St Breward Writing Curriculum

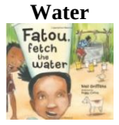
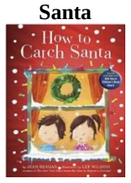
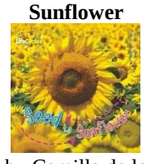
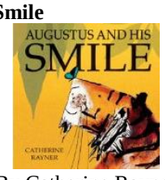
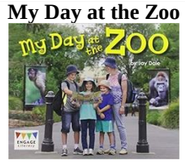
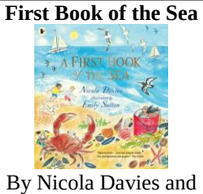
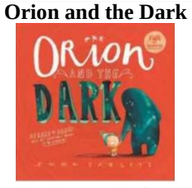
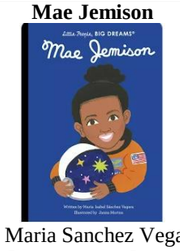
At St Breward Primary School we are passionate about all our children becoming enthusiastic readers and creative writers. We have worked hard to adapt our writing curriculum over the last year, and are using Book Writes sequences tailored to our specific needs as a very small school.

At St Breward, we recognise the fundamental role of writing in a child's education and personal development. Our writing curriculum is designed to foster a love for writing, promote creative expression, and develop essential communication skills in all our children. Given our small school setting, we are uniquely positioned to provide personalised and focused instruction that meets the individual needs of each child.

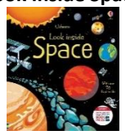
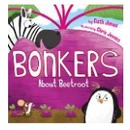
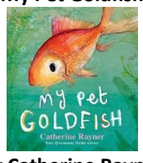
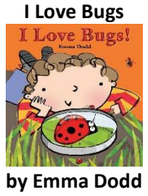
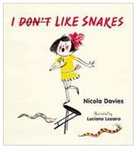
In Reception, children will listen to the texts and begin to start forming their own sentences orally and on paper. See the EYFS planning document for more information.

Key Stage 1

KS1 Writing Progression

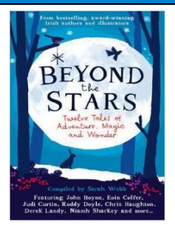
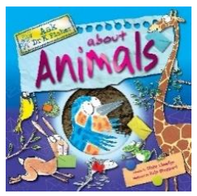
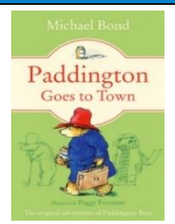
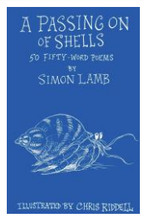
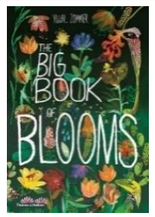
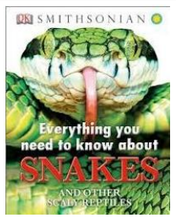
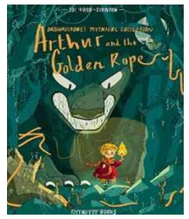
Year 1/2 Cycle A	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Progression of core texts	**Oi Frog** By Kes Gray & Jim Field **(Fiction)**	**Weather** by Steffi Cavell-Clarke (First Science, The Secret Book Company) **(Non-Fiction)**	**Fatou Fetch the Water**  by Neil Griffiths (Red Robin Books) **(Fiction)**	**How to Catch Santa**  by Jean Reagan and Lee Wildish (Hodder) **(Non-Fiction)**	**The three little pigs** by Mara Alperin and Ag Jatkowska **(Fiction)**	**Seed to Sunflower**  by Camilla de la Bédoyère (QED Lifecycles) **(Non-Fiction)**	**Augustas and his Smile**  By Catherine Rayner **(Fiction)**	**My Day at the Zoo**  by Jay Dale (Engage Literacy, Raintree) **(Non-Fiction)**	**First Book of the Sea**  By Nicola Davies and Emily Sutton (Walker) **(Poetry)**	**Orion and the Dark**  By Emma Yarlett **(Fiction)**	**Mae Jemison**  by Maria Sanchez Vegara, Illustrated by Janna Morton **(Non-Fiction)**
Independent purposeful writing outcomes	To write rhyming sentences	Write pages of a non-chronological report about weather/seasons	to write a patterned story following a similar pattern based on a familiar setting	To write instructions/advice about how to catch Santa. The text and sequence also include opportunities for writing a short letter, questions and captions.	To retell the story (Y1); To write a similar story with different characters/setting (Y2)	To produce a poster/booklet about the life cycle of another plant that they have grown, including photographs, labels and glossary.	To write a similar 'finding tale' following the structure of the text	To write a recount about a school trip or event.	You can choose to do either or both of the outcomes: 1. Write a poem about a sea creature you have learnt about 2. Write a poem about something you like or enjoy doing linked to the sea	To write a first-person story about overcoming a common fear.	to write a biography of an inspiring person

