

# PROGRESSION IN WRITING

Year 1-Year 6

This tool enables all teachers to see how the skills of writing are built on year by year and how different skill sets are developed within and across the year.

Narrative writing is developed progressively each half term. Within a year, this clearly identifies a building of skills. The transformation, allows us to see Greater depth learners performing more adeptly across the year, rather than just at the end of the year.

Non-fiction writing is clearly mapped to enable children to hone their skills in a cyclical manner, building on skills within a year and from year to year. Non-fiction writing may be linked to foundation subject learning; this opportunity enables children to have secure understanding of the subject specific vocabulary and knowledge and therefore concentrate on the writing skills and organisation of text. Non-fiction writing may also come from quality fiction that is being shared with the children too. Exploiting opportunities this way enable our learners to be fully immersed in the subject knowledge from the text and, again, be able to concentrate on writing skills and text structure and organisation.

Additional writing opportunities support our drive for children to become authors, poets, bloggers, playwrights, journalists, advertisers, lyricists and broadcasters etc

Our intention is that all children 'know how' to write and are equipped with the basic skills to do just that and be understood by others, but also that they 'want' to write to share their thoughts, knowledge, ideas, adventures and wonderings; Potential is our Passion.

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Archaic Texts</b> The Tale of Peter Rabbit, The Ugly Duckling, Goldilocks, The Magic Porridge Pot, Sleeping Beauty, Snow White, Aesop’s Fables, Where the Wild Things Are, Traditional and Fairy tales</p> <p><b>Non-linear Time Sequences</b> Voices in the Park, The Trouble with Trolls Well Loved Stories Hairly Maclary, Not Now Bernard, The Cat in the Hat, Dinosaurs and all the rubbish</p> <p><b>Complexity of Plot</b> Owl Babies, The Tiger that came to Tea, Where the Wild Things Are, Alfie stories</p> <p><b>Contemporary Picture Books</b> Oh No, George, Lost and Found, Voices in the Park, The Crocodile Who didn’t like Water, Dogger, Five minutes peace, Happy family series, Julia Donaldson (not Gruffalo)</p> <p><b>Non-fiction</b> Range of high quality non-fiction including online and books</p>	<p><b>Narrative 1</b> Retell a simple story with predictable phrases eg. repetition of key phrases – “huff and puff and blow your house down”, “We’re going on a bear hunt...”. Focus on creation of sentence.</p> <p><b>Transform for GDS</b> Add additional detail joining sentences using ‘and’</p>	<p><b>Narrative 2</b> Tell a basic 3- part story about a central character eg Alfie</p> <p><b>Transform for GDS</b> Add additional character description.</p>	<p><b>Narrative 3</b> Plan and tell a three part traditional tale with basic ideas sequenced and traditional story language adopted.</p> <p><b>Transform for GDS</b> Focus on a descriptive setting</p>	<p><b>Narrative 4</b> Retell a familiar story in 3 parts. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Write own version of the story recounting the information in sequence – then, next, after etc.