

| 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|--|---|
| | Star of Hope, Star of Fear by Jo Hoestlandt <i>An Eagle in the Snow by Michael Morpurgo</i> | Can We Save the Tiger? by Martin Jenkins <i>The Jungle Book by Rudyard Kipling</i> | Selfish Giant by Oscar Wilde <i>Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell or The Happy Prince and Other Tales by Oscar Wilde</i> | Island by Jason Chin & Jemmy Button by Alix Barzelay <i>The Explorer by Katherine Rundell</i> | Manfish by Jennifer Berne <i>Dolphin Song by Lauren St. John</i> | Sky Chasers by Emma Carroll |
| | Outcome Fiction: flashback story & Non-chronological report Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i> | Outcome Information/explanation/persuasion: hybrid booklet about an amazing animal & Recount: diary Greater Depth Write a Newsround TV style report about the tiger crisis | Outcome Fiction: retelling of a classic narrative from a character's point of view & Explanation Greater Depth Write the narrative from viewpoint the viewpoint of the special tree | Outcome Recount: journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion Greater Depth Include extracts from another genre <i>e.g., diary, interview, information</i> | Outcome Recount: biography of Jacques Cousteau & Fiction: adventure story Greater Depth Include a section entitled 'How Jacques Cousteau inspired me' | Outcome Fiction: adventure story from two different viewpoints & Recount: autobiography Greater Depth Include a section written from the viewpoint of another person |
| | Word | Word | Word Recognise vocabulary for formal speech and writing | Word | Word | Word Recognise vocabulary for formal speech and writing |
| | Sentence Recap: Use expanded noun phrases to convey complicated information concisely Use passive verbs | Sentence Recap: Use modal verbs or adverbs to indicate degrees of possibility | Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs | Sentence Use passive verbs | Sentence Recap: Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun | Sentence Recognise structures for formal speech and writing, including subjunctive forms |
| | Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i> | Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i> | Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i> | Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Recap: Variety of verb forms used correctly and consistently (progressive present perfect forms) | Text Use a wider range of devices to build cohesion | Text <i>Identify the audience and purpose for writing</i> <i>Choose the appropriate register</i> |
| | Punctuation Punctuate bullet points consistently Additional writing: Use a colon to introduce a list | Punctuation Recap: Use brackets, dashes or commas to indicate parenthesis | Punctuation Use semi-colons to mark boundaries between independent clauses Additional writing: Punctuate bullet points consistently | 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 |

**Objectives in italics are writing composition objectives*