Writing at Calstock and Stoke Climsland

Year 1

				Autumn Term				Spring Term				Summer Term			

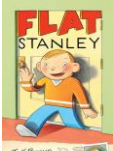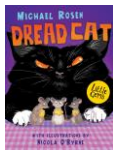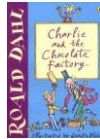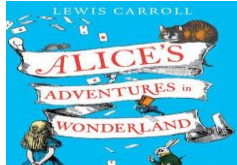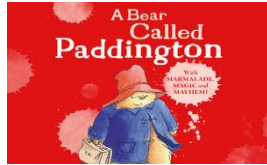| Autumn Term				Spring Term				Summer Term			
entertain	entertain	inform	entertain	inform	entertain	entertain	inform	inform	inform	entertain	entertain
retell	retell	instructions	retell	interview	retell	retell	report	letter	instructions	description	retell
Three-plot-point narrative	Three-plot-point narrative s	instructions	Three-plot-point narrative	Question and Answer (Q&A) interview	Four-plot-point narrative	Four-plot-point narrative	report	letter	instructions	setting description	Five-plot-point narrative
capital letters to start sentences full stop to end a sentence separating words with finger spaces	capital letters to start sentences direct object past tense action verb	write nouns begin to use command verbs Conjunctions to list nouns.	compound subject maintain a consistent use of past tense distinguish between singular and plural nouns	distinguish between statements and questions appropriate stop marks for statements and questions first and third person state of being verbs	compound sentences with the coordinating conjunction 'and' compound object adjectives after a state of being verb *the boy is sad.*	compound sentences with the coordinating conjunction 'and' personal pronouns as subjects	state of being verbs Adverbials: first, then, next, after, later, the next day etc…	first and third person Lists of two adjectives after a state of being verb. *The boy is sad and scared.*	compound sentences with the coordinating conjunction 'and' Adverbials: first, then, next, after, later, the next day etc… begin to use command verbs	begin to use exclamation marks personal pronouns as objects	begin to use exclamation marks Adverbials: first, then, next, after, later, the next day etc…
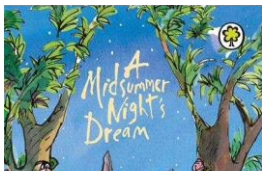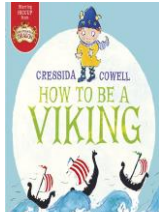
Year 2

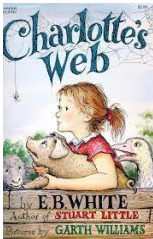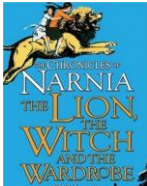| Autumn Term				Spring Term				Summer Term			
entertain	**inform**	**entertain**	**inform**	**inform**	**inform**	**entertain**	**inform**	**entertain**	**inform**	**inform**	**entertain**
retell	instructions	retell	non-chron report	diary	instructions	retell	report	letter	explanation	argument	diary
distinguish between simple and compound sentences conjunctions adjectives before nouns acting as the subject expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] openings endings	distinguish between a main clause and a phrase expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] commands (distinguish between statements and commands) summarise	distinguish between a main clause and a phrase commas to list adjectives *it was a dark, long, leafy lane* prepositional phrases of time, place and movement within simple sentences suffixes	proper nouns compound sentences with the coordinating conjunction 'yet' adjectives before nouns acting as the object	prepositional phrases of time, place and movement that begin simple sentences compound sentences with the coordinating conjunction 'or' use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting]	distinguish between statements and exclamations Subordination (using when, if, that, because) to join clauses. use of the progressive form of verbs in the present tense to mark actions in progress [for example, she is drumming]	adverbs of manner that begin sentences *silently, the bow swam across the river* compound sentences with the coordinating conjunction 'but' persuasive devices	proper nouns Subordination (using when, if, that, because) to join clauses. present tense action verbs editing	Subordination (using when, if, that, because) to join clauses. use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting]	how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command maintain a consistent use of present tense when writing present tense action verbs	proper nouns Subordination (using when, if, that, because) to join clauses. past tense action verbs	subordination (Using when, if, that, because) to join clauses. use of the progressive form of verbs in the past tense to mark actions in progress [for example, he was shouting] how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

