

FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

WRITING CUMULATIVE END GOALS – YEAR 1

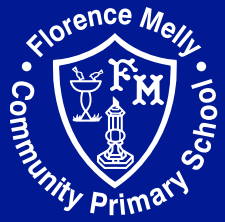
IF YOU CAN DREAM IT, YOU CAN DO IT!



Units of Work									
Poetry (pattern and rhyme)		Setting descriptions		Stories with familiar settings		Instructional writing		Shape poems and calligrams	
At the end of the unit, the children will									
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
Rhyme adds musicality to poems Patterns in poems give poems rhythm	Recognise words that rhyme Count syllables in words	A setting is the place where the action takes place Features of a setting description	Choose vocabulary to describe a setting Say a sentence aloud before writing it	The component parts of a story To check their writing for sense	Sequence sentences to tell a story Use adjectives to describe a familiar setting	The features and layout of instructional writing How to write a set of instructions for something they have made	Use imperative verbs to write command sentences Use a numbered list to order steps in their writing	The style and format of shape poems and calligrams Poems are intended for performance	Explain why a poem is presented in a specific way Use a model to create a poem

Units of Work											
Shape poems and calligrams		Recount from personal experience		Informal letters		Poetry on a theme (nature)		Stories with familiar settings		Recount from personal experience	
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
The style and format of shape poems and calligrams Poems are intended for performance	Explain why a poem is presented in a specific way Use a model to create a poem	The terms sequence, chronological order and recount	Explain events in the order that they happened Write simple sentences to explain an event	The features and layout of an informal letter How to organise ideas in a letter	Use a question mark accurately Use the personal pronoun 'I' accurately	The theme is the main idea of a poem Poems can be written on similar themes	Talk about the language in a poem Write in a similar style to a poem	The component parts of a story To check their writing for sense	Sequence sentences to tell a story Use adjectives to describe a familiar setting	A recount follows a chronological order A personal recount is about something they have experienced	Recount an event orally Say sentences out loud before recording

Units of Work									
Poetry (pattern and rhyme)		Informal letters		Setting descriptions		Poetry on a theme (nature)		Instructional writing	
At the end of the unit, the children will									
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
A syllable is a single, unbroken sound in a spoken word A repeated pattern of the number of syllables gives a poem a rhythm	Recognise words that rhyme Identify and count syllables in words	The features and structure of a letter	Write in the form of a letter	A setting is the place where the action takes place An adjective describes a noun	Choose vocabulary to describe a setting Use 'and' to join words and sentences	The theme is the main idea of the poem	Read and discuss different poems Write a poem on a given theme	The features and layout of instructional writing How to write a set of instructions for something they have made	Use imperative verbs to write command sentences Use a numbered list to order steps in their writing



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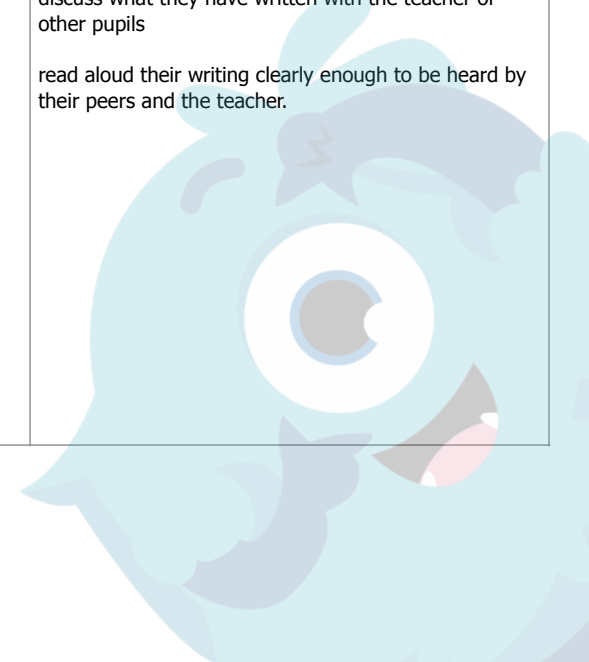
WRITING KEY INDICATORS – YEAR 1