Key Writing objectives including grammar and punctuation. (New knowledge)	Punctuating sentences using capital letters, full stops, question marks, exclamation marks.	Coordination and subordination: multi-clause sentences (and, but, when, if, that) Simple cohesion in a series of sentences	Questions and question marks, Commas in lists Expanded noun phrases	Sentence types: questions, statements and commands	Capital letters for names Precise verb choices Past simple tense and present simple tense Onomatopoeic words		Alliteration Commas in lists	Past progressive tense Adverbs for linking sentences	Rhyme and rhythm Refrains and repeating pattern Similes		
Revised Knowledge	Securing understanding of a sentence	Single clause sentences Punctuating sentences using full stops, question marks and exclamation marks	Joining clauses with *and*	Multi-clause sentences with subordinating conjunctions Expanded noun phrases Punctuating sentences using capital letters, full stops, and question marks	Expanded noun phrases	Single Clause (simple) sentences Coordination using *and* in multiclause (compound) sentences Subordination particularly using *when* in multi-clause (compound) sentences Present tense Sentence punctuation: capital letters, full stops Commas in a list	Expanding noun phrases Using the conjunction *but* Verbs – past tense Commas in lists	Securing understanding of sentences (single clause) Co-ordination using 'and' Past simple tense Simple cohesion in a series of sentences Capital letters, full stops and exclamation marks Capital letter for pronoun 'I'	Adjectives and expanded noun phrases Alliteration Exclamation marks	Expanded noun phrases Past and present tense Capitalisation for proper nouns and pronoun 'I' Using commas in lists *NB The text offers scope to consolidate other areas of KS1 punctuation e.g. question marks, exclamation marks and apostrophes for contraction.*	Coordination (and/but) Subordination (when/as/if/because) Past and present tense Capitalisation of proper nouns

Year 1/2 **Cycle B**	**Writing Progression**										
	Autumn 1		**Autumn 2**		**Spring 1**		**Spring 2**	**Summer 1**		**Summer 2**	
Progression of core texts	**Dear Mother Goose** **by Michael Rosen and Nick Sharratt (Walker)** **Letters**	**Look Inside Space**  **by Rob Lloyd Jones, Benedetta Giaufret, et al. (Usborne)** **Non-Chronological Report**	**Stuck** **by Oliver Jeffers (Harper Collins)** **Fiction (cumulative story)**	**Snow in the Garden** **'Pretty Paper Lanterns' from Snow in the Garden by Shirley Hughes (Walker)** **Instructions**	**Bonkers About Beetroot**  **by Cath Jones and Chris Jevons (Maverick Arts)** **Fiction (animal story)**	**Wanted: The Perfect Pet** **by Fiona Roberton (Hodder)** **Fiction (wanting tale)**	**My Pet Goldfish**  **by Catherine Rayner (Walker)** **Information (recount and non-chronological report)**	**I Love Bugs**  **by Emma Dodd (Orchard)** **Poety (Kenning)**	**Traction Man is Here** **by Mini Grey (Red Fox)** **Fiction (humorous story)**	**I Don't Like Snakes**  **by Nicola Davies, illustrated by Luciano Lozano (Walker)** **Information (1st person and non-chronological report)**	**Mrs Armitage and the Big Wave** **by Quentin Blake (Red Fox)** **Fiction (story in a series cumulative)**
Independent purposeful writing outcomes	To write a letter in reply to a problem raised by a nursery rhyme character (Y1)	To write an information double-page spread about another topic, including a	To write another cumulative story based on the pattern of the model text.	To write a set of instructions for a decoration linked to a winter festival.	To write your own story about animals who grow an enormous fruit or vegetable.	To use the structure of the story to write another story based on different pets.	To write a recount about a pet (or toy animal) and to include separate factual information about the animal.	To write a descriptive poem	To write a Traction Man style story (1st person, present tense) about your own toy	To write your own 'I Don't Like'… book. Write the dual voices (1st person in role and impersonal information writing)	To write a funny story with a cumulative structure.