Year 3					
Stone Age Boy	**Shackleton's Journey**	**Julius Zebra and Rumble with the Romans**	**Charlie and the Chocolate Factory**	**Alice in Wonderland**	**A Bear Called Paddington**
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Entertain	**Inform**	**Entertain**	**Inform**	**Entertain**	**Entertain**
Stories with Familiar Settings	Newspaper reports	Imaginary Worlds	Adventure Narrative	Classic narrative tales	Stories with fictional characters
• convert spoken word into direct speech (statement) followed by a reporting clause • adverbs and adverbial phrases of time, place and manner that begin compound sentences • a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	• singular possession • adverbial phrases of manner, time and place that begin simple sentences • a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	• convert spoken word into direct speech (question and exclamation) followed by a reporting clause • appropriate verbs in reporting clauses for characterisation • prepositional phrases that begins a compound sentence • metaphor	• adverbs and adverbial phrases of time, place and manner that begin compound sentences • singular possession	• convert spoken word into direct speech (question and exclamation) followed by a reporting clause • metaphor • expressing time, place, using prepositions [for example, before, after, during, in, because of]	• prepositional phrases that begins a compound sentence • a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so') • metaphor
Inform	**Entertain**	**Inform**	**Inform**	**Entertain**	**Entertain**
Non-chronological reports	Voyage and return narrative	*Non-chronological reports*	*Explanation texts*	*Character descriptions*	Poetry types
• a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet') • use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • adverbs that modify adjectives	• introduction to paragraphs as a way to group related material • headings and subheadings to aid presentation • singular possession • adverbial phrases of manner, time and place that begin simple sentences	• introduction to paragraphs as a way to group related material • a combination of simple and compound sentences (joined with the conjunctions 'and', 'but' and 'yet')	• a combination of simple and compound sentences (joined with the conjunctions 'or' and 'so') • adverbs of place within simple sentence • use of the present perfect form of verbs instead of the simple past [for example, he has gone out to play contrasted with he went out to play]	• expressing time, place and cause using adverbs [for example, then, next, soon, therefore] • prepositional phrases that begins a compound sentence	• headings and subheadings to aid presentation • introduction to paragraphs as a way to group related material • expressing time, place and cause using adverbs [for example, then, next, soon, therefore]

Year 4					
Charlotte's Web	**Street Child**	**The Lion, The Witch and the Wardrobe**	**Thornfinn-The Nicest Viking**	**A Midsummer Nights' Dream**	**How to be a Viking**
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entertain	**Inform**	**Entertain**	**Entertain**	**Entertain**	**Inform**
Narrative-classic tales	Diary entries	Narrative - journey	Narrative – myths and legends	Play script - speech	Explanations texts
• distinguish between a main clause and a subordinate clause • complex sentences that open with a subordinate clause followed by a main clause ('because', 'when' and 'although') • noun phrases expanded by the addition of modifying adjectives	• complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though') • convert spoken word into direct speech (statement) starting with a reporting clause • personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence	• convert spoken word into direct speech (question and exclamation) starting with a reporting clause • personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence • noun phrases expanded by the addition of modifying adjectives	• plural possession • sentences that open with present or past participles • complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if')	• convert spoken word into direct speech (question and exclamation) starting with a reporting clause • personal pronouns to replace nouns repeated as objects in the second main clause of a compound sentence • expanded noun phrases that include a prepositional phrase	• personal pronouns to replace nouns repeated as subjects in the second main clause of a compound sentence • standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or i did instead of i done]
Inform	**Entertain**	**Inform**	**Inform**	**Persuade**	**Entertain**
Non-chronological report	Narrative-historical	Discussion texts	Newspaper reports	Leaflets/brochures	Narrative-setting descriptions
• sentences that open with present or past participles • complex sentences that open with a main clause followed by a subordinate clause ('since', 'after/before' and 'even though') • fronted adverbials	• plural possession • expanded noun phrases that include a prepositional phrase • complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if')	• Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] • The grammatical difference between plural and possessive –s	• complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if') • noun phrases expanded by the addition of modifying adjectives	• complex sentences that open with a subordinate clause followed by a main clause ('since', 'after/before' and 'even though') • fronted adverbials	• the grammatical difference between plural and possessive • a set of instructions using complex sentences • complex sentences that open with a subordinate clause followed by a main clause

