal) Leaf Week 2 First person setting description - new forest habitat (travel journal)	How to Find Gold Week 1 Instructions: plan to find gold accompanied by a treasure map Commas in Lists - nouns (you will need: _____, _____, _____ and _____.) How to Find Gold Week 2 Instructions: warnings and what <i>not</i> to do	Pattan's Pumpkin Week 1 Retelling opening and build up - implementing targets Pattan's Pumpkin Week 2 Retelling later part including resolution: climb aboard the pumpkin and save your precious possessions	Goldilocks Week 1 Short diary entry from Goldilocks - positive spin on what an amazing day she has had (exclamation) Goldilocks Week 2 Short diary entry from a Bear- negative spin on what an awful day it was to discover the thief (exclamations)
	Review and Embed Focus Review and Embed (Y1) Capitals and full stops Handwriting Using sounds	Focus J Adjectives Adjectives in expanded noun phrases	Focus K Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating conjunction 'because', 'while', 'when'	Focus M Commands (imperative verbs) Commas in Lists Focus N Exclamations and using exclamation marks	Focus Q Apostrophes for possession	Focus L Questions + Statements Focus M Commands (imperative verbs) Focus N Exclamations +using exclamation marks
Week 3+4	Claude in the City Week 3 Setting Description Hackney Martian Week 4 Setting Description	The Robot and the Bluebird Week 3 Retell of the opening of the story (but and yet) The Robot and the Bluebird Week 4 (and and so)	Leaf Week 3 Report: polar bears and their habitat Leaf Week 4 Report: foxes and their habitat (Linking back to weeks 1+2 of description)	Ossiri Week 3 Sentence level writing Words spoken by different characters using contractions - exposure to dialogue Ossiri Week 4 Retell of warning tale: opening + build up (including warning)	Plants Science Week 3 Explain how to look after a plant <i>Why</i> <i>Water it so it...</i> <i>Make sure...because...</i> <i>Do this...but don't...</i> Week 4 How to look after life in our local area (explain for our community)	Goldilocks Week 3 Retell opening and build up including Goldilocks in the house (possessive apostrophes for the little bear's porridge etc.) Goldilocks Week 4 Retell problem and resolution (apostrophes for contractions may be used in short speed 'I can't believe it!' 'I'm so upset that someone has...')
	Focus J Adjectives Adjectives in expanded noun phrases	Focus K Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating conjunction 'because', 'while', 'when'	Focus L Questions Statements	Focus O Week 3 Apostrophes for contractions (Week 3) Focus P Week 4 Tenses - past simple and past progressive	Focus K Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating conjunction 'because', 'while', 'when'	Focus O Week 3 Apostrophes for contractions (Week 3) Focus Q Apostrophes for possession
Week 5+6	Rainbow Fish Week 5 Character and Setting Description Great Fire of London Week 6 Descriptive recount of events	Hackney (geography) Week 5 Information guide to our local area (information leaflet) Hackney (geography) Week 6 Information guide to life on the river (interview with local families)	10 Things You Can Do To Save the World Week 5 Instructions to save the planet (like an activist would) Activists - Guide to Respecting Everyone's Rights Week 6	Ossiri Week 5 Retell of warning tale: problem resolution and ending <i>As he was ploughing, she saw an ogre.</i> <i>While she was playing, he was growling.</i> Ossiri Week 6 - assessment Re-tell	Windrush Week 5 First person descriptive diary entry - describe leaving home in Caribbean and the boat journey to Tilbury Docks Windrush Week 6 First person descriptive diary entry - describe arriving in London and experiences in Hackney community	Uganda Week 5 Information guide to Uganda - location, landscape and climate and what it is like in the rainy season Uganda Week 6 Information guide to Uganda - zoom in on Kampala as the capital (compare with London) and challenges related to water access
	Focus K Coordinating conjunction 'and' 'so', 'but', 'yet'	Focus L Questions + Statements	Focus M Commands (imperative verbs) Commas in Lists - nouns (you will need: _____, _____, _____ and _____.)	Focus P Week 5 Tenses - past simple and past progressive	Focus J Adjectives Adjectives in expanded noun phrases	Focus P (Week 5) Tenses - past simple and past progressive

Year 2 Grammar Focus	J	K	L	M	N	O	P	Q	R
Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing.	Adjectives Adjectives in expanded noun phrases	Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating conjunction 'because', 'while', 'when'	Questions + Statements	Commands (imperative verbs) Commas in Lists	Exclamations and using exclamation marks	Apostrophes for contractions (also taught as a spelling rule)	Tenses - present simple Tenses - past simple and past progressive	Apostrophes for possession	Children will use some simple sentence starts in their oral rehearsal (T4W). Although not an explicit Y2 grammar focus, this is encouraged and developed.