	To write a letter to Mother Goose with a problem and a reply in response(Y2)	question and answer.									
Key Writing objectives including grammar and punctuation. (New knowledge)	Punctuating sentences using capital letters, full stops, question marks, exclamation marks. Using capital letters for names and personal pronoun I Using and to join sentences Using the subordinating conjunction when	Sentences: statements and questions	Past simple tense Subordination (when, because) Apostrophes for singular possession	Sentence types: commands Verb choices Noun phrases to specify Language for detail including adverbs	Exclamation marks (could extend to exclamatory sentences for Y2) Apostrophe for contractions	Expanded noun phrases Commas in lists	Past and present tense Simple cohesion in a series of sentences Written standard English		Progressive verb form: present progressive		
Revised Knowledge		Punctuating sentences using full stops and question marks Coordination using and	Co-ordination (and, but)	Punctuating sentences using capital letters and full stops	Capital letters for proper nouns Sentences: questions Verb choice (onomatopoeia	Subordination and coordination	Subordination using when, if, because	Joining words and phrases using and Expanded noun phrases	Punctuating sentences using capital letters, full stops, question marks and exclamation marks Adjectives and expanded noun phrases	Expanded noun phrases Past and present tense Capitalisation for proper nouns and pronoun 'I' Coordination and subordination	Expanded noun phrases (to create humour) Past progressive verb form Link events with subordinating and co-ordinating conjunctions

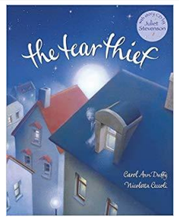
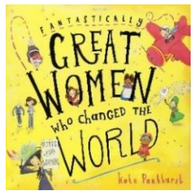
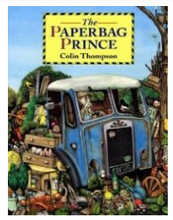
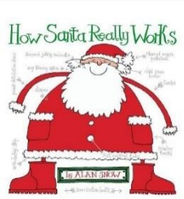
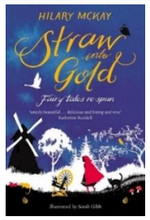
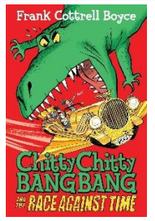
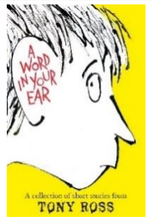
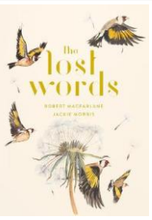
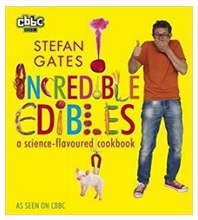
Key Stage 2

Year 3-6 **Cycle A**	**KS2 Writing Progression**										
	AUTUMN 1		**AUTUMN 2**		**SPRING 1**		**SPRING 2**	**SPRING 2/SUMMER 1**	**SUMMER 1**	**SUMMER 2**	
Progression of core texts											
	***Beyond the Stars: Twelve Tales of Adventure, Magic and Wonder* compiled by Sarah**	***Ask Dr K Fisher about Animals* by Claire Llewellyn** (Kingfisher)	***Paddington Goes to Town* by Michael Bond** (Harper Collins)	***A Passing on of Shells, 50 Fifty-Word Poems* by Simon Lamb and**	***Hansel & Gretel* by Neil Gaiman and Lorenzo Mattotti** (Bloomsbury)	***The Big Book of Blooms* by Yuval Zommer** (Thames & Hudson)	***Flood* by Alvaro F. Villa** (Raintree)	**'A Good Weekend' by Teresa Lola and Mohamed Fadera, in *Happy Here: 10 stories by black***	***Everything you need to know about SNAKES* by John Woodward** (Dorling Kindersley)	***Arthur and the Golden Rope* by Joe Todd-Stanton** (Flying Eye)	***101 Things To Do to Become a Superhero…or Evil Genius* by Richard**

