Unit Overviews: EYFS to Year 6

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Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**The gingerbread man by Mara Alperin** **Outcome** - Oral retelling & draw images, write labels	**Animals/dinosaurs** **I'm going to eat this ant by Chris Naylor-Ballesteros** **Outcome** - A list of food items	**Naughty Bus by Jan Oke** **Outcome** - Recount of where Naughty Bus has been	**The Journey Home by Emma Levey** **Outcome** - Retell/rewrite of the story	**Silly Doggy by Adam Stower** **Outcome** - Retell/rewrite of the story	**Supertato by Sue Hendra** **Outcome** - A wanted poster with a character description
1	**Lost and Found by Oliver Jeffers** **Outcome** - Fiction: story based on the structure of the text	**Nibbles by Emma Yarlett** **Outcome** - Recount: diary	**Lion Inside by Rachel Bright** **Outcome** - Fiction: story based on the structure of the text	**The curious case of the missing mammoth by Ellie Hattie** **Outcome** - Fiction: story based on the structure of the text	**Toys in Space by Mini Grey** **Outcome** - Fiction: story based on the structure of the text	**Goldilocks and Just the one bear by Leigh Hodgkinson** **Outcome** - Fiction: story based on the structure of the text
2	**Troll Swap by Leigh Hodgkinson** **Outcome** - Fiction: focus on characters	**The Owl who was afraid of the dark by Jill Tomlinson** **Outcome** - Non-chronological report	**Dragon Machine by Helen Ward** **Outcome** - Fiction: adventure focus	**Major Glad, Major Dizzy by Jan Oke** **Outcome** - Recount: diary entry	**The Last Wolf by Mini Grey** **Outcome** - Letter: letter in role	**Grandad's Secret Giant by David Litchfield** **Outcome** - Fiction: moral focus
3	**Seal Surfer by Michael Foreman** **Outcome** - Recount: letter in role	**Winter's Child by Graham Baker-Smith** **Outcome** - Fiction: fantasy	**Big blue whale by Nicola Davies** **Outcome** - Persuasion: leaflet	**Escape from Pompeii by Christina Balit** **Outcome** - Fiction: historical narrative	**Snow Dragon by Vivian French / Stone Age Boy by Satoshi Kitamura** **Outcome** - Non-chronological report	**Journey by Aaron Becker** **Outcome** - Fiction: adventure story
4	**Gorilla by Anthony Browne** **Outcome** - Fiction: fantasy story	**Leon and the place between by Graham Baker-Smith** **Outcome** - Recount: diary	**Zeraffa Giraffa by Dianne Hofmeyr** **Outcome** - Persuasion: leaflet	**When the Giant stirred by Celia Godkin** **Outcome** - Fiction: adventure story from POV of the boy	**Where the Forest Meets the Sea by Jeannie Baker / Rainforests in 30 seconds by Jen Green** **Outcome** - Non-chronological report	**Blue John by Berlie Doherty** **Outcome** - Letters & Explanation
5	**Queen of the falls by Chris Van Allsburg** **Outcome** - Recount: series of diaries	**The Lost Happy Endings by Carol Ann Duffy** **Outcome** - Fiction: traditional tale	**The Hunter by Paul Geraghty** **Outcome** - Fiction: journey story	**The Darkest Dark by Chris Hadfield** **Outcome** - Recount: biography	**The Paperbag Prince by Colin Thompson** **Outcome** - Persuasion/information: Hybrid leaflet	**Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans)** **Outcome** - Fiction: myth
6	**Star of Hope, Star of Fear by Jo Hoestlandt** **Outcome** – Flashback story & Information text	**Can we save the tiger? by Martin Jenkins** **Outcome** - Hybrid text - information and explanation	**Selfish Giant by Oscar Wilde and Ritva Voutila** **Outcome** - Classic fiction & Explanation	**Jemmy Button by Alix Barzelay** **The Island by Jason Chin** **Outcome** - Journalistic & Discussion	**Manfish by Jennifer Berne** **Outcome** - Narrative & Biography	**Transition unit** **Outcome**