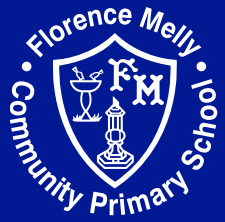
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Writing Key Indicators - Year 1

Transcription	Handwriting	VGPS (Vocabulary, Grammar and Punctuation)	Composition
<p>Pupils should:</p> <p>spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none"> naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>apply simple spelling rules and guidance, as listed in English Appendix 1</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should:</p> <p>write sentences by:</p> <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense <p>discuss what they have written with the teacher or other pupils</p> <p>read aloud their writing clearly enough to be heard by their peers and the teacher.</p>





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WRITING CUMULATIVE END GOALS – YEAR 2

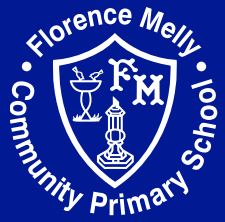
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Units of Work									
Character descriptions		Poems developing vocabulary		Simple retelling of a narrative		Formal invitations		Stores from other cultures	
At the end of the unit, the children will									
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
Different descriptive techniques	Select precise adjectives to use in expanded noun phrases	That some poems are intended to be sung	Make connections between poems	Ideas and language from stories read can inspire your own stories	Retell a story in the correct order	The difference between a formal and an informal tone	Use statements and commands in my writing	Stories can be set in different cultures	Include details in a story that show an understanding of the culture
Conjunctions can be used to extend sentences	Use some common conjunctions to extend sentences	A dictionary can support finding the meaning of unknown words	Explore and explain key language from a poem	Third person is an outside perspective	Use a range of descriptive devices to describe characters and settings	The key information needed for an invitation	Organise information so that it is easy to understand	The component parts of a story	Write a story plan using the story structure as a framework

Units of Work									
Poetry on a theme		Non-chronological reports		Formal invitations		Stories from other cultures		Recount from personal experience	
At the end of the unit, the children will									
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
Key poetic devices, e.g. rhyme, rhythm, repetition	Make connections between poems	The difference between a statement and a question	Maintain the present tense	The difference between a formal and an informal tone	Use statements and commands in their writing	Stories can be set in different cultures	Include details in a story that show an understanding of the culture	Chronological order	Write in the first person
	Prepare and perform a humorous poem	How subheadings help the reader to navigate the text	Use simple subordinating conjunctions (e.g. when, if, because) Write to inform	The key information needed for an invitation	Organise information so that it is easy to understand	The component parts of a story	Write in the past tense Write in the third person	How to use adjectives, adverbs and expanded noun phrases to describe an event	Write in the past tense Recount a real event or experience

Units of Work											
Non-chronological reports		Simple retelling of a narrative		Recount from personal experience		Poems developing vocabulary		Character descriptions		Poetry on a theme (humour)	
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
The features of a non-chronological report	Write to inform	The component parts of a story	Describe characters and settings using adjectives, adverbs and expanded noun phrases	How to use conjunctions to indicate time	Use the first-person perspective	A dictionary gives the meaning of a word	Make connections between poems	Different descriptive techniques	Select precise adjectives to use in expanded noun phrases	Poetry is written to be performed	Use intonation to make the meaning clear
How subheadings help the reader to navigate the text	Use statement and question sentences Select precise vocabulary	The third person is an outside perspective	Use ideas and language from the story read Use the past tense throughout their retelling	A recount follows a chronological order How to form an expanded noun phrase	Recount events in chronological order Use adjectives and expanded noun phrases to describe an event		Explain key language used in a poem	A character description includes the character's appearance and personality	Use adverbs to add detail	Humour is subjective	Perform a poem they have written



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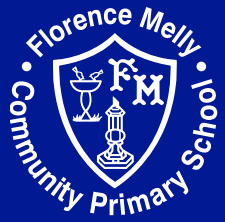
WRITING KEY INDICATORS – YEAR 2