</p>	<p><b>Narrative 5</b> Write a complete simple story in three parts based on their own experiences or linked to a topic. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Include some of the patterns and language of familiar stories eg. repeating same words and phrases three times – “run, run as fast as you can”</p>	<p><b>Narrative 6</b> Write a story which includes strong characterisation eg. good or bad character. Include accurate sentence punctuation.</p> <p><b>Transform for GDS</b> Change the character to have the opposite traits to the first draft with a focus on comparative and superlative adjectives</p>
	<p><b>Recount 1</b> Write sentences to match pictures, or sequences of pictures, illustrating an event. <i>E.g. experiencing toys.</i></p> <p><b>Transform for GDS</b> Structure writing by ordering sequence of events with use of words like first, next, after, when. Join clauses by using the conjunction ‘and’.</p>	<p><b>Instructions 1-revisited</b> Write simple instructions about something they know well including imperative verbs, precise language and commands. <i>E.g. DT – making a structure.</i></p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points.</p>	<p><b>Report 1</b> Describe something or someone with consistent use of tense (past or present depending on the report). <i>E.g. Historical report.</i></p> <p><b>Transform for GDS</b> Expand sentences with conjunction ‘and’ use capital letters for proper nouns. Include new vocabulary from reading and research. Include an opening statement</p>	<p><b>Recount 2</b> Write a simple first person recount linked to topic or personal experience, incorporating at least three events in order, whilst maintaining past tense.</p> <p><b>Transform for GDS</b> Expand by using simple descriptive language to add detail</p>	<p><b>Instructions 2</b> Write instructions with some expansion about something they know well including imperative verbs. Include accurate sentence punctuation. <i>E.g. DT – food, sculpture</i></p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment numbered lists. Sentence structure to include commas in a list.</p>	<p><b>Report 2</b> Assemble information about a topic, writing accurately demarcated sentences to describe different aspects of the subject. <i>E.g. seaside, plants, local environment</i></p> <p><b>Transform for GDS</b> Basic sequencing of ideas under simple sub-headings to form a report. Use vocabulary collected from research, reading and cross-curricular learning.</p>
	<p><b>Additional Writing</b> Postcard about summer holidays Character descriptions</p> <p><b>Instructions 1</b> Write simple instructions about something they know well including imperative verbs, precise language and commands. <i>E.g. How to use a toy.</i></p> <p><b>Transform for GDS</b> Expand by including more instructional features eg. a list of equipment, numbered lists, bullet points. <b>Instructional writing</b></p>	<p><b>Additional Writing</b> Poems about Bonfire night Fact-files Letters to Santa Recount 1 revisited</p>	<p><b>Additional Writing</b> Postcards Leaflets Invitations</p>	<p><b>Additional Writing</b> Fact files Recount-letter Poetry</p>	<p><b>Additional Writing</b> Letters Invitations Character descriptions</p>	<p><b>Additional Writing</b> Information Booklet Instructions (embed skills from previous 2 units)</p>