Year 3	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Week 1+2	Cave Baby Week 1 Short descriptive narrative: moment the mammoth comes and description of what is seen in the dark forest. Past simple with expanded noun phrases. Cave Baby Week 2 Short descriptive narrative: the forest re-imagined in Cave Baby's Dream (vibrant colours). Past simple with expanded noun phrases.	Dragon Stoorworm Week 1 Retell with innovation Follow the story beginning - change the monster and threat Dragon Stoorworm Week 2 Retell with innovation Follow the story ending- change the monster and threat	Storm Week 1 Immersion in storm (videos/ sound) Create mood describing the weather 3rd person past Storm Week 2 (weather for mood thread begins) // 1- mysterious stranger appears p34-37 //2 - ride on the horse through the storm	Week 1 Abe and Alba Narrative - class plan (opening and build up) Small amount of dialogue Week 1 Abe and Alba Narrative - class plan (problem and resolution)	Week 1 Aesop's Fables Dialogue from one fable (The Tortoise and the Hare) Week 2 Aesop's Fables Dialogue from one fable (The Lion and the Mouse).	Week 1 The Twits Character description of Mr and Mrs Twit - physical + personality. Week 2 The Twits Setting description of the inside of the Twits' house.					
	Review and Embed Focus KS1 focus grammar: Capitals and full stops Handwriting + Spelling (especially HF words) Y2 grammar, especially focus J, K, P and R (simple sentence starts)	Focus A: Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.	*paragraphs Focus C and G FA time and FA place (prepositions as sentence starts) combined Introduce focus D (manner) Check dialogue - short interaction between Annie and horseman	Revisit Focus C and G (time and place) Embed focus D (manner) Introduce H apostrophes for possession - singular (revisit from Y2)	Focus E: punctuating direct speech Particular focus on synonyms for 'said'. For week 2, particular focus on adverbs to describe how something is said.	Review Focus J Y2: adjectives in expanded noun phrases Focus A Y3: Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.						
Week 3+4	Jack's Fantastic Voyage Week 3 First person narrative - letter to friend telling them about the voyage. (Storm and steering) Jack's Fantastic Voyage Week 4 First person narrative - letter to friend telling them about the voyage. (stuck in ice and spotting animals)	Scotland Week 3 Persuasive brochure - mainland (mountains and lochs) // rural //urban Scotland Week 4 Persuasive brochure - island visit //trip on the boat //life on the island	Egypt - Howard Carter Week 3 First person diary entry discovery of T's tomb Egypt - Lord Carnarvon Week 4 First person diary entry discovery of T's tomb	Week 3 Food and Farming Explanation - explain the different types of farming: arable, pastoral and mixed - link to type of landscape in the UK Week 4 Food and Farming Explanation - explain how food gets from farm to fork for UK (local and home-grown) and imported foods (include air miles, seasonality and environmental cost)	Week 3 Romans Explanation guide: How to be a Roman soldier. Week 4 Romans Explanation guide: How to be a Roman army leader.	Week 3 Jack and the Beanstalk Build suspense as he climbs the beanstalk and meets the giant Week 4 Hansel and Gretel Build suspense as the children enter the house and realise she is a witch						
	Focus C and * paragraphs Introduction to paragraphing in narratives with each new // starting with FA of time (secure sequencing)	Focus F Use prepositions: in, on, under, opposite, beside, before, after, during, because of	Review Focus P (Y2) embed past simple Revisit Focus A: Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.	Review Focus K(Y2) Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating conjunction 'because', 'while', 'when'	Y3 Focus B Extend sentence with more than one clause using wider range of conjunctions (as above) + although, before, after, while	Focus D Use fronted adverbials of manner. Include a comma after the fronted adverbial. Embed Focus C and G (time and place)						
