



# Pathways to Write

**Unit Overviews Set 1 and 2: Year 1 to Year 6**

## Whole school set 1 overview

Year group	Autumn term		Spring term		Summer term	
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	Lion Inside by Rachel Bright	The curious case of the missing mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the one bear by Leigh Hodgkinson
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson	The Owl who was afraid of the dark by Jill Tomlinson	Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	Big blue whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne	Leon and the place between by Graham Baker-Smith	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss & Kerry Hyndman Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company	Blue John by Berlie Doherty
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt	Can we save the tiger? by Martin Jenkins	Selfish Giant by Oscar Wilde and Ritva Voutila	The Island by Jason Chin & Jemmy Button by Alix Barzelay	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll

## Whole school set 2 overview

Year group	Autumn term		Spring term		Summer term	
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meesha Makes Friends by Tom Percival	Katie in London by James Mayhew	Grandpa's Gift by Fiona Lumbers	Beegu by Alexis Deacon	Someone Swallowed Stanley by Sarah Roberts and Hannah Peck	A Midsummer Night's Dream Adapted by Brooke Jorden
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look Up! By Nathan Bryon	The Great Fire of London by Emma Adams and James Weston Lewis	Grandad's Camper by Harry Woodgate	My Name is Not Refugee by Kate Milner	Tidy by Emily Gravett	Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Coming to England by Floella Benjamin	Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew	The Fossil Girl by Catherine Brighton	The Silence Seeker by Ben Morley	Amazing Rivers by Julia Vosburgh Agnone	A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Counting on Katherine by Helaine Becker	Greek Myths by Jean Menzies	Our Tower by Joseph Coelho	Wisp A Story of Hope by Zana Fraillon and Grahame Baker-Smith	Alba The Hundred Year Old Fish by Lara Hawthorne	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Young, Gifted and Black by Jamia Wilson Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	Beowulf by Michael Morpurgo	Kai and the Monkey King by Joe Todd-Stanton	Malala's Magic Pencil by Malala Yousafzai	Brilliant Deep by Kate Messner and Matthew Forsythe	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust A Stage Full of Shakespeare Stories by Angela McAllister
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	King Kong by Anthony Browne	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives	Shackleton's Journey by William Grill	The Day War Came by Nicola Davies Leaf by Sandra Dieckmann	Plastic Planet by Georgia Amson-Bradshaw	Poetry for Kids William Shakespeare by Marguerite Tassi

## Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Lost and Found by Oliver Jeffers</b>	<b>Nibbles: The Book Monster by Emma Yarlett</b>	<b>The Lion Inside by Rachel Bright</b>	<b>The Curious Case of the Missing Mammoth by Ellie Hattie</b>	<b>Toys in Space by Mini Grey</b>	<b>Goldilocks and Just the One Bear by Leigh Hodgkinson</b>
	<b>Outcome</b> Fiction: write an adventure story <b>Greater Depth</b> Change the setting and characters of the story	<b>Outcome</b> Recount: write a diary entry based on Nibbles' adventures <b>Greater Depth</b> To add a new adventure based on a previously read text	<b>Outcome</b> Fiction: write a journey story <b>Greater Depth</b> Change both animals in the story	<b>Outcome</b> Fiction: write an adventure story with a change of character <b>Greater Depth</b> Change the setting of the story	<b>Outcome</b> Fiction: write a fantasy story changing the characters <b>Greater Depth</b> Change the settings of the story <b>Extension:</b> Instructions	<b>Outcome</b> Fiction: write a traditional story with a new character <b>Greater Depth</b> Change the character/setting <b>Extension:</b> Non-chron. report
<b>Set 2</b>	<b>Meesha Makes Friends by Tom Percival</b>	<b>Katie in London by James Mayhew</b>	<b>Grandpa's Gift by Fiona Lumbers</b>	<b>Beegu by Alexis Deacon</b>	<b>Someone Swallowed Stanley by Sarah Roberts and Hannah Peck</b>	<b>A Midsummer Night's Dream Adapted by Brooke Jorden</b>
	<b>Outcome</b> Recount: write a diary entry in first person <b>Greater Depth</b> Include character feelings	<b>Outcome</b> Non-fiction: write a non-chronological report <b>Greater Depth</b> Include a fun fact	<b>Outcome</b> Fiction: write a story about a character <b>Greater Depth</b> Change both characters and the setting	<b>Outcome</b> Fiction: write own version of the story <b>Greater Depth</b> Write the story in first person	<b>Outcome</b> Non-fiction: write information about sea animals <b>Greater Depth</b> Includes sections on how to protect them	<b>Outcome</b> Fiction: write a character description <b>Greater Depth</b> Include additional information about their opinion

