

Long-Term Plan and Unit Overviews: EYFS to Year 6

Across the school, writing units are taught using a picture book as a stimulus. Many of these are supplemented by additional texts. The books are used across the whole class/age phase but different 'mastery keys' in each year group are used to ensure there is a clear progression through the year groups.

These are supplemented by a wide range of poetry units.

Poetry units are different for Year 1 and Year 2.

In Years 3/4 and Years 5/6, poetry is taught through the same poem/poems, and the same mastery keys are used in both year groups. This is because the curriculum objectives are repeatedly met to ensure mastery of these objectives. The amount of scaffolding will be different for each year group.

Whole School Overview

Year group	Autumn term		Spring term		Summer term	
EYFS (Cycle A and B)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Bundle of Rhymes	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Supertato by Sue Hendra	Let's All Creep Through Crocodile Creek by Jonny Lambert	The Pirates Are Coming! by John Condon
Y1/2 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson	The Owl Who Was Afraid of The Dark by Jill Tomlinson	The Dragon Machine by Helen Ward	Major Glad, Major Dizzy by Jan Oke	The Last Wolf by Mini Grey	Grandad's Secret Giant by David Litchfield
Y1/2 Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Lost and Found by Oliver Jeffers	Nibbles: The Book Monster by Emma Yarlett	The Lion Inside by Rachel Bright	The Curious Case of The Missing Mammoth by Ellie Hattie	Toys in Space by Mini Grey	Goldilocks and Just the One Bear by Leigh Hodgkinson
Y1 Poetry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sea Songs	There Are No Such Things as Monsters!! by Roger Stevens	If I Had a Beak by The Literacy Company	No Poetry unit due to length of the term	I Spun a Star by John Foster	Poetry Fruit Salad
Y2 Poetry	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Zebra Question by Shel Silverstein	The Owl and the Pussycat by Edward Lear	From a Railway Carriage by Robert Louis Stevenson	No Poetry unit due to length of the term	Father and I in the Woods by David McCord	Fox by Kathy Henderson
Y3/4 Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne	Leon and The Place Between by Graham Baker-Smith	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss & Kerry Hyndman Koji's Island by The Literacy Company	Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company	Blue John by Berlie Doherty
Y3/4 Cycle A (Poetry)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Family Album	The Lost Lost-Property Office by Roger McGough	The Roman Centurion's Song by Rudyard Kipling (edited extract)	No Poetry unit due to length of the term and World Book Week	Windrush Child by John Agard	Look Closely

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 Cycle B	Seal Surfer by Michael Foreman	Winter's Child by Graham Baker-Smith	Stone Age Boy by Satoshi Kitamura	Big Blue Whale by Nicola Davies	Journey by Aaron Becker	Zeraffa Giraffa by Dianne Hofmeyr
Y3/4 Cycle B (Poetry)	The Shell by John Foster	Dance with Me, Autumn by The Literacy Company	The River's Tale by Rudyard Kipling (extract)	No Poetry unit due to length of the term and World Book Week	I Saw a Peacock by Anonymous	Apes to Zebras
Y 5/6 Cycle A	Star of Fear, Star of Hope by Jo Hoestlandt	Can We Save The Tiger? by Martin Jenkins	The Selfish Giant by Oscar Wilde and Ritva Voutila	The Darkest Dark by Chris Hadfield	Manfish by Jennifer Berne	Sky Chasers by Emma Carroll
Y3/4 Cycle A (Poetry)	Blitz by Mary Désirée Anderson	A Tiger in the Zoo by Leslie Norris	Guarding Secrets by the Literacy Company	No Poetry unit due to length of the term and World Book Week	For Forest by Grace Nichols	Sonnet Written at the Close of Spring by Charlotte Smith
Y5/6 Cycle B	Queen of The Falls by Chris Van Allsburg	The Lost Happy Endings by Carol Ann Duffy	Arthur and the Golden Rope by Joe Todd-Stanton	Island by Jason Chin & Jemmy Button by Alix Barzelay	The Paperbag Prince by Colin Thompson	Radiant Child by Javaka Steptoe
Y3/4 Cycle B (Poetry)	The Song of Hiawatha by Henry Wadsworth Longfellow (extract)	The Moon	Viking Kennings & Spells	No Poetry unit due to length of the term and World Book Week	The Sun in Me by Moira Andrew	Animals of Africa