Year 5					
Diver's Daughter	**Armistice Runner**	**Who Let the Gods Out?**	**The Arrival**	**Holes**	**Floodland**
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Entertain	**Inform**	**Entertain**	**Entertain**	**Persuade**	**Entertain**
Character descriptions	Biography	Traditional stories myths, legends	Narrative-problems and dilemmas	Advocacy Journalism - article	Modern fiction
• relative clauses (at the end of the main clause) as parenthesis • linking ideas across paragraphs using adverbials of place [for example, nearby]	• convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded • adverbs followed by present and past particles openers	• brackets and dashes for parenthesis - relative clauses • ellipsis as a stop mark and an incomplete thought • linking ideas across paragraphs using tense choices [for example, he had seen her before]	• adverbs followed by present and past particles openers • relative clauses (embedded) as parenthesis • ellipsis as a pause	• indicating degrees of possibility using modal verbs [for example, might, should, will, must] • conjunctive adverbs to open sentences • conjunctive adverbs after semicolons to combine and then link two main clauses	• convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded • relative clauses (embedded and at the end of the main clause) as parenthesis • ellipsis as a stop mark and an incomplete thought
Inform	**Inform**	**Inform**	**Entertain**	**Discuss**	**Inform**
Explanation	Non-chronological report	Newspaper reports	Poetry	Balanced argument	Explanation
• indicating degrees of possibility using adverbs [for example, perhaps, surely] • relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • conjunctive adverbs after semicolons to combine and then link two main clauses	• appositives (embedded and at the end of the main clause) as parenthesis • commas for parenthesis • relative clauses and appositives within compound sentences	• relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • relative clauses and appositives within complex sentences • use of the colon to introduce a list	• indicating degrees of possibility using modal verbs [for example, might, should, will, must] • conjunctive adverbs after semicolons to combine and then link two main clauses • devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	• conjunctive adverbs to open sentences • indicating degrees of possibility using adverbs [for example, perhaps, surely] • appositives (embedded and at the end of the main clause) as parenthesis	• conjunctive adverbs to open sentences • use of the colon to introduce a list • indicating degrees of possibility using modal verbs [for example, might, should, will, must]

Year 6

The Explorer	When Hitler Stole Pink Rabbit	Journey to the River Sea	Curse of the Maya	Macbeth	Windrush Child

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Entertain	**Inform**	**Entertain**	**Inform**	**Discuss**	**Persuade**
Modern fiction-mystery	**Recount-Diary**	**Short story with flashbacks**	**Information texts**	**Discursive Speech**	**Persuasive Journalism**
• **Y5** relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • **Y5** commas for parenthesis • organise ideas into paragraphs to indicate a change in person, place or a jump in time	• 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?* • **Y5** *convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded* • **Y5** ellipsis as a stop mark and an incomplete thought and as a pause within direct speech	• ellipsis as a cohesive device to link paragraphs • simple sentences to enhance the mood and/or add emphasis • write multi-clause complex sentences joined with one subordinating conjunction and one coordinating conjunction	• dash to mark the boundary between independent clauses • the difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, 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	• rhetorical devices • semi-colons to mark the boundary between independent clauses • linking ideas across paragraphs using a wider range of cohesive devices: grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence]	• distinguish between active and passive voice • explain - use of the colon to mark the boundary between independent clauses [for example, it's raining; i'm fed up]
Inform	**Inform**	**Discuss**	**Entertain**	**Entertain**	**Entertain**
Explanation texts	**Non-chronological reports**	**Balanced Argument**	**Setting descriptions**	**Play scripts**	**Diary-recount**
• semi-colons to mark the boundary between independent clauses • multi-clause compound sentences joined with two different coordinating conjunctions • rhetorical devices	• conjunctive adverbs to link paragraphs • write multi-clause complex sentences joined with two different subordinating conjunctions • use of the passive to affect the presentation of information in a sentence	• colon to introduce a list • semicolons within lists • multi-clause compound sentences joined with two different coordinating conjunctions • layout devices [for example, headings, sub-headings, columns, bullets, or tables]	• use of the passive to affect the presentation of information in a sentence • write a combination of sentence types to avoid repetition • hyphens to avoid ambiguity • layout devices	• simple sentences to enhance the mood and/or add emphasis • pathetic fallacy	• 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?