## Year 1 Mastery Keys

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use plural noun suffixes -s and -es	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	<b>Word</b> Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	<b>Word</b>
	<b>Word</b> Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	<b>Sentence</b> Combine words to make sentences	<b>Sentence</b> Join words using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i>	<b>Sentence</b> Join words and clauses using <i>and</i> Use simple description
	<b>Text</b>	<b>Text</b> Sequence sentences (link ideas or events by pronoun)	<b>Text</b>	<b>Text</b>	<b>Text</b>	<b>Text</b> Sequence sentences to form short narratives (link ideas or events by pronouns)
	<b>Punctuation</b> Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	<b>Punctuation</b> Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark

## Year 2 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Troll Swap by Leigh Hodgkinson</b>	<b>The Owl Who Was Afraid of the Dark by Jill Tomlinson (picture book)</b>	<b>Dragon Machine by Helen Ward</b>	<b>Major Glad, Major Dizzy by Jan Oke</b>	<b>The Last Wolf by Mini Grey</b>	<b>Grandad's Secret Giant by David Litchfield</b>
	<b>Outcome</b> Fiction: write a story with focus on characters <b>Greater Depth</b> Story about two invented contrasting characters who swap places	<b>Outcome</b> Non-chronological report: write a fact sheet about owls <b>Greater Depth</b> Alter the layout to include own subheadings and extra features	<b>Outcome</b> Fiction: write an adventure story with change of character and machine <b>Greater Depth</b> Story written in first person	<b>Outcome</b> Recount: write a diary entry of historical events from Major Glad's point of view <b>Greater Depth</b> Diary entry to include the feelings of Major Dizzy	<b>Outcome</b> Letter: write a letter in role as the character persuading to save the trees <b>Greater Depth</b> Real life letter to specific audience e.g. local MP	<b>Outcome</b> Fiction: write a story with a moral focus <b>Greater Depth</b> Story from the point of view of the giant
<b>Set 2</b>	<b>Look Up! By Nathan Bryon</b>	<b>The Great Fire of London by Emma Adams and James Weston Lewis</b>	<b>Grandad's Camper by Harry Woodgate</b>	<b>My Name is Not Refugee by Kate Milner</b>	<b>Tidy by Emily Gravett</b>	<b>Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens</b>
	<b>Outcome</b> Recount: write a diary entry <b>Greater Depth</b> Draw on wider reading to inform vocabulary choices	<b>Outcome</b> Non-fiction: write a fact sheet <b>Greater Depth</b> Greater choice in how to represent the information	<b>Outcome</b> Fiction: write a story using own ideas for characters and locations <b>Greater Depth</b> Use a range of sentence forms to show character feelings and viewpoints	<b>Outcome</b> Recount: write a recount of events from character's point of view <b>Greater Depth</b> Include how the other characters felt	<b>Outcome</b> Persuasion: write a letter in role <b>Greater Depth</b> Write a persuasive letter in role as another animal Include inference	<b>Outcome</b> Fiction: retell an abridged and adapted version <b>Greater Depth</b> Include other characters' thoughts and feelings

## Year 2 Mastery Keys

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Add -ly to turn adjectives into adverbs	<b>Word</b>	<b>Word</b>	<b>Word</b> Add -er and -est to adjectives Use homophones and near homophones	<b>Word</b> Add suffixes to spell longer words (e.g -ment, -ful)
	<b>Word</b> Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	<b>Sentence</b> Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	<b>Sentence</b> Use co-ordination (but, or)	<b>Sentence</b> Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i> )	<b>Sentence</b> Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i> )	<b>Sentence</b> Use subordination ( <i>if</i> , <i>that</i> )	<b>Sentence</b> Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	<b>Text</b>	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently (some progressive)	<b>Text</b> Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	<b>Text</b>	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form
	<b>Punctuation</b> Use punctuation correctly - full stops, capital letters	<b>Punctuation</b> Use commas to separate items in a list	<b>Punctuation</b> Use punctuation correctly - exclamation marks, question marks	<b>Punctuation</b> Use punctuation correctly – introduce apostrophe for the possessive (singular)	<b>Punctuation</b> Use punctuation correctly – apostrophes for contracted forms	<b>Punctuation</b>