Writing units Poetry Units

EYFS Writing Units

Texts	Outcomes	Communication and Language	Reading	Writing
Autumn 1 <i>A Bundle of Rhymes</i> Nursery Rhymes by Mother Goose: Jack be Nimble Hey Diddle Diddle Hickory Dickory Dock Little Miss Muffet	Recite rhymes and use them to build a narrative	Children in reception Children in reception Begin to understand how to listen carefully and why listening is important Engage in storytimes Learn new vocabulary Articulate their ideas and thoughts Begin to use talk to help work out problems and organise thinking and activities Describe events in some detail	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense
Autumn 2 <i>Peace at Last</i> by Jill Murphy	To orally retell the story To draw images and write labels to represent the story	Children in reception Engage in storytimes Understand how to listen carefully and why listening is important Learn new vocabulary Develop social phrases Engage in non-fiction books Listen carefully to rhymes paying attention to how they sound	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly
Spring 1 <i>The Three Little Pigs</i> by Mara Alperin	To label a plan and attempt to write a simple caption	Children in reception Listen to and talk about stories to build familiarity and understanding Understand how to listen carefully and why listening is important Learn new vocabulary Engage in storytimes Engage in non-fiction books.	Children in reception Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read a few common exception words matched to the school’s phonic programme	Children in reception Spell words by identifying the sounds and then writing the sound with letter/s Form lower-case letters correctly Re-read what they have written to check that it makes sense
Spring 2 <i>Supertato</i> by Sue Hendra	To rewrite the story	Children in reception Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Connect one idea or action to another using a range of connectives Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words	Children in reception Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school’s phonic programme	Children in reception Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letters Write short sentences with words with known sound-letter correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense

Texts	Outcomes	Communication and Language	Reading	Writing
Summer 1 <i>Let's All Creep Through Crocodile Creek</i> by Jonny Lambert	To create a story map of the journey and write labels/captions/ sentences describing the crocodiles	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Children in reception Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case letters correctly Write short sentences with words with known sound-letter correspondences Spell words by identifying the sounds and then writing the sound with letter/s Re-read what they have written to check that it makes sense
Summer 2 <i>The Pirates Are Coming!</i> by John Condon	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	Children in reception Use new vocabulary through the day Articulate their ideas and thoughts Describe events in some detail Listen to and talk about stories to build familiarity and understanding Connect one idea or action to another using a range of connectives Learn rhymes, poems and songs	Children in reception Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words Read some letter groups that each represent one sound and say sounds for them Read a few common exception words matched to the school's phonic programme	Children in reception Form lower-case and some capital letters correctly Write short sentences with words with known sound-letter correspondences Re-read what they have written to check that it makes sense