	Webb – 'The Snow Globe' (Harper Collins)			**Chris Riddell** (Scallywag Press)				***authors and illustrators*** (Knights Of)			**Horne and Helen Szirtes** (Bloomsbury)
Text type/form	**Fiction Y3/4** Magical story	**Non-Fiction Y3/4** Non-chronological report in letter form	**Fiction Y3/4** Classic story	**Poetry Y3/4** Restricted forms	**Fiction Y5/6** Traditional story	**Non-Fiction Y3/4** Non-chronological report	**Fiction Y5/6** Real life story (wordless picture book)	**Poetry Y3/4** Recount in poetic form	**Non-Fiction Whole Key Stage** Non-chronological report	**Fiction Y3/4** Quest	**Non-Fiction Y5/6** Instructional manual
Independent purposeful writing outcomes	Y3-6 To write your own story based on a magical object.	Y3/4 To write a letter and response (but the context could be anything). Y5/6 Develop the character of the animal and maintain register/formality	Y3-6 To write the story for one of the older TV cartoon versions with a focus on character, dialogue and the humour in the plot. Y5/6 Maintain the register of an older text	Y3-6 To experiment in practicing writing with using certain conventions to write poetry. In independent writing, children can choose to create poems using whatever form they wish.	Y3-6 Write a different version of the Hansel and Gretel story from the bare bones	Y3-6 To write an information text about a plant or group of plants, comprised of short sections with subheadings. Some children might write additionally about an aspect of plants' relationship with humans.	Y3-6 to write the story of the wordless picture book Y5/6 Explore different ways the story could be told (pont of view, flashback, etc.)	Y6 SATs prep Y3-5 to write and perform a recount in poetic form.	Y3-6 write a hybrid text about a subject of choice.	Y3-6 To write a quest story as one of the Brownstone adventures.	Y3-6 To write new pages for the book in the style of a manual
Key Writing objectives, including grammar and punctuation **New knowledge**	Expanded noun phrases Multi-clause sentences and single clause sentences: exploring choices Using and punctuating direct speech	Formal/informal language Word play for humour	Adverbs Paragraphs: group ideas around a theme/related material	There is no grammar in this sequence	Sentence patterns: length and repetition Conjunctions to link clauses Relative clauses Parenthesis commas	Heading and sub-headings Similes Prepositional phrases used adverbially	Sentence construction: multi-clause sentences (non-finite constructions, subordination) Passive voice	Prepositional phrases: • used adverbially • including similes Identification of verbs and verb choice	Headings/sub headings Expanded noun phrases including relative clauses	Present perfect verb form Layout for presentation and meaning Possessive apostrophe	Writing with formality Degrees of possibility using modal verbs Punctuation: dashes, and hyphens
Revised knowledge		Multi-clause sentences with subordinating conjunctions	Multi clause sentences (using the –ing construction) Using and punctuating direct speech		Commas in lists (revision from Y2) You could also use this text to teach dialogue for moving on the action, but activities for this are not included in the sequence.)	Nouns and expanded noun phrases for precision and clarity (pre-modification)	Dialogue for characterisation	Multi clause sentences with subordinating conjunctions	Y3/4 Paragraphs around a theme Expanded noun phrases Y5/6 Verbs: variation in tense and form (including passive and modal)	Multi-clause sentences with a range of conjunctions Adverbials Fronted adverbials Using and punctuating direct speech	Multi-clause sentences (subordination) Layout and organisation