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Archaic Texts</b> Rumpelstiltskin, Rapunzel, Piped Piper of Hamelin, Pinocchio, The Owl and the Pussycat George and the Dragon,</p> <p><b>Non-linear Time Sequences</b> The Summer My Father Was Ten, Grandpa, One Candle,</p> <p><b>Complexity of the Narrator</b> Chester, Fantastic Mr Fox, The Day the Crayons Quit, Hey Little Ant The Day the Ocean went away, Pirates nextdoor, Light house keeper lunch</p> <p><b>Complexity of Plot</b> Grandad's island, Dinosaurs and All That Rubbish, Flat Stanley Knight in Training, True story of the Three little pigs, The Rabbit that caught Fire, Tiger child</p> <p><b>Resistant Texts</b> Wolves, Ning Nag Nong. Mirror</p> <p><b>Poetry</b> Twinkle twinkle chocolate bar, Revolting rhymes</p> <p><b>Non Fiction</b> Biography of explorers (Children's), Explorers</p>	<p><b>Narrative 1</b> Retell a 3 part story that has a key central character.</p> <p><b>Transform for GDS</b> Change character to opposite of first draft with a focus on opposite, comparative and superlative adjective</p>	<p><b>Narrative 2</b> Retell a traditional tale – with repeated events using the rule of three.</p> <p><b>Transform for GDS</b> Make the three events contrast by using adjectives and careful choice of expanded noun phrases.</p>	<p><b>Narrative 3</b> Plan and tell a 3 part story based on own experience with a focus on expanded noun phrases to provide detail and specification.</p> <p><b>Transform for GDS</b> Revise the way the nouns are expanded eg. Adjectives after the noun, before the noun and use of additional information</p>	<p><b>Narrative 4</b> Plan and tell a story in four parts with clear use of subordination and co-ordination.</p> <p><b>Transform for GDS</b> Expand on the main event with a focus on use of verbs and adverb</p>	<p><b>Narrative 5</b> To plan and write your own four part story showing the use of a range of sentence types and language to add detail.</p> <p><b>Transform for GDS</b> Expand on the language by introducing simple figurative language and more adventurous vocabulary.</p>	<p><b>Narrative 6</b> To plan and write a familiar story with a range of sentence types – applying the skills of Year 2.</p> <p><b>Transform for GDS</b> Retell the familiar story with inclusion of some dialogue experimenting with speech punctuation.</p>
	<p><b>Recount 1</b> Write a simple first person recount linked to topic or personal experience maintaining past tense and consistent use of first person. <i>E.g. Great Fire of London – perspective</i></p> <p><b>Transform for GDS</b> Write same recount as a third person recount.</p>	<p><b>Non-chronological report 1</b> Use information from research to group and assemble information into a short nonchronological report. <i>E.g. Historical unit</i></p> <p><b>Transform for GDS</b> Expand on the information using subordination, coordination, expanded noun phrases to describe and specify</p>	<p><b>Non-chronological report 2</b> Use the language and structural features in a specific form eg. leaflet. <i>E.g. Explorer – based on geographical knowledge</i></p> <p><b>Transform for GDS</b> Change the form of the report from a leaflet to a page in a non-fiction book or letter to inform.</p>	<p><b>Instructions 1</b> Write instructions with some expansion about something they know well including imperative verbs and precise language choices, commands and negatives commands. <i>E.g. Mechanisms that move, explorers and what they need</i></p> <p><b>Transform for GDS</b> Extend and clarify instructions using expanded nouns, subordination and co-ordination to specify and add detail.</p>	<p><b>Recount 2</b> Write a narrative recount in role. Write about a real experience. <i>E.g. significant individuals</i></p> <p><b>Transform for GDS</b> Change the form of the recount eg. postcard, diary or letter considering how language and vocabulary choices may change</p>	<p><b>Persuasion</b> Write a simple persuasive piece based on research, a topic of interest or a fictional book. <i>E.g. Grace Darling's dilemma</i></p> <p><b>Transform for GDS</b> Change a simple persuasive piece based on research, a topic of interest or a fictional book into a persuasive letter</p>
	<p><b>Additional Writing</b> Instructions Use of time openers/adverbs to describe</p>	<p><b>Additional Writing</b> Recount Letter to persuade</p> <p>Free Choice writing (Whole School Focus)</p>	<p><b>Additional Writing</b> Recount - Postcard Write in role and write about an event</p> <p>Explanation Specific use of vocabulary –er -est Using conjunctions to add detail through comparison</p>	<p><b>Additional Writing</b></p>	<p><b>Additional Writing</b> Non-Chronological Report Developing/embedding skills taught</p>	<p><b>Additional Writing</b> Poetry</p>