Year 1/2 – Writing and Poetry Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 Cycle A	<p>Troll Swap by Leigh Hodgkinson Outcome Fiction: write a story with focus on characters Greater Depth Story about two invented contrasting characters who swap places</p>	<p>The Owl Who Was Afraid of The Dark by Jill Tomlinson Outcome Non-chronological report: write a fact sheet about owls Greater Depth Alter the layout to include own subheadings and extra features</p>	<p>The Dragon Machine by Helen Ward Outcome Fiction: write an adventure story with change of character and machine Greater Depth Story written in first person</p>	<p>Major Glad, Major Dizzy by Jan Oke Outcome Recount: write a diary entry of historical events from Major Glad’s point of view Greater Depth Diary entry to include the feelings of Major Dizzy</p>	<p>The Last Wolf by Mini Grey Outcome Letter: write a letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP</p>	<p>Grandad’s Secret Giant by David Litchfield Outcome Fiction: write a story with a moral focus Greater Depth Story from the point of view of the giant</p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1/2 Cycle B	<p>Lost and Found by Oliver Jeffers Outcome Fiction: write an adventure story Greater Depth Change the setting and characters of the story</p>	<p>Nibbles: The Book Monster by Emma Yarlett Outcome Recount: write a diary entry based on Nibbles’ adventures Greater Depth To add a new adventure based on a previously read text</p>	<p>The Lion Inside by Rachel Bright Outcome Fiction: write a journey story Greater Depth Change both animals in the story</p>	<p>The Curious Case of the Missing Mammoth by Ellie Hattie Outcome Fiction: write an adventure story with a change of character Greater Depth Change the setting of the story</p>	<p>Toys in Space by Mini Grey Outcome Fiction: write a fantasy story changing the characters Greater Depth Change the settings of the story Extension: Instructions</p>	<p>Goldilocks and Just the One Bear by Leigh Hodgkinson Outcome Fiction: write a traditional story with a new character Greater Depth Change the character/setting Extension: Non-chron. report</p>
Y1 Poetry	<p>Sea Songs Outcome - Action rhyme and list poem</p>	<p>There Are No Such Things as Monsters!! by Roger Stevens Outcome - Descriptive poem based on a model</p>	<p>If I Had a Beak by The Literacy Company Outcome - Descriptive poem using the senses</p>	<p>No Poetry unit due to length of the term and World Book Week</p>	<p>I Spun a Star by John Foster Outcome - List poem</p>	<p>Poetry Fruit Salad Outcome - Senses poem</p>
Y2 Poetry	<p>Zebra Question by Shel Silverstein Outcome - Riddles and List Poem</p>	<p>The Owl and the Pussycat by Edward Lear Outcome – Two verses for a narrative poem</p>	<p>From a Railway Carriage by Robert Louis Stevenson Outcome - Rhyming ‘Bird’s – Eye View’ poem</p>		<p>Father and I in the Woods by David McCord Outcome - Shape poems</p>	<p>Fox by Kathy Henderson Outcome - Descriptive poem</p>

Pathways to Writing and Poetry: Year 1 Mastery Keys. (Cycle A and B)

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word 	Word Use plural noun suffixes -s and -es	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/ adjectives by adding prefix un-	Word
Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words						
	Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i> Use simple description
	Text 	Text Sequence sentences (link ideas or events by pronoun)	Text 	Text 	Text 	Text Sequence sentences to form short narratives (link ideas or events by pronouns)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	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 capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation mark
	Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> List words and phrases. Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Create imaginative ideas List words and phrases Use simple language patterns e.g. <i>repetition and rhyme</i>	Poetry keys Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses	No poetry unit this term, due to the length of it and World Book Week.	Poetry keys Create imaginative ideas Describe using the senses	Poetry keys Create imaginative ideas Play with words e.g. <i>onomatopoeia, rhyme</i> Describe using the senses

Pathways to Writing and Poetry: Year 2 Mastery Keys. (Cycle A and B)

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Add -ly to turn adjectives into adverbs	Word	Word	Word Add -er and -est to adjectives Use homophones and near homophones	Word Add suffixes to spell longer words (e.g -ment,- ful)
Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.						
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (<i>if</i> , <i>that</i>)	Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	Text	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text	Text Use present and past tenses correctly and consistently including the progressive form
	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 – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation
	Poetry keys Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Poetry keys Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases	Poetry keys Experiment with word e.g. <i>alliteration, humour</i> Use structured language patterns, including simple repeating phrases	No Poetry unit due to length of term and World Book Week	Poetry keys Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations	Poetry keys Experiment with word e.g. <i>alliteration, humour</i> Use adventurous word choices of nouns, adjectives and verbs to describe observations