KS2 Writing Progression

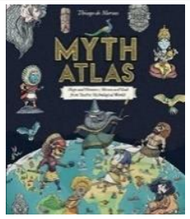
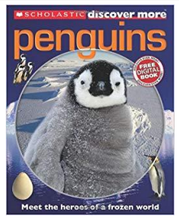
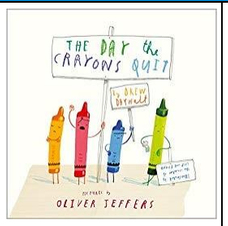
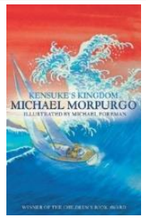
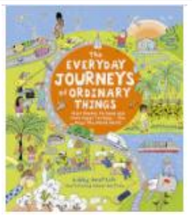
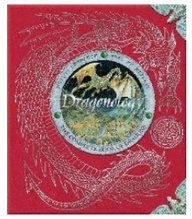
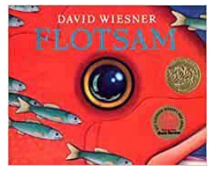
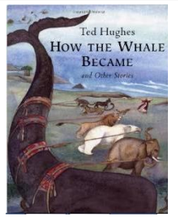
Year 3-6 **Cycle B**

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts											
	***The Tear Thief* by Carol Ann Duffy** (Barefoot Books)	***Fantastically Great Women Who Changed The World* by Kate Pankhurst** (Bloomsbury)	***The Paperbag Prince* by Colin Thompson** (Red Fox)	***How Santa Really Works* by Alan Snow** (Simon and Schuster)	***Straw into Gold: Fairy tales re-spun* by Hilary McKay** (Macmillan)	**Persuasive letter: *RSPB* (Charity letter from the RSPB)**	***Chitty Chitty Bang Bang and the Race Against Time* by Frank Cottrell-Boyce** (Macmillan)	***Extreme Animals* by Nicola Davies** (Walker)	**'Art' from *A Word in Your Ear* by Tony Ross** (Andersen)	***The Lost Words* by Robert McFarlane and Jackie Morris** (Hamish Hamilton)	***Incredible Edibles: a science-flavoured cookbook* by Stefan Gates** (Walker)
Text type/form	**Fiction Y5/6** Poetic fantasy story	**Non-Fiction Y3/4** Biography	**Fiction Y3/4** Environmental story / setting description	**Non-Fiction Y3/4** Explanation	**Fiction Y5/6** Traditional story	**Non-Fiction Y4/5** Persuaive letter	**Fiction Y5/6** Adventure story	**Non-Fiction Y5/6** Non-chronological report	**Fiction Y5/6** Ghost story	**Poetry Y5/6** Acrostic poems	**Non-Fiction Y5/6** Recipes
Independent purposeful writing outcomes	Y3-6 Write a story about a different thief of something abstract, e.g. an emotion, memories, worries.	Y3-6 Write a biography of a famous person.	Y3/4 Devise a story idea and write at least the setting description. Y5/6 Devise/write a story set in a run-down setting in which something changes for the better and improves the main character's life.	Y3-6 Write an explanatory text about an imaginary object e.g., Santa's sleigh.	Y3-6 Write a retelling of a well-known fairy tale but alter it in some way.	Y3-6 Write a persuasive letter about an issue they feel passionate about.	Y3-6 Write an additional adventure for the Tootings where they travel to another period of history.	Y3-6 Write a section of a book about 'Extreme…'. This could be other animals, plants, birds or even vehicles or buildings.	Y3-6 Write your own ghost story with expanded detail and changes in pace.	Y3-6 Write a poem about something from the natural world to accompany a (watercolour) picture and contribute these pages to a class book.	Y3-6 Write their own revolting recipe.
Key Writing objectives, including grammar and punctuation **New knowledge**	Dialogue to convey character and advance the action, including speech punctuation Creating atmosphere, including playing with poetic elements, e.g. simile, metaphor, rhythm Expanded noun phrases (inc post modification) Linking ideas within and across paragraphs with adverbials	Multi-clause sentences with subordinating conjunction Prepositional phrases (adverbial) Paragraphs around a theme	Adverbials, fronted adverbials (with commas) Past perfect verb form instead of simple past tense	Nouns and pronouns for clarity and cohesion Punctuation of multi-clause sentences	Revision of grammar and vocabulary to create settings, character and atmosphere Sentence construction: compounding in lists; coordinated clauses; adverbial placement; sentence length; Expanded noun phrases: determiners.	Paragraphs: links within and between Expanded noun phrases including relative clauses	Sentence construction: patterning of sentences Dashes for parenthesis	Use of parenthesis: brackets and dashes Colons to mark clause boundaries Multi-clause sentences to convey information concisely	Semi-colons (Although not covered in the sequence, you could teach the perfect form and the passive voice – p.4, p.5 and p.7 have some examples.)	Vocabulary choice Poetic devices: onomatopoeia, alliteration, sibilance, assonance Punctuation to avoid ambiguity Hyphens	Explore how words are related: synonyms Vocabulary and language structures appropriate for formality
Revised knowledge		Expanded noun phrases Adverbials (time and place)	Expanded noun phrases (pre-modification and post-modification using prepositional phrases)	Multi-clause sentences with subordinating conjunctions Paragraphing		*Y3/4* Expanded noun phrases Adverbials	Dialogue to convey character and advance action Expanded noun phrases extended in a variety of ways	Cohesion within and between paragraphs Expanded noun phrases including relative clauses	Paragraphs: cohesion within and between Sentence construction and punctuation	Expanded noun phrases	Revision of multi-clause sentences Use of parenthesis: brackets, dashes, commas

