Year Group	Week 1-3	Week 4-6
1	**Narrative** (Traditional Tales/ Fairy Tales)	**Non-Fiction** (Explanations)
	Outcome: Write a re-telling of a traditional story	**Outcome:** Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
	Grammar Focus: • How words can combine to make sentences • Joining words and joining clauses using and Sequencing sentences to form short narratives • Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I	**Grammar Focus:** • How words can combine to make sentences • Joining words and joining clauses using and Sequencing sentences to form short narratives • Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I
2	**Narrative** (Traditional Tales – Myths/Creation Stories)	**Non-Fiction**
	Outcome: Write a creation myth based on ones read e.g. how the zebra got his stripes	**Outcome:**
	Grammar Focus: • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	**Grammar Focus:** • Use of the suffixes –er, -Est in adjectives e.g., Polar bears are the biggest carnivores of all. • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]

		- How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command - Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns [e.g., the girl's name]	- Explore the difference between proper nouns and general nouns, and identify their use in this text type ¬ identify the use of factual adjectives to give significant detail, often clarifying colour, position or size e.g. scaly bodies ¬ explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings ¬ collect and use examples of noun phrases to generalise e.g. most butterflies, some insects, all hedgehogs, and consider their meaning - How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command e.g., ¬ identify sentences in the opening paragraphs of simple reports that answer the questions: Who? What? When? Where? ¬ Begin reports by asking a direct question e.g Have you ever heard of a hammerhead shark? - Correct choice and consistent use of present tense and past tense throughout writing e.g., note how reports are written in the simple present tense and reflect this in their writing, for example, they like to build their nests ... It is a cold and dangerous place to live. - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g., explore the use of capitalisation for common and proper nouns in the context of reports, for example, Bees belong to a larger family of insects known as Apoidea
3	**Narrative** **Adventure stories**		**Non Fiction** **(Persuasion)**
	Outcome: Write an adventure story, focusing on plot.		**Outcome:** Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.
	<mark>**Grammar Focus:**</mark> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs		<mark>**Grammar Focus:**</mark> Expressing time, place and cause using conjunctions e.g., use a developing range of connecting adverbs to express cause, for

		[for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs to group related material • Introduction to inverted commas to punctuate direct speech	example,' …because the temperature begins to drop', '…so the hedgehog looks for a safe place to sleep.' • Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g., use adverbs to express sequence, for example, first, then, after that, finally • Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g., Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn. • Introduction to paragraphs to group related material • Headings and sub-headings to aid presentation
4	**Narrative (Stories with a theme)**		**Non-Fiction (Explanation)**
	Outcome: Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.		**Outcome:** Create a flow chart to explain how a new invention works; use the notes to write an explanation using an impersonal style
	Grammar Focus: • Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases (e.g., the teacher expanded to the strict maths teacher with curly hair) Fronted adverbials [for example, later that day, I heard the bad news.] • Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials		**Grammar Focus:** • Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases e.g., explore the use of expanded noun phrases in advertising, for example, the beach with its mile long stretch of golden white sand • Fronted adverbials e.g., use a wider range of adverbs/adverbials (building on the range used in year 3) to link persuasive points together • Use of paragraphs to organise ideas around a theme e.g., investigate where paragraphs move from the general to the specific • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g., investigate how the same subject is referred to in many ways in some persuasive texts, to make it sound more appealing or grand, for example, At the Mirage we will make your taste buds tingle…this 5-star restaurant is world famous…our beautiful bistro…
5	**Narrative (Fiction from our literary heritage)**		**Non-Fiction (Discussion)**

	Outcome: Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version	**Outcome:** Write a balanced discussion presenting two sides of an argument, following a debate.
	 • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] • Dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	 • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • • Brackets, dashes or commas to indicate parenthesis • • Use of commas to clarify meaning or avoid ambiguity
6	**Narrative (Take one book)**	**Non-Fiction (Debating skills)**
	Outcome: To be decided based on needs	**Outcome:** A series of live debates on various subjects.
	 • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he? or the use of subjunctive forms such as If I were or were they to come in some very formal writing and speech] • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or therefore], and ellipsis • Use of the semi-colon, colon, and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up]	 • Use of the passive to affect the presentation of information in a sentence • The difference between structures typical of informal speech and structures appropriate for formal speech and writing • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or therefore], and ellipsis e.g., collect examples of counter argument statements and practice writing their own, for example, 'although there are many that would argue that…, there are a growing number of critics who think that…'

	- Use of the colon to introduce a list and use of semi-colons within lists - How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	- Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] - Punctuation of bullet points to list information