### Year 3 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	<b>Seal Surfer by Michael Foreman</b>	<b>Winter's Child by Angela McAllister</b>	<b>Stone Age Boy by Satoshi Kitamura</b>	<b>Big Blue Whale by Nicola Davies</b>	<b>Journey by Aaron Becker</b>	<b>Zeraffa Giraffa by Dianne Hofmeyr</b>
	<b>Outcome</b> Recount: write a letter in role recounting events of the story <b>Greater Depth</b> Write a letter from Grandad in response to one of his grandson's letters	<b>Outcome</b> Fiction: write a fantasy story based on a fable <b>Greater Depth</b> Narrative from a different point of view	<b>Outcome</b> Fiction: write a historical narrative set in the Stone Age <b>Greater Depth</b> Write from the point of view of a person from the Stone Age	<b>Outcome</b> Persuasion: write an informative article persuading for the protection of the blue whale <b>Greater Depth</b> Include a fact file about other endangered sea creatures	<b>Outcome</b> Fiction: write an adventure story based on <i>Journey</i> using the language of Berlie Doherty <b>Greater Depth</b> Include a new setting route to lead from one place into another	<b>Outcome</b> Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris <b>Greater Depth</b> Include a section of a researched Paris landmark
Set 2	<b>Coming to England by Floella Benjamin</b>	<b>Nen and the Lonely Fisherman by Ian Eagleton and James Mayhew</b>	<b>The Fossil Girl by Catherine Brighton</b>	<b>The Silence Seeker by Ben Morley</b>	<b>Amazing Rivers by Julia Vosburgh Agnone</b>	<b>A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)</b>
	<b>Outcome</b> Recount: write a letter in role recounting events of the story <b>Greater Depth</b> Include a response	<b>Outcome</b> Fiction: write a fantasy story based on a classic tale <b>Greater Depth</b> Write a narrative from a different point of view	<b>Outcome</b> Recount: write a fossil journal <b>Greater Depth</b> Add an additional section of text e.g. a letter or information	<b>Outcome</b> Fiction: rewrite the story in third person with dialogue <b>Greater Depth</b> Write the story in first person	<b>Outcome</b> Persuasion: write an information board to persuade people to take care of rivers <b>Greater Depth</b> Add an additional paragraph to the board to engage reader	<b>Outcome</b> Non-fiction: write a guide <b>Greater Depth</b> Write a guide to appeal to teachers



## Year 3 Mastery Keys

Year 3	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b> Form nouns with a range of prefixes		<b>Word</b>	<b>Word</b> Form nouns with a range of prefixes	<b>Word</b> Use a or an according to whether the next word begins with a vowel or consonant	<b>Word</b>
	<b>Sentence</b> Use prepositions to express time, place and cause.	<b>Sentence</b> Use conjunctions and adverbs to express, time, place and cause	<b>Sentence</b>	<b>Sentence</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Word</b> Build an increasing range of sentence structures Use adverbs to express time, place and cause	<b>Sentence</b>	<b>Sentence</b> Use prepositions, conjunctions and adverbs to express time, place and cause	<b>Sentence</b> Build an increasing range of sentence structures
	<b>Text</b> Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	<b>Text</b> In narratives, create characters, settings and plot	<b>Text</b> Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	<b>Text</b> Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	<b>Text</b> Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	<b>Text</b> Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	<b>Text</b> Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	<b>Text</b> Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	<b>Punctuation</b> Introduce inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b>	<b>Punctuation</b>	<b>Punctuation</b> Use inverted commas to punctuate direct speech	<b>Punctuation</b>	<b>Punctuation</b>

**\*Set 1 \*Set 2** \*Please note that spring 1 and spring 2 mastery keys have been swapped in set 1 and set 2 Pathways to Write