			Expressing time, place and cause with adverbs and prepositions			Paragraphs around a theme Y5/6 Modal verbs	Verbs: variation in tense and form (perfect and revision progressive	(You could teach modal verbs from this text but it is not included in the sequence.)			

KS2 Writing Progression

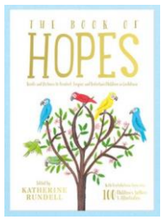
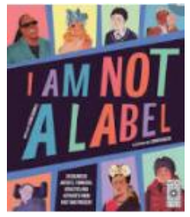
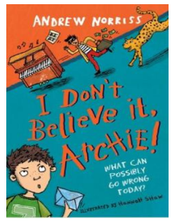
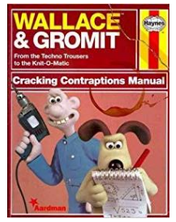
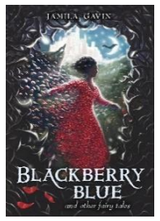
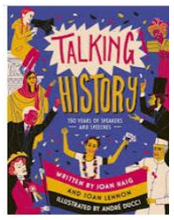
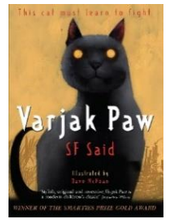
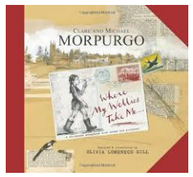
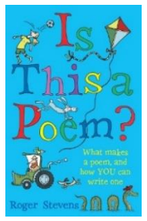
Year 3-6 **Cycle C**