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Archaic Texts</b> The Odyssey, Sinbad the Sailor, Alice’s Adventures in Wonderland, Just So Stories, Just William, Charlotte’s Web, A Bear Called Paddington, Aesops fables</p> <p><b>Non-linear Texts</b> The Butterfly Lion, The Firework-Maker’s Daughter, The Midnight Fox, Series of unfortunate events: Lemony Snicket, Otto and the secret room/ cat</p>	<p><b>Narrative 1</b> To write a story in four parts, in the first person, with a definite ending.</p> <p><b>Transform for GDS</b> Change into a third person story.</p>	<p><b>Narrative 2</b> To write a story in the third person organised into paragraphs, ensuring that the sequence is clear. Some basic dialogue included.</p> <p><b>Transform for GDS</b> Revise how the sequence of the story is expressed through conjunctions, adverbs and prepositional phrase</p>	<p><b>Narrative 3</b> Re-tell or write their own story varying voice and intonation to create a specific effect in the audience and sustain interest.</p> <p><b>Transform for GDS</b> Include dialogue to set the scene and present characters. Develop writing with a clear sense of purpose and intended effect on the read</p>	<p><b>Narrative 4</b> To write a five part story with a strong dilemma, using conventions of written dialogue to show the relationships between two characters and move the action forward.</p> <p><b>Transform for GDS</b> Revise one section of the story i.e. “problem”. Use words and phrases to capture the readers’ interest and imagination and select verbs carefully to describe actions, thoughts and feelings</p>	<p><b>Narrative 5</b> Write a story that has a problem and a resolution. Organise into paragraphs that include adverbs of time.</p> <p><b>Transform for GDS</b> Include detailed description of setting and time by using expanded noun phrases to give precise detail.</p>	<p><b>Narrative 6</b> Write a story where dialogue is the drive to move the story on.</p> <p><b>Transform for GDS</b> Revise the dialogue to provide strong characterisation.</p>
<p><b>Complexity of the Narrator</b> The Witches, The BFG, Nim’s Island, ,</p> <p><b>Complexity of the Plot</b> The Iron Man, Love That Do, The three brothers, The clock tower, Harry the poisonous centipede, Percy Jackson and the lightening Thief, Stig of the Dump, Stonage boy,</p> <p>Bug Club Plays</p> <p><b>Non Fiction</b> First news</p>	<p><b>Recount 1</b> Write a recount in a specific form of an event in chronological order, expressing time, place and cause using conjunctions, adverbs and prepositions. <i>E.g. Printing, Stone Age (Now Press Play)</i></p> <p><b>Transform for GDS</b> Write same event in a different form e.g. as a story, a letter or a diary</p>	<p><b>Explanation</b> Write a series of extended sentences, organised appropriately for a specific form to explain a process, ensuring relevant items are grouped together and enough details are included. <i>E.g. Stone Age: food (DT), survival, animals etc</i></p> <p><b>Transform for GDS</b> Provide a clear audience for the explanation adding appropriate diagrams/flow charts and vocabulary choices to support the explanation for the specific audience</p>	<p><b>Non-chronological report 1</b> Write an information piece with a clear audience requiring an impersonal style and specific choice of language features for more formal writing. <i>E.g. Plants and Light, Italy</i></p> <p><b>Transform for GDS</b> Change the form of the non-chronological report so there is a change in structure and language features e.g. magazine article.</p>	<p><b>Non-chronological report 2</b> Write a non-chronological report about a subject researched in a specific form e.g. leaflet <i>E.g. Ancient Greece</i></p> <p><b>Transform for GDS</b> Compare the subject in the leaflet to another similar subject using language of comparison and contrast.</p>	<p><b>Instructions</b> Write increasingly complicated instructions with a clear audience ensuring they can be easily followed by the intended audience. <i>E.g. Structures and 3D frames, Forces</i></p> <p><b>Transform for GDS</b> Explore a range of organisational devices and use to transform the instructions, evaluating the effectiveness.</p>	<p><b>Persuasion</b> Present a persuasive point of view in the form of a letter, beginning to link points together, selecting style and vocabulary appropriate to the reader. <i>E.g. Roman Empire, Leaving a volcanic danger zone - Pompeii</i></p> <p><b>Transform for GDS</b> Change the viewpoint of the author, selecting vocabulary appropriately.</p>
	<p><b>Additional Writing</b></p> <p>Poetry Narrative-alternate endings Chronological report newspaper Narrative (Consolidation of skills)</p>	<p><b>Additional Writing</b></p> <p>Narrative  Instructions</p>	<p><b>Additional Writing</b></p> <p>Recount-Diary  Recount-letter  Poem</p>	<p><b>Additional Writing</b></p> <p>Message/email</p>	<p><b>Additional Writing</b></p> <p>Play scripts  Advert</p>	<p><b>Additional Writing</b></p> <p><b>Blog</b>  <b>Letter</b></p>