Week 5+6	Stone Age Week 5 First person diary entry describing a day as a hunter-gatherer in the Stone Age. 2 // (normal morning and then something happens) Stone Age Week 6 First person diary entry describing a day as a member of a tribe in the Iron Age. 2 // (normal morning then something happens)	The Owl Who is Afraid of the Dark Week 5 Introduction to dialogue - Plop and other characters (repeated reassuring conversations) Week 6 Introduction to dialogue - Plop and other characters (repeated reassuring conversations)	Ancient Egypt - Week 5 Information- civilization of Ancient Egypt (part 1) Ancient Egypt - Week 6 Information- civilization of Ancient Egypt (part 2)	Week 5 Explanation how are seeds dispersed? // per method -wind dispersal -explosion Week 6 // per method -animal (fur) -animal (excretion)	Week 5 Matilda Letter to Matilda from Hillaire Belloc poem - advice Week 5 Jim Letter to Jim from Hillaire Belloc poem - advice	Week 5 101 Ways to Save the Earth Guide to WHALE (acronym: water, habitat, air, life, energy)5 parts of our environment that are in danger. Week 6 Go Greener - 101 Ways to Save the Earth Guide to making your home, transport and neighbourhood greener						
	Focus C Fronted adverbials of time	Focus E Dialogue punctuation	Review Focus K (Y2) Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating conjunction 'because', 'while', 'when'	Y3 Focus A: Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.	Review focus M Y2:commands Review focus L Y2: questions and statements (Qs as subheadings)	Review focus M Y2:commands Review focus L Y2: questions and statements (Qs as subheadings) Embed focus B Y3 - range of conjunctions						

Year 2 Grammar Focus	J	K	L	M	N	O	P	Q	R
Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing.	Adjectives Adjectives in expanded noun phrases	Coordinating conjunction 'and' 'so', 'but', 'yet' + Subordinating 'because', 'while', 'when'	Questions + Statements	Commands (imperative verbs) Commas in Lists	Exclamations and using !	Apostrophes for contractions (also taught as spelling)	Tenses - present simple Tenses - past simple and past progressive	Apostrophes for possession (singular)	Use simple sentence starts in their oral rehearsals (T4W). Although not an explicit Y2 focus, encouraged and developed.

Year 3+4 Grammar Focus	A	B	C	D	E	F	G	H	I
Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing. *Throughout Year 3, children learn to use paragraphs to group related material.	Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.	Extend sentence with more than one clause by using a wider range of conjunctions (as above) + although, before, after, while	Use fronted adverbials of time. Include a comma after the fronted adverbial. Adverbs like then, next, soon.	Use fronted adverbials of manner. Include a comma after the fronted adverbial.	Punctuating direct speech.	Use prepositions: in, on, under, opposite, beside, before, after, during, because of.	Use fronted adverbials of place. Include a comma after the fronted adverbial.	Apostrophes for possession. Y3 singular nouns Y4 introduce for plurals	Y4 Use the present perfect form of verbs in contrast to the past tense

Year 4	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Week 1+2	Week 1 The Raven Child and the Snow Witch Short descriptive narrative - the kidnap	Week 1 Hostage Building suspense writing - the kidnap	Week 1 - Julian, Secret Agent Diary entry as Julian on the day that the children save the dog	Week 1 - Guide to being a mountain explorer //how to prepare //as you climb //what to do in an emergency	Week 1 - Macbeth Write in role as Lady Macbeth to persuade Macbeth to kill to become king	Week 1 - Rapunzel Ending of Rapunzel - traditional version					
	Week 2 The Raven Child and the Snow Witch Short descriptive narrative - the rescue		Week 2 Hostage Building suspense writing - the escape	Week 2 - Julian, Secret Agent Diary entry as Julian on the day that the children save the baby	Week 2 - guide to protecting brown bears //explain why endangered //build bridges not roads through //provide food supplies //do not harm them - know how to react	Week 2 - Macbeth Write as self to persuade Macbeth not to follow his wife's advice.	Week 2 - Rapunzel Ending of Rapunzel - twisted tale (alternative ending with more empowered Rapunzel)					
	Focus C+G Fronted adverbials of time to sequence and place to describe setting		Use a range of sentence lengths for effect.	Focus I Present perfect in intro Mix past simple and progressive Future at end	Focus L+M Structure subheadings and questions and use commands to tell reader what to do	Focus L + M Different sentence types Focus B conjunctions to link ideas and arguments	Focus B, D and G - different ways to start sentences. Varied types of FA. Focus E - integrate direct speech. Focus A - edit to avoid repetition.					