	AUTUMN 1		AUTUMN 2		SPRING 1	SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 ***Myth Atlas* by Thiago de Moraes** (Little Bee Books, Scholastic)	 ***Penguins* by Penelope Arlon and Tory Gordon-Harris** (Scholastic)	 ***The Day the Crayons Quit* by Drew Daywalt and Oliver Jeffers** (Harper Collins)	***The Snowman* by Michael Morpurgo and Robin Shaw** (Puffin)	 ***Kensuke's Kingdom* by Michael Morpurgo** (Egmont) **(Extend to 4/5 weeks)**	 ***The Everyday Journeys of Ordinary Things* by Libby Deutsch and Valpuri Kerttula** (Usborne)	 ***Dragonology* by Dugald Steer, Helen Ward, et al.** (Templar)	 ***Flotsam* by David Wiesner** (Clarion Books/Houghton Mifflin) **(Y3/4 and a Y5/6 sequence)**	 ***How the Whale Became and Other Stories* by Ted Hughes** (Frances Lincoln)	***Beachcomber* by George Mackay Brown** (available online)
Text type/form	**Fiction Y3/4** Myths	**Non-Fiction Y3/4** Non-chronological report	**Non-fiction Y5/6** Humorous persuasive letters	**Fiction Y3/4** Narrative from a film	**Fiction Y5/6** Adventure story focus on buidling atmosphere through setting Non-Fiction Author study	**Non-Fiction Y5/6** Explanation of a process	**Non-fiction Y5/6** Non-chronological report (formal)	**Fiction Y5/6** Surreal story (wordless picture book)	**Fiction Y5/6** Creation story	**Poetry Y3/4** Poem based on found objects
Independent purposeful writing outcomes	Y3-6 Write a myth based on one of the characters from a choice of cultures in the book.	Y3-6 Create an information text about a different group of animals / people / objects of interest.	Y3-4 Write at least one persuasive letter from an object. Y5-6 Write three letters from other everyday objects with contrasting formality	Y3-6 Write a section of the film as a narrative that could be included in the book, focusing on showing character through actions.	Y3-6 Various options for written outcomes. Do at least 2. The main outcome is to write an alternative version of the chapter where the character wakes up on the island and explores	Y3-6 Write a sequential explanation of an everyday thing.	Y3-6 Write own '-ology' book about a different mythical creature or created dragon.	Y3-4 'Make the visual verbal' and write a shortened version of the original story. Y5-6 Write a different version of *Flotsam* from a different viewpoint.	Y3-6 Write a new animal creation story in a similar style. (Y5-6) This should involve dialogue to convey character.	Y3-6 Write a poem about found objects, real or imagined, and express some feelings about them from the perspective of an autobiographical or fictional narrator.
Key Writing objectives, including grammar and punctuation **New knowledge**	Adverbials (phrases and clauses) Multi clause sentences with a range of conjunctions Cohesion	Multi-clause sentences with subordinating conjunctions Expressing time, place and cause with conjunctions Grouping material in paragraphs / sections Heading and sub-headings Apostrophes for singular/plural possession	Structures typical of informal speech Writing with formality Degrees of possibility using adverbs Wider range of punctuation (brackets, commas, exclamation marks, question marks, underlining, apostrophes) Paragraphs: cohesion within and between (range of cohesive devices)	Choice of verbs (for showing character through actions)	Paragraphs: cohesion within and between (range of cohesive devices) Colons before a list	Expanded noun phrases to convey complicated information precisely Relative clauses to add information to a noun phrase Use of parenthesis: brackets to add additional information Use of the passive voice	Subjunctive (Y6)	Y3/4 Prepositional phrases for time and place (adverbial) Fronted adverbials including commas Paragraphs: group ideas around a theme/related material Y5/6 Wider range of cohesive devices	Dialogue to convey character (and advance the action) Linking ideas across paragraphs with adverbials Commas for clarity	Poetic devices: listing, sibilance and alliteration

Revised knowledge				Expanded noun phrases and prepositional phrases (adverbial): There is the possibility to extend an activity on nouns and 'where' adverbials to create setting Paragraphs: group ideas around a theme Past tense: past simple and past progressive (revise from Y2) Commas in lists (revise from Y2)	Degrees of possibility using adverbs and modals Parenthesis: brackets, dashes	Linking ideas across paragraphs, especially through adverbials (time)	Multi-clause sentences Formal, impersonal writing Expanded noun phrases Commas, brackets and dashes	Y3-6 Expanded noun phrases Y5/6 Relative clauses Cohesion within a paragraph Cohesion and pace across paragraphs	Structures typical of informal speech	Expanded noun phrases (including prepositional phrases) Commas in lists (revision from Y2)