*\*Objectives in italics are writing composition objectives*

## Year 4 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	<b>Gorilla by Anthony Browne</b>	<b>Leon and the Place Between by Graham Baker-Smith</b>	<b>Escape from Pompeii by Christina Balit</b>	<b>Amazing Islands by Sabrina Weiss &amp; Kerry Hyndman, Koji's Island by The Literacy Company</b>	<b>Where the Forest Meets the Sea by Jeannie Baker &amp; Jungle Explorer by The Literacy Company</b>	<b>Blue John by Berlie Doherty</b>
	<b>Outcome</b> Fiction: write a fantasy story based on <i>Gorilla</i> <b>Greater Depth</b> Re-tell the story from the animal's viewpoint and include speech	<b>Outcome</b> Recount: write a diary from Leon's point of view <b>Greater Depth</b> Write from Abdul Kazam's point of view	<b>Outcome</b> Fiction: write a historical narrative from character's point of view <b>Greater Depth</b> Write from the point of view of the captain	<b>Outcome</b> Fiction: write an adventure story from point of view of the boy <b>Greater Depth</b> Write from the point of view of the God	<b>Outcome</b> Non-chronological report: write an information board for a rainforest exhibit <b>Greater Depth</b> Include an interactive element	<b>Outcome</b> Explanation: write a letter in role as a caving expert, including an explanation <b>Greater Depth</b> Include a persuasive section about Treak Cliff Caverns
Set 2	<b>Counting on Katherine by Helaine Becker</b>	<b>Greek Myths by Jean Menzies</b>	<b>Our Tower by Joseph Coelho</b>	<b>Wisp A Story of Hope by Zana Fraillon and Grahame Baker-Smith</b>	<b>Alba The Hundred Year Old Fish by Lara Hawthorne</b>	<b>A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)</b>
	<b>Outcome</b> Non-fiction: write a fact file <b>Greater Depth</b> Include quotes	<b>Outcome</b> Fiction: make a mini-book of their own adventure <b>Greater Depth</b> Write from another character's point of view	<b>Outcome</b> Recount: write the adventure as a journal <b>Greater Depth</b> Include alternative points of view	<b>Outcome</b> Fiction: write a narrative from the character's point of view <b>Greater Depth</b> Include a diary entry	<b>Outcome</b> Non-fiction: write an information board <b>Greater Depth</b> Include a graphic and voiceover	<b>Outcome</b> Fiction: write a playscript for a part of the story <b>Greater Depth</b> Include omens and use weather to reflect the mood

## Year 4 Mastery Keys

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Word</b>	<b>Word</b> Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	<b>Word</b> Use Standard English forms for verb inflections	<b>Word</b>	<b>Word</b> Recognise the grammatical difference between plural and possessive 's'	<b>Word</b>
	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	<b>Sentence</b>	<b>Sentence</b> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	<b>Sentence</b>	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	<b>Text</b> Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> <i>Build a varied and rich vocabulary</i>	<b>Text</b> Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	<b>Text</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<b>Text</b> <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	<b>Text</b> Organise paragraphs around a theme  Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	<b>Punctuation</b> Use commas after fronted adverbials Recap: Use inverted commas for direct speech	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns	<b>Punctuation</b> Use and punctuate direct speech (using dialogue to show the relationship between characters)	<b>Punctuation</b> Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	<b>Punctuation</b> Indicate possession by using the possessive apostrophe with plural nouns.	<b>Punctuation</b>

## Year 5 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Set 1</b>	<b>Queen of the Falls by Chris Van Allsburg</b>	<b>The Lost Happy Endings by Carol Ann Duffy</b>	<b>Arthur and the Golden Rope by Joe Todd-Stanton</b>	<b>The Darkest Dark by Chris Hadfield</b>	<b>The Paperbag Prince by Colin Thompson</b>	<b>Radiant Child by Javaka Steptoe</b>
	<b>Outcome</b> Recount: write a series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters	<b>Outcome</b> Fiction: write a traditional tale with an alternative ending <b>Greater Depth</b> Tell the traditional tale from the point of view of a woodland creature	<b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Tell the myth from an alternative viewpoint	<b>Outcome</b> Recount: write a formal biography of Chris Hadfield <b>Greater Depth</b> Include an extra section in informal first person	<b>Outcome</b> Persuasion/ information: write a hybrid leaflet about waste management <b>Greater Depth</b> Write an oral presentation for a TV or online broadcast	<b>Outcome</b> Non-fiction: write an information text for a gallery <b>Greater Depth</b> Plan own layout and structure for gallery information
<b>Set 2</b>	<b>Young, Gifted and Black by Jamia Wilson</b> <b>Race to the Frozen North: The Matthew Henson Story by Catherine Johnson</b>	<b>Beowulf by Michael Morpurgo</b>	<b>Kai and the Monkey King by Joe Todd-Stanton</b>	<b>Malala's Magic Pencil by Malala Yousafzai</b>	<b>Brilliant Deep by Kate Messner and Matthew Forsythe</b>	<b>Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust</b> <b>A Stage Full of Shakespeare Stories by Angela McAllister</b>
	<b>Outcome</b> Recount: write a series of diary entries <b>Greater Depth</b> Series of diary entries including her viewpoint on other characters	<b>Outcome</b> Fiction: write a further adventure <b>Greater Depth</b> Invent their own monster and include motives and viewpoint	<b>Outcome</b> Fiction: write a myth, creating characters and settings <b>Greater Depth</b> Write from the character's viewpoint	<b>Outcome</b> Recount: write an autobiography <b>Greater Depth</b> Include a first-person recount from another point of view	<b>Outcome</b> Persuasion/information: write an information leaflet <b>Greater Depth</b> Authorial choices on sections of text and layout	<b>Outcome</b> Recount: write and perform a soliloquy <b>Greater Depth</b> Choose the form of the text