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	**The gingerbread man by Mara Alperin** Biscuit bear by Mini Grey Rosie's Walk by Pat Hutchins A great big cuddle by Michael Rosen	**I'm going to eat this ant by Chris Naylor-Ballesteros** Flashlight by Lizi Boyd Guess who's in the trees by Camilla Bedoyere A great big cuddle by Michael Rosen	**Naughty Bus by Jan Oke** On the road with Mavis and Marge by Niamh Sharkey You can't take an elephant on the bus by Patricia Cleveland Peck The train ride by June Crebbin	**The Journey Home by Emma Levey** Hattie Peck by Emma Levey Home by Carson Ellis The way back home by Oliver Jeffers	**Silly Doggy by Adam Stower** A great big cuddle by Michael Rosen Naughty Kitty by Adam Stower Hairy Maclary by Linley Dodd	**Supertato by Sue Hendra** Even superheroes have bad days by Shelley Becker Super duck by Jez Alborough Supertato series
	Outcome Oral retelling of story Draw images and write labels to represent the story	**Outcome** A list of food items for another animal	**Outcome** Recount of where Naughty Bus has been	**Outcome** Retell/rewrite of the story	**Outcome** Retell/rewrite of the story	**Outcome** A wanted poster for Evil Pea with a character description
	Development matters 40-60 months	Development matters 40-60 months	Development matters 40-60 months/ELG	ELG	ELG	ELG – supporting transition into Year 1
	Writing • Marks being used to represent meaning • Begin to use identifiable letters when mark making • Hear initial sounds • Begin to write labels	**Writing** • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Begin to break speech into words • Write labels and captions • *Write CVC words*	**Writing** • Write labels and captions • Break speech into words • Begin to write a simple sentence (using CVC words) • *Begin to write words with digraphs*	**Writing** • Write simple sentences (in meaningful contexts) • Use phonic knowledge to write words in ways that match spoken sounds • *Apply taught digraphs into writing*	**Writing** • Write simple sentences • Use phonic knowledge to write words in ways that match spoken sounds • Spell some common irregular words • *Apply taught digraphs and trigraphs into writing* • *Begin to write words with adjacent consonants*	**Writing** • Write simple sentences applying taught phonic sounds • Write phonetically plausible words • Spell some common irregular words • *Use key features of narrative in own writing (EXC)* • *Have an awareness of a capital letter and full stop when writing a simple sentence*
	Reading • Hear and say initial sound in words • Link sounds to letters • Use vocabulary and forms of speech that are increasingly influenced by experiences of books	**Reading** • Hear and say the initial sound in words • Segment the sounds in simple words and blend them together • Link sounds to letters • Begin to read words • Enjoy an increasing range of books	**Reading** • Begin to read simple sentences • Know the sounds for all the letters of the alphabet • *Know the sounds of some digraphs*	**Reading** • Use phonic knowledge to decode regular words and read them aloud accurately • Read and understand simple sentences • Demonstrate understanding when talking to others about what has been read to them	**Reading** • Demonstrate understanding when talking to others about what they have read • Read some common irregular words • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them aloud	**Reading** • Read own written simple sentences out loud • Read and understand simple sentences with all taught graphemes • *Read words with adjacent consonants*

				accurately • *Read words with adjacent consonants*	
Communication & Language • Use language to imagine and recreate roles and experiences in play • Introduce a storyline or narrative into play • Extend vocabulary, exploring the meaning and sounds of new words • Listen and respond to ideas expressed by others in conversation or discussion	**Communication & Language** • Use language to imagine and recreate roles and experiences in play situations • Introduce a storyline or narrative into play • Explore the meaning and sounds of new words • Listen and respond to ideas expressed by others in conversation or discussion	**Communication & Language** • Maintain attention, concentrates and sit quietly during appropriate activity • Answer how and why questions in response to stories • Use talk to organise, sequence and clarify thinking, ideas, feelings and events. • Listen and respond to ideas expressed by others in conversation or discussion • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	**Communication & Language** • Develop narratives and explanations by connecting ideas or event. • Listen to stories, responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	**Communication & Language** • Develop narratives and explanations by connecting ideas or events • Answer how and why questions in response to stories • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions • Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	**Communication & Language** • Express themselves effectively when speaking • Develop narratives and explanations by connecting ideas or events • Answer how and why questions in response to stories • Listen to stories, accurately anticipating key events and responding with relevant comments, questions or actions

