



The BAWB Federation
Bainbridge, Askrigg, and West Burton Primary Schools
*Inspired by the compassion of the Good Samaritan, we
treat one another with respect and kindness
using courage and creativity as we grow and learn.*
Executive Headteacher: Ms Vicky Collins

English Long-Term Plan



At The BAWB Federation, we believe that every child is a writer. We are passionate about developing every child's knowledge, motivation and confidence in their writing. We have chosen HFL Education's **ESSENTIALWRITING** as the basis of our writing curriculum for years 2-6. This is an ambitious and progressive writing scheme which provides our children with opportunities and tools to write for a range of specific purposes and authentic audiences. As a result, our children feel inspired and ready to write high-quality outcomes within the classroom but also have the knowledge, strategies and confidence to choose to write in their own lives



National Curriculum Objectives

ESSENTIAL WRITING Year 2 Long Term Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Inform (10 steps) Entertain (5 steps)	Entertain (12 steps) Inform (15 steps)	Entertain (15 steps) Inform (10 steps)	Entertain (15 steps) Entertain (10 steps)	Entertain (15 steps) Inform (10 steps)	Inform (10 steps) Entertain (14 steps) Entertain (5 steps)
Written Outcomes	Range of genres (whole-school unit)* Short narrative Instructions List poetry	Narrative (journey) Letters & postcards	Traditional tale Non-chronological report	Narrative (based on real experiences) Poetry	Narrative Instructions	Recount (about real event) Narrative Poetry
NC: Composition (planning, drafting, editing and proof-reading)	<ul style="list-style-type: none">Write narratives about personal experiences and those of others (real and fictional)Plan or say out loud what they are going to write aboutWrite down ideas and/or key words, including new vocabularyEncapsulate what they want to say, sentence by sentenceEvaluate their writing with the teacher and other pupilsRe-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formProof-read to check for errors in spelling and grammar and punctuation (for example end of sentences punctuated correctly)Read aloud what they have written with appropriate intonation to make the meaning clear					
NC: Sentence level	Use the simple present and past tense consistently Co-ordination (using or, and, but) Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] Subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question or command Use the simple present and past tense consistently	Co-ordination (using or, and, or but) and subordination (using when, if, that, or because) How the grammatical patterns in a sentence indicate its function as a statement, question, or exclamation Use the simple present and past tense consistently	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 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] Co-ordination (using or, and, or but) and subordination (using when, if, that, or because)	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 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]	Review of objectives taught in KS1 Review use of conjunctions to combine ideas and sentences



ESSENTIALWRITING Year 2 Long Term Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Introduction to use of commas for lists	Review Y1: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Introduction to use of commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, and commas for lists	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
NC: Grammar Terminology	noun, verb, present tense past tense, adjective statement, command comma <u>Review:</u> full stop capital letter, question mark sentence	statement, question noun, noun phrase adjective, verb comma present tense past tense	past tense, present tense adjective, comma exclamation statement, question	apostrophe comma adjective present progressive tense past progressive tense	command apostrophe comma present progressive tense past progressive tense	Review terminology from the year adverb
NC: Spelling	Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives Use of -ly in Standard English to turn adjectives into adverbs Spelling terminology: adverb, adjective, suffix					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Form lower case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters					



ESSENTIAL WRITING Year 2 Long Term Overview 2025-2026

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	<ul style="list-style-type: none">Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense	<ul style="list-style-type: none">Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)	<ul style="list-style-type: none">Speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing	<ul style="list-style-type: none">The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time		
Writing to Inform Language Choices 	<ul style="list-style-type: none">Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the pastYou could speak to the reader directly, using 'you' if you need to tell them or ask them to do something		<ul style="list-style-type: none">Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out aboutWhen we provide information to our reader, this information is usually in the simple present tense or simple past tense			
Genre Features	<p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story Introduce fall-rise story shape for basic narrative structure</p> <p>Instructions: Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Can include a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions</p>	<p>Narrative: See Aut1 objectives Letter: Sender's address in top-right corner & date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p> <p>Poetry (Aut1): A genre of poetry is list poetry, which lists words or phrases that represent a certain topic</p>	<p>Traditional tale: Will often include repeated phrases May include animal characters that behave like humans (e.g. can talk) Character names will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf) Usually include happy endings</p> <p>Non-Chronological Report: Captions and labels to add information to illustrations Glossary to provide definitions in a quick and easy guide for the reader</p>	<p>Narrative: Build upon Aut1 objectives & introduce other story shapes - slow rise and slow fall</p> <p>Poetry: A specific poetic device used by poets can include a simile: this compares something with something else that the reader can relate to, in order to create a clear picture in their mind</p>	<p>Narrative: See Aut & Spr objectives Instructions: Link to Aut1 objectives & build to include: In order to tell the reader to do something, writers often use command sentences</p>	<p>Recount: Written in simple past tense Events are recounted in the time order that they happened</p> <p>Narrative: Link to Aut & Spr objectives</p> <p>Poetry: A specific poetic device used by poets can include alliteration to experiment with using words that start with the same speech sound – this creates a pleasing rhythm and musicality for the reader</p>