Week 3+4	Week 3 - Amazon Rainforest Persuasion Children write as themselves persuading UN (global charities/governments) to act to save the rainforest //1 what to stop e.g. logging and ranching and why //2 what to start: e.g. protecting areas/re-planting and Week 4 - Amazon Rainforest Children write in role based on the Great Kapok Tree. They assume the role of an animal and ask senior to protect their home.		Week 3 Anglo-Saxons (Sutton Hoo) First person diary entry discovery of Sutton Hoo Week 4 First person diary entry discovery of...	Week 3 - Vikings Writing in role as King Alfred - a key day of Viking invasion from the Anglo-Saxon perspective Week 4 - Vikings Writing in role as a Viking leader - a key day of Viking invasion from the Viking perspective - triumphalist	Week 3 - mountains Mountain Explorer narrative (part 1) //the ascent //the mood changing with the weather Week 4 - mountains Mountain Explorer narrative (part 2) //the accident //the resolution	Week 3 -Macbeth Dialogue to convey character Macbeth and Lady Macbeth discussing the murder of King Duncan. Week 4-Macbeth Dialogue to convey character Dialogue to convey character Macbeth and Lady Macbeth reacting when he returns with the daggers in his hands.	Week - Christophe's Story Letter from Christophe to persuade bully to stop - writing in role Week - Christophe's Story Letter from self from rights-respecting perspective					
	Focus I Present perfect to contrast to past e.g. 'trees have been felled' and 'damage has been done'		Focus I Present perfect to frame diary writing Today I have been... Contrast with past simple, Earlier I saw...	Focus I Present perfect to frame diary writing Today I have been... Contrast with past simple, Earlier I saw...	Focus B, D and G - different ways to start sentences. Varied types of FA. Focus E - integrate direct speech. Focus A - edit to avoid repetition.	Focus E Punctuating direct speech	Focus L + M Different sentence types Focus I Present perfect to contrast to past e.g. Yesterday I was... Today I have heard					
Week 5+6	Week 5 The Wizard, the Ugly and the Book of Shame Dialogue focus - layering in some action between dialogue Conversation between The Ugly and the Wizard when The Ugly does not love himself Week 6 The Wizard, the Ugly and the Book of Shame Dialogue focus - layering in some action between dialogue. Short dialogues between the people who seek the wizard's help and Wizard when the book fails		Week 5 Coming Home Narrative with storm Third person Imitate poetic devices Week 6 Coming Home Narrative with storm (one scene) Change from first to third person Imitate poetic devices	Week 5 Mousehole Cat Diary entry from Mowzer's perspective Week 6 Mousehole Cat Diary entry from Tom's perspective	Week 5 - The Wreck of the Zanzibar Diary entry - imitation of style Week 6 - The Wreck of the Zanzibar Diary entry - imitation of style	Week 5 - Spanish Armada Explain what happened during the Spanish Armada - language of cause and effect Week 6 - Spanish Armada Explain how England was able to defeat Spain in the Spanish Armada	Week 5 - rivers Explanation of the water cycle - inspired by <i>The Rhythm of the Rain</i> Week 6 - rivers Explanation of causes and impact of flooding					
	Focus E - direct speech		Focus D - FA of manner	Focus H - singular Referring to Mowzer or Tom's possessions and expressions	Focus I Present perfect to frame diary writing Today I have been... Contrast with past simple, Earlier I saw...	Focus B Conjunctions to express cause and effect	Focus A Nouns and pronouns for clarity - avoid repetition of 'water' Focus B conjunctions to link ideas and arguments					

Year 3+4 Grammar Focus	A	B	C	D	E	F	G	H	I