KS2 Writing Progression

Year 3-6 **Cycle D**

	AUTUMN 1		AUTUMN 2		SPRING 1		SPRING 2	SUMMER 1		SUMMER 2	
Progression of core texts	 ***The Book of Hopes*** **ed. Katherine Rundell** (Bloomsbury)	 ***I am Not a Label*** **by Cerrie Burnell and Lauren Baldo** (Wide Eyed Editions)	 ***I Don't Believe It, Archie!*** **by Andrew Norriss** (Red Fox)	 **Wallace & Gromit: The Complete Cracking Contraptions Manual by Graham Bleathman, Lee Parsons and Derek Smith** (Haynes Manual)	 ***Blackberry Blue and other fairy tales*** **by Jamila Gavin** (Tamarind)	 ***Talking History: 150 Years of Speakers and Speeches*** **by Joan Haig and Joan Lennon, and Andre Ducci** (Templar)	 ***Varjak Paw*** **by S.F. Said and Dave McKean** (Corgi)	***Alastair Humphreys' Great Adventurers: The incredible expeditions of 20 explorers*** **by Alastair Humphreys and Kevin Ward** (Big Picture Press)	***Beowulf*** **by Kevin Crossley-Holland and Charles Keeping** (Oxford) ***Monster Slayer*** **by Brian Patten** (Barrington Stoke)	 ***Where My Wellies Take Me*** **by Clare and Michael Morpurgo Part 1 and Part 2** (Templar)	 ***Is This a Poem? What makes a poem and how YOU can write one*** **by Roger Stevens** (A & C Black)
Text type/form	**Fiction Y3/4** Anmal story	**Non-Fiction Y3/4** Biography	**Fiction Y3/4** Funny story (realistic setting)	**Non-Fiction Y5/6** Formal explanation	**Fiction Y5/6** New traditional tales	**Non-Fiction Y5/6** Speech Non-chronological report	**Fiction Y5/6** Adventure story (animal characters)	**Non-Fiction Y5/6** Variety of forms	**Fiction (Y3/4 and Y5/6)** Archaic text Epic Poem Legend	**Non-Fiction Y5/6** Recount in descriptive style	**Poetry Y5/6** Variety of poetic forms
Independent purposeful writing outcomes	Y3-6 Write a story about an unlikely encounter between a child and an animal with a twist at the end.	Y3-6 Write a biographical recount about a different inspiring person.	Y3-6 Create a new chapter with another strange adventure for Archie.	Y3-6 Devise and write about their own cracking (Xmas) contraption to create a class Haynes Manual.	Y3/4 As 5/6 or retell a known fairy tale and change something (setting/problem, etc.). Y5/6 Emulate this writer to create their own fairy tale by drawing on and combining elements from known stories.	Y3-6 Write a speech about an issue you feel strongly about and present it alongside contextual information in non-chronological report format.	Y3-6 Write an additional adventure for the three characters. (The narrative focus is on contrasting atmospheres, action and using dialogue to convey character and advance the action.)	Y3-6 Write about an imagined (or real-life) expedition and the person that undertook it, presenting the information in more than one way (prose, complementary maps and kit lists, postcards and recipes, etc.).	Y5/6 Write your own story following the 'overcoming the monster' blueprint. Y3/4 Write a further episode about a 'monster slayer'.	Y3-6 Write a recount of a local walk in great detail. Select poems to add to recount writing of a local walk.	Y3-6 Write at least one original poem, making choices about form and devices.
Key Writing objectives, including grammar and punctuation **New knowledge**	***Revision from Y1/2/3*** Sentences and clauses Verbs Adverbials Dialogue	Nouns and pronouns for clarity and cohesion Sentence patterning Expanded noun phrases (pre-modification) Adverbials including fronted adverbials Possessive apostrophe (singular and plural)	Perfect verb form Using and punctuating direct speech (opportunity to revise/introduce)	Writing with formality Passive voice Parenthesis using brackets	Colons and semi-colons in listing	Writing with varying formality Degrees of possibility using modal verbs Linking ideas within and across paragraphs with adverbials Text layout, particularly headings and subheadings	**Includes revision and application of Y3/4 grammar to convey atmosphere and develop character** Building suspense and atmosphere Verb choices	Verbs: variation in tense and form (including perfect form) Brackets, dashes or commas for parenthesis Linking ideas across paragraphs, especially through tense/verb form choices	Y3/4 Precise verb choice Choice of noun/pronoun for cohesion and clarity Y5/6 Sentence construction: patterning of three	Length of sentences for effect	Syllables Metaphor, simile Commas Poetic Layout and form

Revised knowledge		Multi-clause sentences with subordinating conjunctions (revise coordination)	Multi-clause sentences with a range of conjunctions Adverbials (when)	Expanded noun phrases to convey complex information	Sentence construction: revision of multi-clause sentences using co-ordination and subordination Expanded noun phrases to convey complex information (creating atmosphere, use of similes and prepositional phrases)	Provides opportunity for revision of KS2 grammatical terminology and understanding Multi clause sentences with a range of conjunctions	Expanded noun phrases for conveying precise imagery Adverbials (prepositional phrases) Dialogue to advance the action and to develop character Colons and semi-colons between clauses	Layout and organisation	Y3/4 Multi-clause sentences and single clause sentences: exploring choices Adverbials including fronted adverbials Y5/6 Semi colons between clauses Expanded noun phrases to convey complex information (use of hyphens) Cohesion between paragraphs	Verb choice Cohesion (The text also offers scope to look at a range of punctuation, particularly parenthesis and its function in this context but this has not been planned into the sequence.)	