Year 3/4 - Writing and Poetry Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3/4 Cycle A	Gorilla by Anthony Browne Outcome Fiction: write a fantasy story based on <i>Gorilla</i> Greater Depth Re-tell the story from the animal's viewpoint and include speech	Leon and The Place Between by Graham Baker-Smith Outcome Recount: write a diary from Leon's point of view Greater Depth Write from Abdul Kazam's point of view	Escape from Pompeii by Christina Balit Outcome Fiction: write a historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Amazing Islands by Sabrina Weiss & Kerry Hyndman, Koji's Island by The Literacy Company Outcome Fiction: write an adventure story from point of view of the boy Greater Depth Write from the point of view of the God	Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company Outcome Non-chronological report: write an information board for a rainforest exhibit Greater Depth Include an interactive element	Blue John by Berlie Doherty Outcome Explanation: write a letter in role as a caving expert, including an explanation Greater Depth Include a persuasive section about Treak Cliff Caverns
	Family Album Outcome - Free verse narrative poem	The Lost Lost-Property Office by Roger McGough Outcome – List poem	The Roman Centurion's Song by Rudyard Kipling (edited extract) Outcome – Cinquain	No Poetry unit due to length of the term and World Book Week	Windrush Child by John Agard Outcome - Free verse, personal narrative poem	Look Closely Outcome – a series of haiku
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Cycle B	Seal Surfer by Michael Foreman Outcome Recount: write a letter in role recounting events of the story Greater Depth Write a letter from Grandad in response to one of his grandson's letters	Winter's Child by Angela McAllister Outcome Fiction: write a fantasy story based on a fable Greater Depth Narrative from a different point of view	Stone Age Boy by Satoshi Kitamura Outcome Fiction: write a historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age	Big Blue Whale by Nicola Davies Outcome Persuasion: write an informative article persuading for the protection of the blue whale Greater Depth Include a fact file about other endangered sea creatures	Journey by Aaron Becker Outcome Fiction: write an adventure story based on <i>Journey</i> using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another.	Zeraffa Giraffa by Dianne Hofmeyr Outcome Persuasion: write a tourism leaflet for the <i>Jardin des Plantes</i> in Paris Greater Depth Include a section of a researched Paris landmark
	The Shell by John Foster Outcome - Senses poem about the sea	Dance with Me, Autumn by The Literacy Company Outcome - Descriptive poem	The River's Tale by Rudyard Kipling (extract) Outcome - Descriptive poem	No Poetry unit due to length of the term and World Book Week	I Saw a Peacock by Anonymous Outcome - Nonsense Poem	Apes to Zebras Outcome - Concrete Poem

Pathways to Writing: Year 3 Mastery Keys. (Cycle A and B)

Year 3	Autumn 1	Autumn 2	Spring 1		Spring 2		Summer 1	Summer 2
	Word	Word Use a or an according to whether the next word begins with a vowel or consonant	Word Form nouns with a range of prefixes		Word	Word Form nouns with a range of prefixes	Word Use a or an according to whether the next word begins with a vowel or consonant	Word
	Sentence Use prepositions to express time, place and cause.	Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures
	Text Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	Text In narratives, create characters, settings and plot	Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Text Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Introduce inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation

**Cycle A *Cycle B *Please note that spring 1 and spring 2 mastery keys have been swapped in each cycle for this year group.*

**Objectives in italics are writing composition objectives*

Pathways to Writing: Year 4 Mastery Keys. (Cycle A and B)

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Use Standard English forms for verb inflections	Word	Word Recognise the grammatical difference between plural and possessive 's'	Word
	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	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i>	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text <i>Build a varied and rich vocabulary</i> Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Text Organise paragraphs around a theme Recap: Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation

Pathways to Poetry: Year 3 and 4 Mastery Keys. (Cycle A and B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 Cycle A	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>	<p>No Poetry unit due to length of the term and World Book Week</p>	<p>Poetry keys Use increasingly effective similes to create imagery Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives, adverbs and verbs; alliteration; hyperbole Create own repeating patterns and experiment with simple forms</p>
Year 3/4 Cycle B	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme Create own repeating patterns and use simple forms</p>		<p>Poetry keys Create similes</p>	<p>Poetry keys Use language with increasing effect: choices of nouns, adjectives and verbs; alliteration; repetition and rhyme</p>