ESSENTIAL WRITING Year 2 Long Term Overview 2025-2026

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	<p>Writers join sentences together with other coordinating conjunctions including and, or, but – these conjunctions all carry different meanings for the reader to understand how the ideas are connected</p> <p>A statement is a type of sentence that are used by writers the most – they are telling the reader something</p> <p>Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb</p> <p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p>	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>Instead of using 'and' too often, we should use a full stop so that the sentence does not become too long for the reader</p> <p>Writers can also join sentences together with subordinating conjunctions including when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p>	<p>Coordinating conjunctions include and, or, but – these conjunctions carry different meanings for the reader to understand how the ideas are connected.</p> <p>Subordinating conjunctions include when, if, that, because – these conjunctions are different to others because when we put them at the start of an idea it does not feel like a complete thought</p> <p>Exclamatory sentences are sometimes seen in fairytales, usually to express a surprise or strong emotion (usually starting with 'What/How + noun phrase + verb).</p>	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time</p>	<p>Including adjectives to describe a noun (expanded noun phrases) helps the reader to create a more specific picture in their mind.</p> <p>Review use of conjunctions to combine ideas and sentences.</p> <p>The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time.</p> <p>Sometimes we might need to tell our reader to do something – these are command sentences and they start with a verb.</p> <p>Including adverbs to describe a verb also helps the reader to create a picture in their mind about how or when the action is happening.</p>	
Word level including punctuation	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins (Y1)</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something</p>	<p>An exclamation mark at the end of a sentence (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a question mark at the end of a sentence shows the reader that they will need to read the sentence differently because either the reader or a character (in a story) is being asked something</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between.</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>(Review use of question mark & exclamation mark)</p>	<p>Apostrophes are used to show the reader where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand</p> <p>Review use of question mark & exclamation mark</p>	<p>Apostrophes are also used to show the reader when something belongs to a person or object (apostrophes of possession) – this punctuation mark makes it clearer for the reader to understand</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between</p> <p>(Review use of question mark & exclamation mark)</p>	<p>(Review use of all punctuation taught throughout the year)</p>



ESSENTIAL WRITING Year 2 Long Term Overview 2025-2026

YEAR 2															
Core pathway	Autumn					Spring					Summer				
	Narrative	Instructions	Poetry: List poems	Narrative	Letters, postcards	Narrative	Non-Chronological Report	Narrative	Poetry: Free Verse & Simile	Narrative	Instructions	Recount	Narrative	Poetry: Take One Poet	
	Narrative											Poetry: Free verse			
Alternative pathway	10 steps	10 steps	5 steps	12 steps	15 steps	15 steps	10 steps	15 steps	10 steps	12 steps	10 steps	10 steps	14 steps	5 steps	
	52 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)					51 steps (approx. 11 weeks)				