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Archaic Texts</b> The Labours of Hercules, Mary Poppins, Five Children and it, Heidi, The Lion the Witch and the Wardrobe</p> <p><b>Non-linear Time Sequences</b> Coraline, Farm Boy, Walk Two Moons, Fortunately the Milk, Edward Tulane</p> <p><b>Complexity of the Narrator</b> The Wind in the Willows, Shakespeare: The Animated Tales</p> <p><b>Graphic Novels and Picture books</b> Flotsman, Fungus and the Bogeyman, Night of the Gargoyles, The Cat from Hunger Mountain, How to live forever,</p> <p><b>Complexity of the Plot</b> Love that Dog, The Tunnel, The Molehouse Cat, Imagination Box, Saxon Boy</p> <p><b>Resistant Texts</b> Cloud Busting, The Mysteries of Harris Burdick</p>	<p><b>Narrative 1</b> To plan and write their own version of a familiar story with a focus on varied and rich vocabulary and a range of sentence structures.</p> <p><b>Transform for GDS</b> Add character descriptions designed to provoke sympathy or dislike in the reader</p>	<p><b>Narrative 2</b> Plan and write a complete story by identifying stages in the telling; introduction, build-up, climax or conflict, resolution.</p> <p><b>Transform for GDS</b> Focus on the conflict stage. Extend the range of sentences with more than one clause by using a wider range of sentence type and length to create tension and impact on the reader</p>	<p><b>Narrative 3</b> Plan a complete story focussed on organisational devices eg. times of day, repeated words and phrases, adverbial phrases and use of pronouns.</p> <p><b>Transform for GDS</b> Experiment with using different organisational devices with some attempt to link paragraphs together</p>	<p><b>Narrative 4</b> Plan and write a longer story including details of setting using figurative language to evoke mood and atmosphere.</p> <p><b>Transform for GDS</b> Transform the narrative through a change in atmosphere, varying the vocabulary to support it</p>	<p><b>Narrative 5</b> Write in role as a character from a story.</p> <p><b>Transform for GDS</b> Change the narrative voice or write from two perspectives.</p>	<p><b>Narrative 6</b> Plan and write a story with a strong central character using "show not tell" techniques to provide information to the reader about that character.</p> <p><b>Transform for GDS</b> Develop additional characters and add detail to settings using adjectives and figurative language to evoke time, place and mood.</p>
	<p><b>Recount 1</b> Write a recount in the 1st person with a clear audience and form <b>E.g. a day in the life of a Saxon invader for children.</b></p> <p><b>Transform for GDS</b> Make a change to the person it is written in, the audience or form and chose what text and language features to use.</p>	<p><b>Persuasion</b> Write an advertisement focussing on how information should be best presented. Use exaggerated claims, tactics for grabbing attention and a range of linguistic devices <b>E.g. pencil case</b></p> <p><b>Transform for GDS</b> Change the advert into a different form eg. poster to TV advert changing organisational devises, use of vocabulary and linguistic devices.</p>	<p><b>Explanation</b> Write an explanation in an impersonal style adopting the use of language and grammar for the form and audience. <b>E.g. Electricity and sound</b></p> <p><b>Transform for GDS</b> Write same explanation in an informal style noting change of audience and form to suit this text.</p>	<p><b>Non-chronological report 1</b> Write a report with a clear audience and specific form. <b>E.g. Lindisfarne</b></p> <p><b>Transform for GDS</b> Explore and manage the shifts between past and present within the report and transform by changing the form, style or audience</p>	<p><b>Recount 2</b> Write a recount in the form of a newspaper report. Use direct quotes, linking paragraphs together appropriately. <b>E.g. Discovering Ancient Maya (Spanish conquistadors)</b></p> <p><b>Transform for GDS</b> Same recount in a different form and style eg. Recount events as a diary.</p>	<p><b>Non-chronological report 2</b> Write a comparative report based on their own notes taken from several sources. <b>E.g. South America, Ancient Mayans: Gods, chocolate etc, Henri Rousseau</b></p> <p><b>Transform for GDS</b> Turn the report into a clear form with a different audience eg. fact file, webpage, entry into non-fiction book.</p>
	<p><b>Additional Writing</b></p> <p>Description Narrative-retell Poem Diary</p>	<p><b>Additional Writing</b></p> <p>Recount-newspaper report  Non-chronological report</p>	<p><b>Additional Writing</b></p> <p>Diaries Letters</p>	<p><b>Additional Writing</b></p> <p>Poem</p>	<p><b>Additional Writing</b></p> <p>Instructions  Blog  Email</p>	<p><b>Additional Writing</b></p>