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Writing Key Indicators - Year 2

Transcription	Handwriting	VGPS (Vocabulary, Grammar and Punctuation)	Composition
<p>Pupils should:</p> <p>spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidance, as listed in English Appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> 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. 	<p>Pupils should:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) <p>learn how to use:</p> <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p>	<p>Pupils should:</p> <p>develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>read aloud what they have written with appropriate intonation to make the meaning clear.</p>



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

WRITING CUMULATIVE END GOALS – YEAR 3

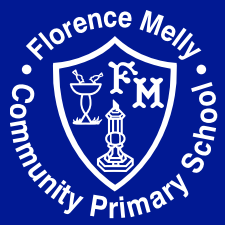
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Units of Work											
Poetry on a theme (emotions)		First person narrative descriptions		Non-chronological reports		Formal letters to complain		Dialogue through narrative (historical stories)		Performance poetry	
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
How to form and use: alliteration rhyme assonance	Prepare and perform poems. Make connections between poems. Select precise and ambitious vocabulary. Write a poem on a theme.	A range of descriptive devices First person perspective How to use coordinating conjunctions	Describe a setting in detail Build atmosphere through precise selection of vocabulary	The structure and tone of a non-chronological report How to use paragraphs to organise information.	Use a variety of sentence structures Select and use precise and formal vocabulary	The difference between main and subordinate clauses The structure and conventions of a formal letter	Organise writing into clear paragraphs Choose and use formal vocabulary Use a range of conjunctions	Historical texts can include historical references. Inverted commas are used to punctuate direct speech. Editing strategies	Use the third person perspective. Use and sustain the past tense. Carefully select vocabulary.	Key poetic devices including alliteration, rhyme and repetition Intonation changes when we speak and perform Form helps convey the message in poems.	Prepare and perform narrative poems. Show understanding through intonation, action, tone and volume. Make connections between poems. Critically review the performance of a poem.

Units of Work													
Third person narrative			Non-chronological reports			Advanced instructional writing			First person narrative			Performance poetry	
At the end of the unit, the children will													
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...		
A range of descriptive devices, including metaphors How to form the third person perspective	Build atmosphere through precise selection of vocabulary Construct a simple story plot Sustain the past tense	The structure and tone of a non-chronological report How to use paragraphs to organise information	Use a variety of sentence structures Select and use precise and formal vocabulary	How the organisation of a text can aid the reader The importance of careful sequencing in instructional writing	Use imperative verbs Use adverbs to describe when and how Use prepositions to add detail	A range of descriptive devices The first person perspective How to use coordinating conjunctions	Describe a setting in detail Build atmosphere through precise selection of vocabulary	Key poetic devices including alliteration, rhyme and repetition Intonation changes when we speak and perform Form helps convey the message in poems.	Prepare and perform narrative poems. Show understanding through intonation, action, tone and volume. Make connections between poems. Critically review the performance of a poem.				

Units of Work												
Third person narrative (animal stories)			Formal letters to complain			Dialogue through narrative			Poetry on a theme (emotions)		Advanced instructional writing	
At the end of the unit, the children will												
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	
How to form the third person perspective How to construct regular and irregular past tense verbs A range of descriptive devices	Sustain the third person perspective and the past tense Select vocabulary to create atmosphere Use similes and metaphors as descriptive devices	The structure and conventions of a formal letter A paragraph is a group of related sentences The correct perspective for a formal letter	Use a planning structure to outline the key messages in each section of a text Organise information into clear paragraphs Choose and use formal vocabulary	How to punctuate dialogue How to reason about vocabulary choices in a sentence level context	Punctuate dialogue accurately within extended writing Use dialogue to help them tell the events in a story	A range of poetic patterns and devices How to use a thesaurus to refine vocabulary choices	Recognise and use assonance, repetition and rhyme Use intonation, volume and pace to convey meaning in performance poetry	The structure and layout of an instructional text How to maintain a formal tone	Organise an instructional text, using appropriate features Use adverbials of manner to add detail to an instruction			