National Curriculum Objectives

ESSENTIAL WRITING Year 3/4 Long Term Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10 steps) Persuade (10 steps) Poetry (5 steps)	Inform (15 steps) Entertain (15 steps)	Inform (15 steps) Persuade (10 steps)	Entertain (15 steps) Entertain (10 steps)	Persuade (14 steps) Inform (14 steps)	Entertain (5 steps) Entertain (15 steps) Entertain (10 steps)
Written Outcomes	*Range of genres Graphic novel Persuasive speech Poem (free verse)	Explanation Narrative	Recount Travel leaflet	Narrative Poetry (haiku)	Persuasive letters Non-chronological report	Poetry (free verse) Short story Poetry (focus on figurative language)
NC: Composition (planning, drafting, editing and proof reading)	<ul style="list-style-type: none">Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammarDiscuss and record ideasCompose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structuresOrganise paragraphs around a themeIn narratives, create settings, character and plotIn non-narrative material, use simple organisational devices (for example headings and subheadings)Assess the effectiveness of their own and others' writing and suggesting improvementsPropose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesProof-read for spelling and punctuation errorsRead aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear					
NC: Sentence level	<p>(New content for Y3): Introduction to paragraphs as a way to group related material</p> <p>(New content for Y3): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): 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)</p>	<p>(New content for Y3): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>(New content for Y3): Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p> <p>(New content for Y3): Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>(Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>(Revisit Y3 content): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): 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)</p>	<p>(Revisit Y3 content): Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p> <p>(Revisit Y3 content): Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>(Y4 content): Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>(Revisit Y3 content): Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>(Y4 content): 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)</p>



National Curriculum Objectives

ESSENTIALWRITING Year 3/4 Long Term Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	<p>(New content for Y3): Introduction to inverted commas to punctuate direct speech</p> <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): 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!"]</p> <p>Review Y2 learning: Use of adjectives to describe a noun; use of apostrophe to show missing letters or for singular possession; commas can be used to separate items in a list</p>	<p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): 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!"]</p> <p>(Y4 content): Use of commas after fronted adverbials</p> <p>(Y4 content): 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!"]</p> <p>(Y4 content): Use of commas after fronted adverbials</p> <p>Review Y2 learning: Commas can be used to separate items in a list</p>	<p>(New content for Y3): Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box]</p> <p>(Y4 content): Use of commas after fronted adverbials</p> <p>(Y4 content): 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!"]</p> <p>Review Y2 learning: 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!"]</p>	<p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): 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!"]</p> <p>Review Y2 learning: Use of adjectives to describe a noun, use of apostrophe to show missing letters or for singular possession</p>	<p>(New content for Y3): Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, <u>an</u> open box]</p> <p>(Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): 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!"]</p> <p>Review Y2 learning: 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!"]</p>	<p>(Y4 content): Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>(Y4 content): Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>(Y4 content): 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!"]</p> <p>Review Y2 learning: Use of apostrophe to show missing letters or for singular possession</p>
NC: Grammar Terminology	inverted commas (Y3), preposition (Y3) conjunction (Y3) pronoun (Y4) <u>Review:</u> expanded noun phrase, noun, verb, adverb, adjective, apostrophe	inverted commas (Y3), preposition (Y3) conjunction (Y3) pronoun (Y4), adverbial (Y4), fronted adverbial (Y4) <u>Review:</u> comma	present perfect tense (Y3) adverbial (Y4), fronted adverbial (Y4) <u>Review:</u> comma	pronoun (Y4), possessive pronoun (Y4) <u>Review:</u> expanded noun phrase, noun, verb, adverb, adjective, apostrophe	present perfect tense (Y3) plural possession (Y4), adverbial (Y4), fronted adverbial (Y4) <u>Review:</u> comma, apostrophe	Review terminology from the year
NC: Spelling	Discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: The grammatical difference between plural and possessive -s (Y4) 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] (Y4)					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)					



National Curriculum Objectives

ESSENTIAL WRITING Year 3/4 Long Term Overview Year B

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	<ul style="list-style-type: none">Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2)The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2)Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell)Dialogue can introduce a character and show how that person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)Use a new paragraph to show when a new or different character is speaking or when the setting changesZoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting			<ul style="list-style-type: none">Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling		<ul style="list-style-type: none">Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusualUse of metaphor creates a vivid picture in the reader's mind
Writing to Inform Language Choices 			<ul style="list-style-type: none">Diagrams show the reader more details about the important parts of what they are finding out about (Y2)Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2)When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topicHeadings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to findMight include quotes from people to provide more information and add interest for the reader			
Writing to Persuade Language Choices 			<ul style="list-style-type: none">Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3)Use facts to support opinions to make the reader take the writing more seriously (Y3)Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3)Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3)Use of power of three to make something more memorable for the reader and make them think about it for longer		<ul style="list-style-type: none">Include anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences	