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	**Lost and Found by Oliver Jeffers** Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson	**Nibbles by Emma Yarlett** Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak	**The Lion Inside by Rachel Bright** How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	**The Curious Case of the Missing Mammoth by Ellie Hattie** Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	**Toys in Space by Mini Grey** Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	**Goldilocks and just the one bear by Leigh Hodgkinson** Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
	Outcome Fiction: story based on the structure of *Lost and Found* **Greater Depth** Change the setting of the story	**Outcome** Recount: diary **Greater Depth** Add in further details about other characters' feelings	**Outcome** Fiction: story based on the structure of *The Lion Inside.* **Greater Depth** Change both animals in the story.	**Outcome** Fiction: story based on the structure of *The Curious Case of the Missing Mammoth.* **Greater Depth** Change the setting of the story.	**Outcome** Fiction: story based on the structure of *Toys in Space.* Extension: Instructions **Greater Depth** Choose their own toy to write about and change the space creature.	**Outcome** Fiction: story based on the structure of *Goldilocks and just the one bear.* Extension: Non-chronological report **Greater Depth** Change the animal and the setting
	Sentence Combine words to make sentences Write sentences	**Sentence** Join words using and	**Sentence** Join words and clauses using and Sequence sentences to form short narratives	**Sentence** Join words and clauses using and Sequence sentences to form short narratives	**Sentence** Join words and clauses using and	**Sentence** Join words and clauses using and
	Text Compose a sentence orally before writing it	**Text** Use plural noun suffixes -s and -es Sequence sentences to form short narratives (link ideas or events by pronoun)	**Text** Add suffixes to verbs where no change is needed to the root	**Text** Add suffixes to verbs where no change is needed to the root	**Text** Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un-	**Text** Use simple description Sequence narrative accurately
	Punctuation Leave spaces between words Punctuate sentences using a capital letter and a full stop Use a capital letter for names of people and the personal pronoun 'I'	**Punctuation** Punctuate sentences using a capital letter and a full top	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	**Punctuation** Use a capital letter for places and days of the week Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
	Word Throughout each unit of *Pathways to Write* there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught Spell common exception words					

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2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	**The Owl who was afraid of the dark by Jill Tomlinson (picture book)** The Owl who was afraid of the dark by Jill Tomlinson (chapter book)	**Dragon Machine by Helen Ward** The Dragonsitter series by Josh Lacey	**Major Glad, Major Dizzy by Jan Oke** Naughty Amelia Jane by Enid Blyton	**The Last Wolf by Mini Grey** Fantastic Mr.Fox by Roald Dahl	**Grandad's Secret Giant by David Litchfield** The BFG by Roald Dahl
	Outcome Fiction: story with focus on characters **Greater Depth** Story about two independently invented contrasting characters who swap places	**Outcome** Non-chronological report: report about owls **Greater Depth** Alter the layout to include own subheadings and extra features	**Outcome** Fiction: story with adventure focus Extension: Instructions **Greater Depth** Story written in 1st person	**Outcome** Recount: diary entry from point of view of a toy **Greater Depth** Recount: diary entry from point of view of one of the children	**Outcome** Letter: letter in role as the character persuading to save the trees **Greater Depth** Real life letter to specific audience e.g. local MP	**Outcome** Fiction: story with moral focus **Greater Depth** Story from the point of view of the giant
	Sentence Use subordination (because) and co-ordination (and) Write expanded noun phrases to describe and specify	**Sentence** Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	**Sentence** Write sentences with different forms: statement, question, exclamation, command Use subordination (apply *because*, introduce *when*) Use present and past tenses correctly and consistently (some progressive)	**Sentence** Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply *because, when*; introduce *that*)	**Sentence** Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	**Sentence** Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Write expanded noun phrases to describe and specify Add suffixes to spell longer words e.g. -ment,- ful
	Text Plan or say out loud what is going to be written about	**Text** Write for different purposes	**Text** Read aloud with intonation	**Text** Write down ideas, key words, new vocabulary	**Text** Write down ideas, key words, new vocabulary	**Text** Make simple additions, revisions and corrections
	Punctuation Use punctuation correctly - full stops, capital letters	**Punctuation** Use commas to separate items in a list	**Punctuation** Use punctuation correctly - exclamation marks, question marks	**Punctuation** Use punctuation correctly - apostrophes for the possessive (singular)	**Punctuation** Use punctuation correctly – apostrophes for contracted forms	**Punctuation** Proof-read to check for errors in spelling, grammar and punctuation
	Word Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					