## Year 5 Mastery Keys

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely  Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	<b>Sentence</b> Extend the range of sentences with more than one clause by using a wider range of conjunctions	<b>Sentence</b> Use modal verbs to indicate degrees of possibility	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun  Use adverbs to indicate degrees of possibility
	Text	<b>Text</b> <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Link ideas across paragraphs using adverbials	<b>Text</b> Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	<b>Text</b> Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation	<b>Punctuation</b> Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing	<b>Punctuation</b> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis	<b>Punctuation</b>

## Year 6 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 1	<b>Star of Hope, Star of Fear</b> by Jo Hoestlandt	<b>Can We Save the Tiger?</b> by Martin Jenkins	<b>Selfish Giant</b> by Oscar Wilde	<b>Island</b> by Jason Chin & <b>Jemmy Button</b> by Alix Barzelay	<b>Manfish</b> by Jennifer Berne	<b>Sky Chasers</b> by Emma Carroll
	<b>Outcome</b> Fiction: write a flashback story & non-chronological report <b>Greater Depth</b> To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i>	<b>Outcome</b> Information/explanation/persuasion: write a hybrid booklet about an amazing animal & Recount: diary <b>Greater Depth</b> Write a Newsround TV style report about the tiger crisis	<b>Outcome</b> Fiction: retell a classic narrative from a character's point of view & Explanation <b>Greater Depth</b> Write the narrative from the viewpoint of the special tree	<b>Outcome</b> Recount: write a journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion <b>Greater Depth</b> Include extracts from another genre <i>e.g., diary, interview, information</i>	<b>Outcome</b> Recount: write a biography of Jacques Cousteau & Fiction: adventure story <b>Greater Depth</b> Include a section entitled 'How Jacques Cousteau inspired me'	<b>Outcome</b> Fiction: write an adventure story from two different viewpoints & Recount: autobiography <b>Greater Depth</b> Include a section written from the viewpoint of another person
Set 2	<b>King Kong</b> by Anthony Browne	<b>The Place for Me: Stories about the Windrush Generation</b> by Black Cultural Archives	<b>Shackleton's Journey</b> by William Grill	<b>The Day War Came</b> by Nicola Davies <b>Leaf</b> by Sandra Dieckmann	<b>Plastic Planet</b> by Georgia Amson-Bradshaw	<b>Poetry for Kids</b> William Shakespeare by Marguerite Tassi
	<b>Outcome</b> Fiction: write an action-packed story ending <b>Greater Depth</b> With a viewpoint from one of the characters	<b>Outcome</b> Information/recount/explanation: write a hybrid leaflet <b>Greater Depth</b> Write extra sections about other periods	<b>Outcome</b> Recount: write a journal entry from the expedition <b>Greater Depth</b> Write journal entry from another character's point of view	<b>Outcome</b> Persuasion: write a letter to raise awareness <b>Greater Depth</b> Choose the form and the audience	<b>Outcome</b> Persuasion: write a persuasive speech <b>Greater Depth</b> Write to a wider audience outside of school community	<b>Outcome</b> Fiction: write a sonnet <b>Greater Depth</b> Write a sonnet in role

## Year 6 Mastery Keys

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	<b>Sentence</b> Use expanded noun phrases to convey complicated information concisely Use passive verbs	<b>Sentence</b> Use modal verbs or adverbs to indicate degrees of possibility (Y5)	<b>Sentence</b> Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	<b>Sentence</b> Use passive verbs	<b>Sentence</b> Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	<b>Sentence</b> Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	<b>Text</b> Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	<b>Text</b> <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	<b>Text</b> Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	<b>Text</b> Use a wider range of devices to build cohesion	<b>Text</b> <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
	<b>Punctuation</b> Punctuate bullet points consistently	<b>Punctuation</b> Use brackets, dashes or commas to indicate parenthesis (Y5)	<b>Punctuation</b> Use semi-colons to mark boundaries between independent clauses	<b>Punctuation</b> Use colons or dashes to mark boundaries between independent clauses	<b>Punctuation</b> Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	<b>Punctuation</b> Use semi-colons, colons or dashes to mark boundaries between independent clauses

*\*Objectives in italics are writing composition objectives*