National Curriculum Objectives

ESSENTIALWRITING Year 3/4 Long Term Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Genre Features	<p>Graphic novel: Blends art and storytelling, using a combination of illustration and text Panels of different shapes and sizes contain the artwork and are defined within frames Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text)</p> <p>Speech: Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the past, present and future tense</p> <p>Poetry: Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<p>Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p> <p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Recount: Written in simple past tense Events are recounted in the time (chronological) order that they happened</p> <p>Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.</p>	<p>Narrative: See Autumn 2 objectives</p> <p>Poetry: Specific structures of poems can include haikus, short poems of three lines with 5 syllables in the first line, 7 syllables in the second and 5 syllables in the final line.</p>	<p>Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p> <p>Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p>Poetry: Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language</p> <p>Poetry will often use metaphor and / or personification to create vivid images for the reader by comparison with something that is more readily visualised or understood</p> <p>Narrative: See Autumn 2 objectives</p>



National Curriculum Objectives

ESSENTIALWRITING Year 3/4 Long Term Overview Year B

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases Y4 before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>	<p>Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Fronted adverbials Y4 provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases Y4 before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>
Word level including punctuation	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p>	<p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p>	<p>Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p>	<p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p>	<p>Use an apostrophe for plural possession Y4 – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p> <p>Use a comma after a fronted adverbial Y4 – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Standard English forms for verb inflections Y4 to show the difference between speech/ dialect and written English</p>	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Use of pronouns Y4 in place of a noun to avoid repetition and boring the reader</p> <p>Punctuating speech Y4 – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p>



National Curriculum Objectives

ESSENTIALWRITING Year 3/4 Long Term Overview Year B

Autumn					Spring				Summer				
Narrative (Graphic Novel) 	Persuasive Speech 	Poetry: Free verse 	Explanations 	Narrative 	Recount 	Travel leaflets 	Narrative 	Poetry: Haiku 	Persuasive Letters 	Non-Chronological Report 	Poetry: Take one Poet 	Narrative 	Poetry
Arthur and the Golden Rope by Joe Todd Stanton	The King who Banned the Dark by Emily Haworth-Booth	'A Small Dragon' by Brian Patten	Until I Met Dudley by Roger McGough and Chris Riddell; Rosie Revere, Engineer by Andrea Beaty and David Roberts; This Book Thinks You're an Inventor by Georgia Amson-Bradshaw and Harriet Russell; How Everything Works by Clive Gifford	Starbird by Sharon King-Chai; Zeraffa Giraffa by Diane Hofmeyr and Jane Ray	Real-Life Mysteries by Susan Martineau and Vicky Barker	Africa, Amazing Africa by Atinuke and Mouni Feddag; Take A Bite by Aleksandra & Daniel Mizielinski; India, Incredible India by Jasbinder Bilan and Nina Chakrabarti; The Big Book of the UK by Imogen Russell Williams and Louise Lockhart	Leon and the Place Between by Angela McAllister and Graham Baker-Smith	The Works: Every Kind of Poem You will Ever Need at School edited by Paul Cookson	Malala's Magic Pencil by Malala Yousafzai and Kerascoët; Greta and the Giants by Zoe Tucker and Zoe Persico	Texts provided by HFL Education	Stars with Flaming Tails by Valerie Bloom and Ken Wilson-Max	The Girl Who Stole an Elephant by Nizrana Farook	Michael Rosen's A-Z: The best Children's Poetry from Agard to Zephaniah edited by Michael Rosen
10 steps	10 steps	5 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	14 steps	14 steps	5 steps	15 steps	10 steps
55 steps (approx. 11 weeks)					50 steps (approx. 10 weeks)				58 steps (approx. 12 weeks)				



National Curriculum Objectives

ESSENTIALWRITING Year 5 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Inform (15 steps) Entertain (12 steps)	Entertain (5 steps) Entertain (15 steps) Inform (10 steps)	Persuade (10 steps) Inform (15 steps)	Entertain (10 steps) Entertain (15 steps) Entertain (5 steps)	Inform (10 steps) Persuade (15 steps)	Entertain (10 steps) Discuss (10 steps) Entertain (15 steps)
Written Outcomes	Range of genres (whole-school unit)* Non-chronological report Descriptive Scene	Cinquain poems Narrative Biography	Persuasive letters Non-Chronological Report	Descriptive Scene Narrative Free verse poetry (rap)	Explanation Advertising Campaign	Free verse poetry Reviews Narrative (description)
NC: Composition (planning, drafting, editing and proof-reading)	<ul style="list-style-type: none">Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnote and develop initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedselect appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the actionprécising longer passagesuse a wide range of devices to build cohesion within and across paragraphsuse further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]assess the effectiveness of their own and others' writingpropose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensure the consistent and correct use of tense throughout a piece of writingensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errorsperform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					
NC: Sentence level	<p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Y4: Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p>					