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WRITING CUMULATIVE END GOALS – YEAR 4

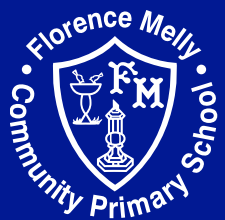
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Units of Work											
Poems which explore form		Persuasive writing (adverts)		First person diary entires		Critical analysis of narrative poetry		Third person adventure stories		News reports	
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
The formation of a haiku and a cinquain What imagery and onomatopoeia are Intonation, volume and tone are important when performing	Perform poetry, using deliberate intonation, volume and tone changes Write poems, using imagery, a known form and onomatopoeia	How superlatives are formed What a slogan is used for The purpose of a rhetorical question Presentational devices to use in an advert	Use appropriate presentation and language to write a persuasive advert	The difference between direct and reported speech Devices for informal tone	Write in the past tense from the first person perspective. Use a range of sentence structures.	A narrative poem tells a story Key poetic conventions, e.g. similes, alliteration	Use quotations to illustrate a point Critique a poem Give an opinion about a poem	The third person perspective The progressive and simple past tense A range of descriptive devices	Plan and execute a third person adventure story Use a balance of dialogue and description to tell the story	The perspective is the viewpoint that something is written from. The tense tells us when an event has happened.	Plan, draft and write a simple news report. Include accurately punctuated direct quotations.

Units of Work											
Stories from other cultures			Persuasive writing (adverts)		Explanatory texts		Third person adventure stories		Poems which explore form		
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
The simple past tense The third person perspective Editing strategies	Use a range of descriptive devices to compose and recount a short narrative Use cultural references to indicate a setting	How superlatives are formed What a slogan is used for The purpose of a rhetorical question Organisational and presentational devices to use in an advert	Use appropriate language to write a persuasive advert Use organisational and presentational devices to emphasise specific information	The structure and tone of an explanatory text How conjunctions and adverbs can be used to express time and cause	Sustain the present tense Use technical vocabulary in context Organise writing in paragraphs	The structure of a story Dialogue can convey character and develop the narrative A range of descriptive devices	Plan a story with a simple plot Plan and construct dialogue as part of a narrative Balance descriptive devices to describe a setting	The formation of a haiku and a cinquain What imagery and onomatopoeia are Intonation, volume and tone are important in the performance of poetry	Perform poetry, using deliberate intonation, volume and tone changes Write poems, using imagery, a known form and onomatopoeia		

Units of Work											
Stories from other cultures			First person diary entires		Critical analysis of narrative poetry		News reports		Explanatory texts		
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
How to form the past tense The third person perspective Editing strategies	Use a range of descriptive devices to compose and recount a short narrative Use cultural references to indicate a setting	A diary entry can be factual or fictional Prepositions and conjunctions can be used to express time and cause Devices for informal tone	Identify and construct contractions accurately Write from the first person perspective Draw on their reading to inform their writing	A critical analysis is a careful examination and evaluation of a text How to conduct a debate	Identify similarities and differences between poems written by the same poet Use formal standard English to express a personal response to poetry	The structure and organisation of a news report The structure and purpose of a paragraph Different devices to achieve cohesion within paragraphs	Recognise the perspective of a text Write paragraphs around a key theme Use pronouns and conjunctions to aid the flow of writing	How to use pronouns to avoid repetition The component parts of an introduction Subheadings break the text into smaller chunks and tell the reader what to expect in each section	Introduce a paragraph with a topic sentence and add supporting detail Form and use the present tense Use conjunctions to express cause		



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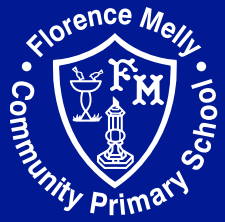
WRITING KEY INDICATORS – YEAR 3 & YEAR 4

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Writing Key Indicators - Years 3 & 4