Year 5

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Archaic Texts</b> Robin of Sherwood by Michael Morpurgo, Anansi Stories, Trick of the Tale, The Hobbit, White Fang, The Secret Garden, The Call of the Wild, The Wolves of Willoughby Chase, Charge of the Light Brigade, Fog</p> <p><b>Non-Linear Time Sequences</b> A Christmas Carol, Time Travelling with a Hamster, An Eagle in the Snow, Below Zero, Cosmic</p> <p><b>Complexity of the Narrator</b> Clockwork, Black Beauty, Wonder</p> <p><b>Complexity of Plot</b> Northern Lights, A Monster Calls, Harry Potter, In Flanders Fields, Daffodils, The Arrival, Viking Boy, She wolf, Room 13, Boy at the Back of the class, Deadman’s cove, Night bus hero</p> <p><b>Resistant Texts</b> Jabberwocky, The Lie Tree, The Highwayman, Flannan Isle, Beowulf</p>	<p><b>Narrative 1</b> Write a five part story using language to evoke mood and atmosphere and develop characterisation.</p> <p><b>Transform for GDS</b> Change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change to change the atmosphere.</p>	<p><b>Narrative 2</b> Plan and tell a story demonstrating awareness of audience by using techniques such as recap, repetition, humour or suspense.</p> <p><b>Transform for GDS</b> Change the story to focus on a different technique looking at how the language choice changes.</p>	<p><b>Narrative 3</b> Write in the style of a particular author, organised into chapters, extend ways to link paragraphs using adverbs and adverbial phrases.</p> <p><b>Transform for GDS</b> Adapt the story for a different audience aiming for consistency in character and style</p>	<p><b>Narrative 4</b> Plan and tell a story to explore narrative viewpoint eg. retell a familiar story from the point of view of another character.</p> <p><b>Transform for GDS</b> Change the story to show parallel narrators where events are portrayed simultaneously.</p>	<p><b>Narrative 5</b> Plan and write a non – linear story eg. Flashbacks, parallel narrators. Experiment with different formalities for different shifts.</p> <p><b>Transform for GDS</b> Use the non-linear structure to show changes in atmosphere and mood.</p>	<p><b>Narrative 6</b> Plan and write a story with a clear narrative voice. Use dialogue to build character and move the action forward.</p> <p><b>Transform for GDS</b> Add an additional narrative voice demonstrating a change in formality.</p>
	<p><b>Recount</b> Practise writing a recount with a specific form and audience with a word limit so that pupils are forced to consider the precise level of formality required. <i>E.g. Viking raiders</i></p> <p><b>Transform for GDS</b> Write the same recount for two or three audiences, appealing to each one through managed shifts of formality.</p>	<p><b>Non-chronological Reports</b> Plan, compose, edit and refine a non-chronological comparative report focusing on clarity and conciseness. Ensure features of a specific form are applied and language and grammatical features are used appropriately for a specific audience. <i>E.g. Scandinavia, Gershwin</i></p> <p><b>Transform for GDS</b> Consider how another genre can be placed within the text with a shift of formality e.g. instructions or explanation embedded within the report</p>	<p><b>Persuasion</b> Adapt a piece of persuasive writing for different audiences, shifting levels of formality across the pieces e.g. an informal speech followed by a formal speech on the same subject. <i>E.g. Forces – how they exist Sir Isaac Newton, River pollution</i></p> <p><b>Transform for GDS</b> Transform the piece into a persuasive letter with the shifts of formality embedded within it by focussing on use of vocabulary or adding quotes or references.</p>	<p><b>Procedural Text</b> Write a linear procedural text with a wide range of presentational and organisational devices, carefully selecting vocabulary for clarity. <i>E.g. River journey, Earth and Space</i></p> <p><b>Transform for GDS</b> Change to a non-linear structure with choices for the reader to refer to different sections. Interweave the use of diagrams and illustrations to show shifts in formality. Independently choose to use apt structural, vocabulary and grammar choices based on the form and audience.</p>	<p><b>Discussion</b> Plan, compose, edit and refine a balanced discussion; presenting two sides of an argument. Use words and phrases that support the overall viewpoints of the discussion. <i>E.g. Settling near water (Ancient Egypt), Bridge structures</i></p> <p><b>Transform for GDS</b> Combine the discussion text with another text type with a clear audience and form.</p>	<p><b>Explanation</b> Plan, compose, edit and refine an explanation text; focussing on clarity, conciseness and impersonal style. <i>E.g. Climate, vegetation, Northern/Southern Hemisphere, Henry Moore’s sculptures</i></p> <p><b>Transform for GDS</b> Transform the explanation or part of the explanation to a mixture of styles based on multiple audiences</p>
	<p><b>Additional Writing</b></p> <p>Diaries Descriptive settings Recount-newspaper articles Non-chronological report</p>	<p><b>Additional Writing</b></p> <p>Predictive narrative Character /setting descriptions Persuasive letters Choice (Whole school focus)</p>	<p><b>Additional Writing</b></p> <p>Character description Narrative Diary</p>	<p><b>Additional Writing</b></p> <p>Narrative Persuasive writing</p>	<p><b>Additional Writing</b></p> <p>Diary Letter Social media post eg tweet</p>	<p><b>Additional Writing</b></p>