National Curriculum Objectives

ESSENTIALWRITING Year 5 Long Term Overview 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level including punctuation	Brackets to indicate parenthesis Dialogue punctuation	Brackets or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity Dialogue punctuation	Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must) Use of commas to clarify meaning or avoid ambiguity Y6: Use of a colon to introduce a list	Y6: using a colon to mark boundaries between independent clauses Y6: Use ellipsis as a cohesive device to link ideas across paragraphs	Brackets, dashes or commas to indicate parenthesis Indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must)	Use of commas to clarify meaning or avoid ambiguity Y6: Use of a colon to introduce a list
NC: Grammar Terminology	bracket, parenthesis <u>Review:</u> noun phrases, fronted adverbials, subordinate clause	cohesion, relative clause, relative pronoun <u>Review:</u> comma	bracket, comma, colon parenthesis, relative clause, relative pronoun, cohesion, ambiguity modal verb, adverb	ellipsis, colon, cohesion	bracket, comma, dash, parenthesis, modal verb adverb colon	review terminology from across the year
NC: Spelling	Taught via discrete spelling lessons. See ESSENTIALSPELLING or school's spelling programme. Application in writing lessons: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task					



ESSENTIAL WRITING Year 5 Long Term Overview 2025-2026

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	<ul style="list-style-type: none">Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4)Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey characterUse a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changesZoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)Use figurative language such as simile, metaphor & personification to create mood and atmosphere			<ul style="list-style-type: none">Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the readerCreate suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during readingModal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative		
Writing to Inform Language Choices 	<ul style="list-style-type: none">Diagrams show the reader more details about the important parts of what they are finding out about (Y2)Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2)When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)Might include quotes from people to provide more information and add interest for the reader (Y3/4)Use of brackets can add extra information or an explanation (parenthesis) for the reader		<ul style="list-style-type: none">Use bullet points to convey information preciselyUnderline important words or phrases that you want to draw reader's attention to			
Writing to Persuade Language Choices 			<ul style="list-style-type: none">Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3)Use facts to support opinions to make the reader take the writing more seriously (Y3)Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3)Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3)Include anecdotes to support and provide evidence for the point you are trying to make (Y4)Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4)Use of hyperbole/ exaggeration to support the point being made and make the reader pay attentionUse of adverbs & modal verbs to indicate degree of possibility and urge the reader to act			
Writing to Discuss Language Choices 				<p>Writing to discuss is introduced in Summer 2</p>	<ul style="list-style-type: none">Very clear points of view presented to show either side of a debate, discussion or argumentObvious signposts to the reader to signal when they will be encountering a different viewpointAvoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...)	



ESSENTIALWRITING Year 5 Long Term Overview 2025-2026

Formality choices	<ul style="list-style-type: none">Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writingMore formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't)More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices					
Genre Features	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	Poetry: Specific structures of poems can include cinquains , which has five lines and a specific number of syllables in each line: <u>Line 1</u> : 2 syllables; <u>Line 2</u> : 4 syllables; <u>Line 3</u> : 6 syllables; <u>Line 4</u> : 8 syllables; <u>Line 5</u> : 2 syllables Meter is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables. Narrative: Story endings can end with a reference to the beginning of the story (feels cyclical) Biography: Details of key events in a person's life, written in chronological order Includes several facts to provide the reader with real information about the person Written in third person narrative	Letter: Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter Non-Chronological Report: See Aut 1 and include: Contents page to show the reader the content of the text and direct them to specific information Boxes with extra information to break up the page layout and add detail or interest for the reader	Narrative: Story openings usually open with either: action, dialogue or description of setting or character Story endings can end with a moral message, happy ending, surprise or cliff-hanger Poetry: Use of assonance to link to sounds within words and create rhythm	Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow Advertisement: Includes a catchy title or slogan to capture the reader's attention Usually includes bright visuals and images of the product being advertised May include a price or specific features of the product, with reasons for the reader needing it	Poetry: Poems can be written as free verse , meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm. Reviews: Vary in tone and formality , depending on the intended audience. Provide a balance of the positive and negative elements of the product or experience being reviewed Professional reviews should be unbiased , without opinion unrelated to facts or evidence Often conclude with a rating or score , on reflection of whether the positive or negative elements either balance or outweigh each other Narrative: See Aut 2 and Spr 2 objectives