Transcription	Handwriting	VGPS (Vocabulary, Grammar and Punctuation)	Composition
<p>Pupils should:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<p>Pupils should:</p> <ul style="list-style-type: none"> 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<p>Pupils should:</p> <p>develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech <p>use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Pupils should:</p> <p>plan their writing by:</p> <ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences <p>proof-read for spelling and punctuation errors</p> <p>read 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.</p>



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

WRITING CUMULATIVE END GOALS – YEAR 5

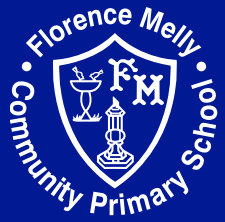
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Units of Work											
Third person stories set in another culture		Formal letters of application		Poems that use word play		Dialogue in narrative first person (myths and legends)		Poems which explore form		Balanced argument	
At the end of the unit, the children will											
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...
Reporting clauses convey the mood of characters Short sentences add pace to a narrative	Interweave cultural references to establish context Use and sustain the third person	How language can be adapted to persuade The rule of three	Use and sustain a formal tone Structure a formal letter in clear paragraphs	Word play enhances meaning through the sound of words. Homophones are an effective word play device.	Use word play to engage the reader. Perform a poem and vary intonation and volume to convey meaning.	The language of speech and writing differs Relative clauses add extra information	Write dialogue appropriate to a character Balance description and dialogue to help tell a story	How syllables can be used to impose structure on some poetic forms The form and structure of haikus and cinquains	Write a poem that fulfils specific criteria. Perform a poem varying tone and volume and using movement for effect.	A balanced argument includes opposing views Views need to be supported with evidence to convince	Write in a sustained formal tone Use adverbials to signal similar or opposing viewpoints Use emotive language

Units of Work										
Third person stories set in another culture		Formal letters of application		Playscripts		Biography		Writing poems that use word play		
At the end of the unit, the children will										
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	be able to...
Dialogue can help tell the story and convey information about characters An expanded noun phrase is a simple noun phrase expanded with at least one adjective	Interweave cultural references to establish context Describe and develop characters and settings in detail Use and sustain the third person	The subjunctive verb form is used to formally make a request or suggest a possibility How language can be adapted to persuade	Use and sustain a formal tone Structure a formal letter in clear paragraphs	Who Shakespeare was and why he is so significant to British heritage A synopsis is often written in the present tense to convey a sense of immediacy	Write a synopsis of a Shakespearean play Write concisely in the third person Select vocabulary precisely to convey meaning	A biography tells the story of someone's life How to form the perfect form of the past and present tenses	Plan and write a well-structured biography Sustain the third person Add additional information using relative clauses	Word play is a poetic device that enhances meaning through the sound of words Collective nouns are singular nouns that refer to a group of people, animals or things	Identify examples of word play, including homophones, and explain their intended impact on the reader Use word play to engage and amuse the reader	

Units of Work										
Playscripts		Dialogue in narrative first person (myths and legends)		Balanced argument		Biography		Poems which explore form		
At the end of the unit, the children will										
know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	be able to...
Playscripts may vary in their level of formality How to use appropriate gestures and varied tone and volume to add impact to the spoken word	Use key organisational and presentational devices to write a script Convey character by what is said, how it is said and through actions	Dialogue can be used to convey information about a character The language of speech and writing can differ	Balance description and dialogue in a narrative written in the first person Use inverted commas accurately to punctuate speech	A balanced argument includes opposing views Views need to be supported with evidence to convince	Write in a sustained formal tone Use oppositional and additional conjunctions Use emotive language	The key features of a biography Relative pronouns are used to introduce a relative clause	Organise information into paragraphs ordered chronologically Use relative clauses to add information Use the present and past perfect tenses to show relationships of time	The bridge in a set of lyrics is designed to change the pace or direction of the piece Homophones can be used to create word play	Edit word choices for impact Perform their own composition using appropriate intonation, volume and movement	



FLORENCE MELLY COMMUNITY PRIMARY SCHOOL

WRITING CUMULATIVE END GOALS – YEAR 6

IF YOU CAN DREAM IT, YOU CAN DO IT!