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3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo	**Winter's Child by Angela McAllister** Ice Palace by Robert Swindells	**Big Blue Whale by Nicola Davies** This morning I met a whale by Michael Morurgo	**Escape From Pompeii by Christina Balit** Pompeii: A Roman Girl's Diary by Sue Reid	**Stone Age Boy by Satoshi Kitamura** **Snowdragon by Vivien French** Firefall the school for dragons by Sophie Quay-Clark	**Journey by Aaron Becker** Tilly Mint Tales by Berlie Doherty
	Outcome Recount: letter in role **Greater Depth** Write a letter from Grandad in response to one of his grandson's letters	**Outcome** Fiction: fantasy story based on a fable **Greater Depth** Narrative from a different POV	**Outcome** Persuasion: leaflet persuading for the protection of the blue whale **Greater Depth** Include a fact file about endangered sea creatures	**Outcome** Fiction: historical narrative from character's point of view **Greater Depth** Write from the POV of the captain	**Outcome** Non-chronological report: write about a particular species of dragon **Greater Depth** Non-chronological report about an invented dragon	**Outcome** Fiction: adventure story based on Journey using the language of Berlie Doherty **Greater Depth** Include a new setting route to lead from one place into another
	Sentence Use prepositions to express time, place and cause.	**Sentence** Use conjunctions to express, time, place and cause Use adverbs to express time	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and **cause**	**Sentence** Use the present perfect form of verbs in contrast to the past tense	**Sentence** Form nouns with a range of prefixes	**Sentence** Use the present perfect form of verbs in contrast to the past tense Use prepositions and adverbs to express time, place and cause (demonstrating some awareness of purpose through selection of relevant content)
	Text Group related ideas into paragraphs	**Text** Create characters, settings and plot in narrative Propose changes to grammar and vocabulary to improve consistency	**Text** Assess the effectiveness of own and others' writing (non-fiction)	**Text** Asses the effectiveness of own and others' writing (fiction) Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)	**Text** Use paragraphs to organise information Use headings and subheadings	**Text** Group related ideas into paragraphs (write an opening paragraph and further paragraphs for each stage)
	Punctuation Use inverted commas to punctuate direct speech (introduction)	**Punctuation**	**Punctuation** Proof-read for spelling and punctuation errors prior to publishing for a key audience	**Punctuation** Use inverted commas to punctuate direct speech (and to show relationship between two characters)	**Punctuation** Full range of punctuation taught at Y2	**Punctuation** Use inverted commas to punctuate direct speech

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	**Leon and the place between by Graham Baker-Smith** The Nowhere Emporium by Ross Mackenzie	**Zeraffa Giraffa by Dianne Hofmeyr** White giraffe by Lauren St John	**When the Giant stirred by Celia Godkin** Journey to the Centre of the Earth Usborne Young Reader	**Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green** Journey to the River Sea by Eva Ibbotson	**Blue John by Berlie Doherty** Clockwork by Phillip Pullman or alternative Berlie Doherty novel
	Outcome Fiction: fantasy story **Greater Depth** Re-tell the story from dad's viewpoint or include speech	**Outcome** Recount /diary **Greater Depth** Recount /diary from a different POV	**Outcome** Persuasion: tourism leaflet for Paris/Egypt **Greater Depth** Include a section of a researched Paris landmark	**Outcome** Fiction: adventure story from POV of the boy **Greater Depth** Write from the POV of the God	**Outcome** Non-chronological report **Greater Depth** Write information text to go into a museum as written by a native of the rainforest	**Outcome** Letters Explanation – about cave formation for 2/3 days **Greater Depth** Use explanation with an element of persuasion
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	**Sentence** Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form (Y2) and the present perfect form (Y3)	**Sentence** Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	**Sentence** Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	**Sentence** Enhance the effectiveness of writing through: Building a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently
	Text Organise paragraphs around a theme (use paragraphs to organise and sequence more extended narrative structures)	**Text** Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Build a rich and varied vocabulary	**Text** In non-narrative material, use simple organisational devices including headings and sub headings to aid presentation	**Text** Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** Use paragraphs to organise information and ideas around a theme	**Text** In narratives, create **settings**, characters and plot
	Punctuation Use commas after fronted adverbials	**Punctuation** Use inverted commas and other punctuation to punctuate direct speech	**Punctuation** Use Y2 punctuation correctly – capital letters for names and places, exclamation marks, question marks- (this is to ensure consolidation of basic skills whilst pupils continue to master autumn term punctuation)	**Punctuation** Use and punctuate direct speech Use commas after fronted adverbials	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns. Revise Y2 singular	**Punctuation** The grammatical difference between plural and possessive s Correct use of all punctuation taught so far