ESSENTIALWRITING Year 5 Long Term Overview 2025-2026

National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence level	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that</p>	<p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>	<p>Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that</p>	<p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>
Word level Including punctuation	<p>Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Review dialogue punctuation</p>	<p>Remove unnecessary adjectives and adverbs for more precise nouns and verbs</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>Brackets and commas for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p>Colons can direct your reader to pay attention to what's next, set up longer list of items</p>	<p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> <p>Colons can set up a surprise or dramatic pause</p>	<p>Brackets, commas and dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p>Colons can direct your reader to pay attention to what's next, set up longer list of items</p>	<p>Colons can set up a surprise or dramatic pause and/ or direct your reader to pay attention to what's next, set up longer list of items</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>



ESSENTIALWRITING Year 5 Long Term Overview 2025-2026

YEAR 5															
Autumn					Spring					Summer					
Core pathway	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon	Icon
	Non-Chronological Report	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	Non-Chronological Report	Descriptive recount	Narrative: Mystery and Suspense	Poetry: Assonance	Explanation	Advertising campaign	Poetry: Free verse	Reviews	Narrative
Alternative pathway					Narrative					Non-Chronological Report					Poetry: Free verse
	15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps
	57 steps (approx. 12 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				



National Curriculum Objectives

ESSENTIALWRITING Year 6 Long Term Overview 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing Purpose	Whole-School Unit* Entertain (10-15 steps) Inform (14 steps)	Entertain (10 steps) Persuade (15 steps)	Inform (15 steps) Entertain (10 steps) Discuss (5 steps)	Entertain (15 steps) Inform (10 steps)	Persuade (15 steps) Entertain (10 steps) Entertain (5 steps)	Discuss (10 steps) Entertain (15 steps)
Written Outcomes	Range of genres (whole-school unit)* Descriptive Scene Non-Chronological Report	Narrative Persuasive Speech	Non-Chronological Report Scene with Dialogue Balanced Argument	Narrative (fairy/ traditional tale) Biography	Advocacy Campaign Narrative Advocacy Poetry (ballads)	Blogs Narrative
NC: Composition (planning, drafting, editing and proof-reading)	<ul style="list-style-type: none">Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownnote and develop initial ideas, drawing on reading and research where necessaryin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performedselect appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the actionprécising longer passagesuse a wide range of devices to build cohesion within and across paragraphsuse further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]assess the effectiveness of their own and others' writingpropose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensure the consistent and correct use of tense throughout a piece of writingensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproof-read for spelling and punctuation errorsperform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					
NC: Sentence level	Review use of single and multi-clause sentences, joining with range of conjunctions Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	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?]	Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].	The use of subjunctive forms such as If I were or were they to come in some very formal writing and speech] Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	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?]	Review sentence structure across the primary phase



ESSENTIAL WRITING Year 6 Long Term Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NC: Word level Inc Punctuation	Punctuate bullet points consistently to list information <u>Review:</u> Accurate punctuation of dialogue <u>Review:</u> Use of comma to clarify meaning or avoid ambiguity	Placement of speech tags before, in between speech or after speech <u>Review:</u> Use of comma to clarify meaning or avoid ambiguity	Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)	Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>) Placement of speech tags before, in between speech or after speech	Semi-colons, colons and dashes to mark the boundary between independent clauses (for example: <i>It's raining; I'm fed up.</i>)	Semi-colons to separate longer or more complicated items in a list Hyphens used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark</i>)
NC: Grammar Terminology	comma, conjunction, clause, parenthesis fronted adverbial subordinate clause bullet points	comma, noun, verb ambiguity paragraph adverbial formality, phrasal verb modal verb	bracket, comma, dash, parenthesis relative clause, relative pronoun semi-colon, hyphen formality, phrasal verb modal verb, subjunctive subject, object, active, passive	ellipsis, colon, semi-colon paragraph adverbial subject, object, active, passive formality, phrasal verb cohesion	hyperbole, exaggeration modal verb colon, semi-colon cohesion subjunctive	Review terminology from the year
NC: Spelling	Discrete spelling lessons. See ESSENTIAL SPELLING or school's spelling programme. Application in writing lessons: Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology					
NC: Handwriting	Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task					