Units of Work														
Autumn	Autobiography		Discursive writing and speeches		Poems that create images and explore vocabulary		First person stories with a moral		Shakespeare's sonnets		Explanatory texts			
	At the end of the unit, the children will													
	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...		
	The past progressive tense shows on-going actions that took place in the past Relative clauses are used to give additional information about a noun by using a relative pronoun	Sequence and describe events chronologically and factually Use conjunctions, adverbs and prepositions to express time, place and cause	The passive voice conveys a formal tone Multiple viewpoints need to be represented in a discussion	Edit their writing according to specific criteria Deliver a speech using appropriate formality and expression	How figurative language can be used to enhance images for the reader Making eye contact, changing facial expressions or using gestures adds impact to words	Use a given poetic structure to inform their own writing Learn a poem by heart and perform it using intonation, volume and movement	How to plan a narrative and interweave a moral Characters are portrayed through their actions, what is said and how it is said	Balance description, action and dialogue in a narrative Use and sustain the first person perspective	Who Shakespeare was and how significant his writing is to our literary heritage A sonnet has fourteen lines of ten syllables	Use technical terms to explain the structure and style of a sonnet Compare poems and justify reading preferences	The present progressive tense indicates actions that are ongoing now The passive verb form places emphasis on the object of a sentence	Use precise tier 3 vocabulary to convey an expert voice Use organisational and presentational devices to help the reader navigate a text		
Spring	Units of Work													
	Extended third person narrative			Explanatory texts			News reports			Autobiography		First person stories with a moral		
	At the end of the unit, the children will													
	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...		
A range of descriptive devices and techniques How to develop an extended narrative over time How to balance description, dialogue and action	Plan, structure and execute an extended narrative Consciously vary sentence structures Use dialogue to help tell the story	The present progressive tense indicates actions that are ongoing now The passive verb form places emphasis on the object of a sentence	Use precise Tier 3 vocabulary to convey an expert voice Use organisational and presentational devices to help the reader navigate a text	The structure and register of a news report How to form the progressive form of the past tense Pronouns and conjunctions are cohesive devices	Consciously control formality Write precisely and concisely Use modal verbs to indicate possibility and certainty	The past progressive tense shows actions that took place in the past over time Relative clauses are used to give additional information about a noun by using a relative pronoun	Sequence and describe events chronologically and factually Use conjunctions, adverbs and prepositions to express time, place and cause	How to plan a narrative and interweave a moral Characters are portrayed through their actions, what is said and how it is said	Develop settings, characters and atmosphere through description Use and sustain the first person perspective Use cohesive devices to make links within and between paragraphs					
Summer	Units of Work													
	Extended third person narrative (adventure stories)			News reports			Discursive writing and speeches			Poems that create images and explore vocabulary		Shakespeare's sonnets		
	At the end of the unit, the children will													
	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...	know	be able to...		
Short sentences can provide impact The past progressive tense indicates actions that took place in the past over time	Use precise language and specific devices to develop atmosphere Write a cohesive narrative sustaining use of the third person	The main conventions used in the organisation and presentation of a news report Colloquialisms and contractions are examples of informal language structures	Plan in note form under headings Use and sustain a formal tone, making deliberate exceptions for direct quotations	Opinions should be supported by facts Humour can be used to engage the listener in a formal speech	Select emotive language to convey strength of meaning Sustain a formal tone using the subjunctive verb form and the passive voice	Free verse poetry lacks a consistent rhyming pattern or meter A haiku has seventeen syllables	Make precise vocabulary choices to enhance meaning Learn a poem by heart and perform it using appropriate intonation, volume and movement	Who Shakespeare was and his cultural significance A sonnet has fourteen lines of ten syllables	Use technical terminology to comment on the themes and structure of a sonnet Write part of a sonnet replicating the key conventions					