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg *Goodnight Stories for Rebel Girls by Elena Favilli*	**The Lost Happy Endings by Carol Ann Duffy** *Hansel and Gretel by Neil Gaiman*	**The Hunter by Paul Geraghty** *The child's elephant by Rachel Campbell-Johnston*	**The Darkest Dark** *Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond*	**The Paperbag Prince by Colin Thompson** *The Last Wild by Piers Torday*	**Heroes and villains (range of Greeks, Vikings, Anglo-Saxons, Romans)** *The Adventures of Odysseus by Hugh Lupton*
	Outcome Recount: series of diaries **Greater Depth** Series of diaries with viewpoint of other characters	**Outcome** Fiction: traditional tale **Greater Depth** Traditional tale from another character's POV	**Outcome** Fiction: journey story **Greater Depth** Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film	**Outcome** Recount: biography **Greater Depth** A first-person recount with an experience from the person's life within the biography	**Outcome** Persuasion/information: Hybrid leaflet **Greater Depth** Write an oral presentation for a TV or online broadcast as expert	**Outcome** Fiction: myth Create heroes, villains and monsters **Greater Depth** Vary the viewpoint from which the myth is told
	Sentence Use fronted adverbials	**Sentence** Use expanded noun phrases to convey complicated information concisely	**Sentence** Relative clauses to add detail and description Use adverbs to indicate degrees of possibility	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	**Sentence** Use modal verbs to indicate degrees of possibility Select appropriate grammar and vocabulary	**Sentence** Use expanded noun phrases to convey complicated information concisely Relative clauses to add detail and description
	Text Plan writing by identifying audience and purpose Organise paragraphs around a theme	**Text** Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	**Text** Link ideas across paragraphs using adverbials	**Text** Link ideas across paragraphs using adverbials	**Text** Use devices to build cohesion within a paragraph Choose the appropriate register	**Text** Use a wide range of devices to build cohesion
	Punctuation Commas after fronted adverbials (Y4) Commas to clarify meaning and avoid ambiguity	**Punctuation** Use of inverted commas and other punctuation to punctuate direct speech (Y4)	**Punctuation**	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Commas to clarify meaning and avoid ambiguity

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt *An Eagle in the snow by Michael Morpurgo*	**Can we save the tiger? by Martin Jenkins** *Jungle Book by Rudyard Kipling*	**Selfish Giant by Oscar Wilde** *Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell*	**Jemmy Button by Alix Barzelay** **The Island by Jason Chin** *The Explorer by Katherine Rundell*	**Manfish by Jennifer Berne** *Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)*	**Transition Unit** *The Unforgotten Coat by Frank Cottrell Boyce*
	Outcome Flashback story Information text **Greater Depth** To write a narrative with a flashback	**Outcome** Hybrid text - information and explanation **Greater Depth** Write a Newsround TV style story	**Outcome** Classic fiction Explanation **Greater Depth** Write the narrative from a different viewpoint	**Outcome** Journalistic Discussion **Greater Depth** Write a magazine article/hybrid text	**Outcome** Narrative Biography **Greater Depth** Add in a script commentary about role in conservation debate	**Outcome** **Greater Depth**
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	**Sentence** Use modal verbs or adverbs to indicate degrees of possibility Use expanded noun phrases to convey complicated information concisely	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	**Sentence** Use passive verbs Use consistent and correct tense Use the perfect form of verbs	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices (recap from Y5) Integrate dialogue to convey character and advance the action	**Text** Select appropriate grammar and vocabulary	**Text** Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	**Text** Use a wide range of devices to build cohesion Use layout devices	**Text** Use a wide range of devices to build cohesion	**Text** Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Use a colon to introduce a list Punctuate bullet points consistently	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use semi-colons to mark boundaries between independent clauses	**Punctuation** Use colons or dashes to mark boundaries between independent clauses	**Punctuation** Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	**Punctuation** Use semi-colons, colons or dashes to mark boundaries between independent clauses

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