<i>Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing.</i> *Throughout Year 3, children learn to use paragraphs to group related material.	Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition	Extend sentence with more than one clause by using a wider range of conjunctions (as above) + although, before, after, while	Use fronted adverbials of time. Include a comma after the fronted adverbial. Adverbs like then, next, soon.	Use fronted adverbials of manner. Include a comma after the fronted adverbial.	Punctuating direct speech.	Use prepositions: in, on, under, opposite, beside, before, after, during, because of.	Use fronted adverbials of place. Include a comma after the fronted adverbial.	Apostrophes for possession. Y3 singular nouns Y4 introduce for plurals	Y4 Use the present perfect form of verbs in contrast to the past tense

Year 5	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Week 1+2	Week 1 Descriptive retell of Theseus and the Minotaur	Week 2 Descriptive retell of Daedalus and Icarus	Week 1 - Journey to Jo'Burg Writing lost pages of narrative - inventing plausible events	Week 2 - Journey to Jo'Burg Writing lost pages of narrative	Week 1 - Victorians Retelling key moment of Oliver Twist with suspense (Oliver asking for more)	Week 2 - Victorians Retelling key moment of Oliver Twist with suspense	Week 1 -Kensuke's Kingdom Retelling the moment Michael falls overboard the Peggy Sue	Week 2- -Kensuke's Kingdom Retelling the moment Michael is reunited with his family	Week 1 - The Iron Man Imitation of Ted Hughes' style for opening	Week 2 - The Iron Man Leave on a cliffhanger and children to continue	Week 1 - Hansel and Gretel Suspenseful writing within narrative, combined with language choices and dialogue that contributes to an ominous mood. Approach and entry into house.
	Focus C, D and G - varied FA Focus J - expanded noun phrases		Focus C, D and G - varied FA Focus J - expanded noun phrases		Focus C, D and G - varied FA Focus J - expanded noun phrases		Focus C, D and G - varied FA Focus J - expanded noun phrases		Focus Q Semicolons to join two related clauses He stood on the brink; his eyes scanned the horizon.			
Week 3+4	Week 3 Persuasive letter to Theseus - not to enter the maze		Week 3 Explanation text - geography //intro //floods //tsunami		Week 3 - Victorians Write to persuade informally - persuade Oliver not to steal		Week 3 - trade Information text about trade (imports, exports and supply chains)		Week 3 - The Iron Man Dialogue to convey character Villagers complain about the damage the Iron Man causes. They discuss it and decide to set a trap. Show their feeling of fear and their lack of regard for Iron Man's feelings.		Week 3 - Shackleton Diary entry expressing the struggle of a key moment (Shackleton and companions set off to cross the island of South Georgia)	
	Week 4 Persuasive letter to Pandora -not to open the box		Week 4 Explanation text - geography // volcanoes, //earthquakes		Week 4 - Victorians Write to persuade formally - persuade Prime Minister to abolish workhouses		Week 4 - trade and Fair Trade Information text about Fair Trade (what, why and how)		Week 4 Dialogue to convey character. Show Hogarth's thoughtfulness and guilt as he speaks to the villagers to suggest offering Iron Man scrap. Add him speaking to the Iron Man kindly.		Week 4 - Shackleton Diary entry expressing the struggle of a key moment (Shackleton and companion coil the rope and slide down to meet the two children)	
	Focus O - modal verbs to advise and persuade		Focus K - relative clauses		Focus S - informal and formal vocabulary and structures		Focus L Using brackets, dashes or commas to indicate parenthesis		Focus E Punctuating direct speech.			