ESSENTIALWRITING Year 6 Long Term Overview

Writing Purpose Language Choices and Genre Features

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing to Entertain Language Choices 	<ul style="list-style-type: none">Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4)Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4)Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5)Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)Use figurative language such as similes and metaphors to create mood and atmosphere (Y5)Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading (Y5)Dialogue can be used to convey character (show not tell) or move on the action (plot device) <ul style="list-style-type: none">Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated					
Writing to Inform Language Choices 	<ul style="list-style-type: none">Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2)When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)Might include quotes from people to provide more information and add interest for the reader (Y3/4)Underline important words or phrases that you want to draw reader's attention to (Y5)Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams <ul style="list-style-type: none">Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject					
Writing to Persuade Language Choices 		<ul style="list-style-type: none">Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3)Use facts to support opinions to make the reader take the writing more seriously (Y3)Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3)Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3)Include anecdotes to support and provide evidence for the point you are trying to make (Y4)Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4)Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5)Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5) <ul style="list-style-type: none">Use of passive voice to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action)Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....)				



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Writing to Discuss Language Choices 	<ul style="list-style-type: none">Very clear points of view presented to show either side of a debate, discussion or argument (Y5)Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5)Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5)More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference)Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand... In contrast....)Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <u>might</u> argue that.... Others <u>may</u> believe that...)					
Formality choices	<ul style="list-style-type: none">Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writingMore formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't)More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices (e.g. arrive, investigate, cancel)Informal speech structures might use a question tag after a statement (for example: He's your friend, <i>isn't he?</i> These are your shoes, <i>aren't they?</i>)					
Genre Features	Non-Chronological Report: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents Narrative: Story openings usually open with either: action, dialogue or description of setting or character	Narrative: Story openings usually open with either: action, dialogue or description of setting or character Story endings can end with a moral message, happy ending, surprise or cliff-hanger, or they can end with a reference to the beginning of the story (feels cyclical) Speech: Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense An opening statement that gives the viewpoint being presented and a closing statement that repeats and reinforces the overall point.	NCR: See Aut1 objectives Balanced argument: Provides different points of view on an issue, paying attention to the arguments for and against the issue being discussed. The differing points of view are balanced without aiming to lead the reader to sway their opinion Usually written in present tense Opening sentence or introduction/ question sets up the issue to be discussed	Narrative: See Aut2 objectives & Narrative plots tend to rely upon one of the following six story shapes : <ul style="list-style-type: none">- fall-rise- slow rise- slow fall- rise, then fall- rise-fall-rise- fall-rise-fall Biography: Details of key events in a person's life, written in chronological order Includes several facts to provide the reader with real information about the person Written in third person narrative	Advocacy Campaign: Is intended to raise awareness of a cause or to support a particular message, rather than sell a product or service Includes a range of genres, such as adverts, posters, leaflets, podcasts, as part of the campaign Has a clear message and a call to action , to persuade the target audience to act and know what to do Narrative: See Aut & Spr2 objectives Poetry: Specific structures of poems can include ballads which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.	Blogs: Are written to be consumed quickly and easily, so are often designed with clear headings and subheadings with short paragraphs for the reader to manage quickly or 'on-the-go'; Specifically designed to be read on an electronic device, so may include embedded links to other articles that are relevant or connected to the issue being discussed Vary in tone and formality , depending on the intended audience. Narrative: See Aut 2 and Sum 1 objectives



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National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sentence	Review use of compound and complex (multi-clause) sentences, joining with range of conjunctions Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry		Linking ideas across paragraphs using full range of cohesive devices , such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as 'on the other hand' or 'several weeks later'] and ellipsis, to ensure that the reader is engaged, follows and wants to read on More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference); use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (e.g. If one were to.....) Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject ; can also be used to direct – or deflect – the reader's attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (an implied subject that carried out the action).			
Word level inc. punctuation	Accurate punctuation of dialogue Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily Commas are also useful to group extra information (parenthesis) for the reader between a pair of commas and place into a sentence – this allows the reader to see how this information is separate to the main clause but provides extra detail	Placement of speech tags before, in between speech or after speech Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily	Placement of speech tags before, in between speech or after speech Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader Colons can direct your reader to pay attention to what's next, set up longer list of items Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together	Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue Colons can set up a surprise or dramatic pause Placement of speech tags before, in between speech or after speech	Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue	Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together



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