Year 6

Suggested texts	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Archaic Texts</b> Gawin and the Green Knight, The Sword and the Circle, The Once and Future King, Swallow and Amazons, Treasure Island, Watership Down, The Weirdestone of Brisngamen, The Wizard of Earthsea, The Tyger, If, Oliver Twist</p> <p><b>Novels</b> Rooftoppers, Freak the Mighty, Raymie Nightingale, The Girl of Ink and Stars, Fly by Night, Northern Lights</p> <p><b>Non-linear Time Sequences</b> Holes, The Eye of the North, A Long Walk to the Water, The Clockwork Sparrow, War Horse, Goodnight Mr Tom, Carries War, Letters from the Light House</p> <p><b>Complexity Of the Narrator</b> Wonder, Watership Down, When My Name was Keoko Complexity of the Plot Skellig, Silver, A Ballard of London, The Lady of Shallot, Where the Mountain meets the Moon</p> <p><b>Resistant Texts</b> A Monster Calls. The Lie Tree, The Pobble Who Had No Toes, Sky in the Pie</p> <p><b>Classic British Literature</b> Christmas Carol, Hamlet</p> <p><b>Powerful historical narrative</b> Armstice Runner, Letter from the lighthouse, Behind the bedroom wall, Once series</p>	<p><b>Narrative 1 Flashback</b> Plan and write a non-linear story, arranging paragraphs carefully, using a range of devices to signal the narrative moving backwards and forwards in time.</p> <p><b>Transform for GDS</b> Independently use a non-linear structure to show control of formality for different shifts of time</p>	<p><b>Narrative 2 Write the next part of the story</b> Plan and write a story with a very distinct atmosphere – eg. suspense, panic, humour</p> <p><b>Transform for GDS</b> Independently change the atmosphere of the story with a focus on how language choices, sentence structure and grammar will change in order to change the atmosphere.</p>	<p><b>Narrative 3</b> Change a play into a narrative. Review the story focussing on dialogue being used to develop characterisation and move action forward.</p> <p><b>Transform for GDS</b> Independently focus on the vocabulary and grammar choices to support characterisation demonstrating assured and conscious control.</p>	<p><b>Narrative 4</b> Plan and write a story with two narrators to tell the story from different perspectives.</p> <p><b>Transform for GDS</b> Independently change the formality of the two narrators so that they contrast.</p>	<p><b>Narrative 5</b> Plan and write an extended narrative divided into chapters. Use of description and figurative language to create atmosphere.</p> <p><b>Transform for GDS</b> Independently include dialogue to show shifts of formality; develop character and move the action forward.</p>	<p><b>Narrative 6</b> Plan and write a variety of parodies manipulating characters, setting and events to amuse the reader.</p> <p><b>Transform for GDS</b> Write own story that they have always wanted to write!</p>
	<p><b>Recount Journalistic writing</b> Write a recount in a specific form with a clear audience ensuring formality is appropriate <b>e.g. blog, War report comparisons (Battle of Britain)</b></p> <p><b>Transform for GDS</b> Independently consider how formality will change when the audience or form is changed e.g recount same event as a formal newspaper article</p>	<p><b>Non-chronological report</b> Write a report with a distinct form and specific audience (e.g. webpage), selecting correct vocabulary and grammatical structures that reflect the level of formality required <b>e.g. web page, Light, Paul Nash</b></p> <p><b>Transform for GDS</b> Independently change the report to include managed shifts of formality, appealing to different/multiple audiences.</p>	<p><b>Persuasion</b> Construct an effective persuasive argument using persuasive language techniques to deliberately influence the reader, and to develop a point logically and effectively. <b>E.g. coastal safety, erosion, life guard</b></p> <p><b>Transform for GDS</b> Independently adapt the piece of writing for different audiences and in different forms, controlling levels of formality, e.g. a formal speech with informal features and an informal speech with formal features.</p>	<p><b>Discussion</b> Write a discussion text in a specific form with a specific audience e.g. documentary, article in a magazine. Use the subjunctive mood to establish formality and an authoritative voice. <b>E.g. Textile differences (opinion), Where to build, Evolution and Inheritance</b></p> <p><b>Transform for GDS</b> Independently work out how to combine the discussion text within another text type, e.g. within a newspaper report, demonstrating assured and conscious control of formality</p>	<p><b>Explanation</b> Write an explanation using a range of presentational and organisational devices to structure the text and guide the reader. <b>E.g. Mandela, Natural disasters</b></p> <p><b>Transform for GDS</b> Independently incorporate an explanation within another text type, demonstrating assured and conscious control of formality. Experiment with the form, for example write explanations of real-life situations that are in process e.g. unfolding events in world news</p>	<p><b>Non-fiction (choice)</b> Present information or recount information in any way they choose, demonstrating appropriate language choices and structural features. <b>E.g. Hybrid texts – Natural disasters</b></p>
	<p><b>Additional Unit Narrative</b>  Retell of events from another viewpoint.</p>	<p><b>Additional Unit Recounts</b> Letters in role based on novel’s characters</p>	<p><b>Additional Unit Narrative</b> Revision of Autumn 2- story with an atmosphere</p>	<p><b>Additional Unit Narrative Persuasion</b> Brochures</p>	<p><b>Additional Unit</b></p>	