Week 5+6	Week 5 Information Guide to the Ancient Greek Legacy (part 1)		Week 5 - Fantastic, Funny, Frightening Creating suspense in narrative writing		Week 5 - Victorian schooling Informal explanation guide to surviving in a Victorian school room - write as child to child		Week 5 - The Village that Vanished Dialogue to move action forward. Moment Njemile tells the village about her plan and they reply and Chimwala says she will remain.		Week 5 - Oranges in No Man's Land Introduction to discursive writing: Should Ayesha cross the green line to find help or stay with her family? // for and // against		Week 5 Discussion text Should humans go on expeditions to extreme parts of the planet? //yes - pros //no - cons	
	Week 6 Information Guide to the Ancient Greek Legacy (part 2)		Week 6 - Fantastic, Funny, Frightening Creating suspense in narrative writing		Week 6 - Victorian schooling Formal explanation guide to surviving in a Victorian school room - write as headmaster to child		Week 6 - The Village that Vanished Dialogue to move action forward. Chimwala tricks slavers into leaving		Week 6 - Oranges in No Man's Land Discursive writing Who is the hero of this story? // for Dr Leila // for Ayesha		Week 6 Discussion text Was Shackleton a brave hero or a foolish risk-taker?	
	Focus K - relative clauses		Focus A Nouns and pronouns for clarity and also to build suspense. She heard something. What could it be?		Focus S - informal and formal vocabulary and structures		Focus E Punctuating direct speech.		Focus P - passive She might be killed by... saved by... threatened by... Week 2 - active Dr Leila 'saved'			

Year 3+4 Grammar Focus	A	B	C	D	E	F	G	H	I
Once a focus is covered it is both explicitly revisited in subsequent units whilst also becoming a feature for children to apply throughout writing contexts. It may also become a target or a focus for editing. *From Year 3, children learn to use paragraphs to group related material.	Choose nouns or pronouns appropriately for clarity and cohesion to avoid repetition.	Extend sentence with more than one clause by using a wider range of conjunctions (as above) + although, before, after, while	Use fronted adverbials of time. Include a comma after the fronted adverbial. Adverbs like then, next, soon.	Use fronted adverbials of manner. Include a comma after the fronted adverbial.	Punctuating direct speech.	Use prepositions: in, on, under, opposite, beside, before, after, during, because of.	Use fronted adverbials of place. Include a comma after the fronted adverbial.	Apostrophes for possession. Y3 singular nouns Y4 introduce plurals	Y4 Use the present perfect form of verbs in contrast to the past tense

Year 5+6 Grammar Focus	J	K	L	M	N	O	P	Q	R	S	T	U
See above re revisiting and embedding.	Using expanded noun phrases to convey complicated information concisely	Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	Using brackets, dashes or commas to indicate parenthesis	Using a colon to introduce a list	Punctuating bullet points consistently	Using modal verbs or adverbs to indicate degrees of possibility	Using passive verbs to affect the presentation of information in a sentence	Using semicolons, colons or dashes to mark boundaries between independent clauses	Using commas to clarify meaning or avoid ambiguity in writing	Recognising vocabulary and structures that are appropriate for formal speech + writing	Recognise the subjunctive form as a formal grammatical structure	Using hyphens to avoid ambiguity

Year 6		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Week 1+2	Week 1 WWII narrative writing Week 2 WWII narrative writing	Week 1 - The Firework Maker's Daughter Dialogue to advance action and convey character Week 2 - The Firework Maker's Daughter Dialogue to advance action and convey character	Week 1 - Blitz Diary entry - night of the Blitz // hearing siren and running /experience in underground shelter - family separated Week 2 Diary entry day after Blitz raid // emerging to ruins // reunited with other family who went to a different shelter	Week 1 The Demon Headmaster Imitation Week 2 The Demon Headmaster Imitation	Week 1 + 2 - Positivity Letter Children write a letter addressed to themselves/ a friend full of praise and words of wisdom for their SATs. Dear friend/self, Next week we reach the top of the mountain we have been climbing for so long. It is a week to show and share ... What if I don't know the answer? What should I do if I feel nervous? What can I do now to feel prepared?	Week 1- Little Red Riding Hood Suspenseful writing within a narrative, Approach and entry into the house. Week 2 Suspenseful writing within a narrative, Weaving suspense into a dialogue between the wolf and Little Red before its identity is revealed.
	Focus C, D and G - varied FA Focus J - expanded noun phrases	Focus E	Focus C, D and G - varied FA Focus J - expanded noun phrases Focus S - informal diary tone Focus K integrated	Focus C, D and G - varied FA Focus E Punctuating direct speech. Focus Q Using semicolons, colons or dashes to mark boundaries between independent clauses Focus S - Formal tone	Focus O - modal verbs to give advice	Focus C, D and G - varied FA Focus J - expanded noun phrases Focus E integrated	
Week 3+4	Week 3 - evacuation Formal persuasion from Prime Minister. Persuade citizens on the Home Front to play their part // rationing //blackout //dig for victory Week 4 - evacuation Formal persuasion from PM. Persuade families to support policy of evacuation //directed at urban families //directed at rural families	Week 3 -Pied Piper Discursive writing Who is to blame for the children being taken captive? // some say Pied Piper //other say the Mayor Week 4	Week 3 - Wonder Persuasion -formal register Mr Tushman writing to August to persuade him to return to school Week 4 - Wonder Persuasion informal register Friend writing to August to persuade him to return to school	Week 3 - SFA unit 7 When the Whales Came Persuasion Laura convincing villagers to help the whale Week 4 - SFA unit 8 Animals of Farthing Wood Persuasion Animals persuading humans not to destroy their habitat	Week 3 - Jack and the Beanstalk Informal persuasion from friend to come down the beanstalk. Giving reasons from a friend's perspective. Week 4 - Jack and the Beanstalk Formal persuasion from headteacher to come down the beanstalk. Giving reasons from a headteacher's perspective.	Week 3 - sustainability Explanation of how fossil fuels are formed, extracted and used //coal //oil //gas Week 4 - sustainability Explanation of how energy is generated from renewable sources //wind //hydro //solar Formula - TWR	
	Focus O - modal verbs Focus S - formal register Focus T -subjunctive	Focus M and Q - colons and semi-colons	Focus S- formal and informal vocabulary and structures	Focus O - modal verbs Focus S - formal register Focus T -subjunctive	Focus O - modal verbs Focus S - formal register Focus T -subjunctive	Focus K - relative clauses Focus L - parentheses	
Week 5+6	Week 5 - Black History Month Biography of Walter Tull //early life //football career //war Week 6 - Black History Month // death // legacy	Week 5 - North America Information about the physical geography of the USA //what is NA vs USA and where in the world? // Is it the same landscape and climate? Week 6 Information about the wildfires in the USA // what causes them in general? // zoom in to the details of one case	Week 5 - Wonder Discursive writing The message of this story is 'Be Kind'. Who shows the most kindness throughout the book? // Mr Tushman // August's family Week 6 - Wonder //Jack Will //Summer	Week 5 - SFA unit 6 Five Children and It Dialogue to convey character - different children showing their personalities Week 6 One week of poetry writing inspired by CLPE unit Dark Sky Park	Week 5 Diary entry from the perspective of Dinah - reactions to initial suspicious events at new school Week 6 Diary entry from the perspective of Dinah - reactions to her efforts to thwart the Demon Headmaster's evil plan.	Week 5- leavers My Springfield Journey // positive memories - learning // positive memories - friendships Week 6 - leavers My Springfield Journey //challenges //proud moments //what I will take with me for the future	
	Focus P - passive structures	Focus K - relative clauses	Focus L - parenthesis	Focus E	Focus C, D and G - varied FA Focus J - expanded noun phrases Focus S - informal diary tone Focus K + L integrated	Focus M and N Lists of main points to speak from Detail in //	

Year 5+6 Grammar Focus	J	K	L	M	N	O	P	Q	R	S	T	U
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