Year 5/6 Writing and Poetry Units

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	<p>Star of Fear, Star of Hope by Jo Hoestlandt</p> <p>Outcome Fiction: write a flashback story & non-chronological report</p> <p>Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i></p>	<p>Can We Save the Tiger? by Martin Jenkins</p> <p>Outcome Information/explanation/persuasion: write a hybrid booklet about an amazing animal & Recount: diary</p> <p>Greater Depth Write a Newsround TV style report about the tiger crisis</p>	<p>The Selfish Giant by Oscar Wilde and Ritva Voutila</p> <p>Outcome Fiction: retell a classic narrative from a character's point of view & Explanation</p> <p>Greater Depth Write the narrative from the viewpoint of the special tree</p>	<p>Island by Jason Chin & Jemmy Button by Alix Barzelay</p> <p>Outcome Recount: write a journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion</p> <p>Greater Depth Include extracts from another genre <i>e.g., diary, interview, information</i></p>	<p>Manfish by Jennifer Berne</p> <p>Outcome Recount: write a biography of Jacques Cousteau & Fiction: adventure story</p> <p>Greater Depth Include a section entitled 'How Jacques Cousteau inspired me'</p>	<p>Sky Chasers by Emma Carroll</p> <p>Outcome Fiction: write an adventure story from two different viewpoints & Recount: autobiography</p> <p>Greater Depth Include a section written from the viewpoint of another person</p>
Year 5/6 Cycle A (Poetry)	<p>Blitz by Mary Désirée Anderson</p> <p>Outcome – Free verse narrative poem which conveys a viewpoint</p>	<p>A Tiger in the Zoo by Leslie Norris</p> <p>Outcome – Free verse which conveys a message</p>	<p>Guarding Secrets by the Literacy Company</p> <p>Outcome – Free verse poem</p>	<p>No Poetry unit due to length of the term and World Book Week</p>	<p>For Forest by Grace Nichols</p> <p>Outcome – Free verse poem</p>	<p>Sonnet Written at the Close of Spring by Charlotte Smith</p> <p>Outcome – Narrative Poem in the style of a sonnet</p>
Year 5/6 Cycle B	<p>Queen of The Falls by Chris Van Allsburg</p> <p>Outcome Recount: write a series of diary entries</p> <p>Greater Depth Series of diary entries including her viewpoint on other characters</p>	<p>The Lost Happy Endings by Carol Ann Duffy</p> <p>Outcome Fiction: write a traditional tale with an alternative ending</p> <p>Greater Depth Tell the traditional tale from the point of view of a woodland creature</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton</p> <p>Outcome Fiction: write a myth, creating characters and settings</p> <p>Greater Depth Tell the myth from an alternative viewpoint</p>	<p>The Darkest Dark by Chris Hadfield</p> <p>Outcome Recount: write a formal biography of Chris Hadfield</p> <p>Greater Depth Include an extra section in informal first person</p>	<p>The Paperbag Prince by Colin Thompson</p> <p>Outcome Persuasion/ information: write a hybrid leaflet about waste management</p> <p>Greater Depth Write an oral presentation for a TV or online broadcast</p>	<p>Radiant Child by Javaka Steptoe</p> <p>Outcome Non-fiction: write an information text for a gallery</p> <p>Greater Depth Plan own layout and structure for gallery information</p>
Year 5/6 Cycle B (Poetry)	<p>The Song of Hiawatha by Henry Wadsworth Longfellow (extract)</p> <p>Outcome - Narrative poem</p>	<p>The Moon</p> <p>Outcome - Free verse with refrains and verses</p>	<p>Viking Kennings & Spells</p> <p>Outcome - Songs and word play: good luck spells</p>	<p>No Poetry unit due to length of the term and World Book Week</p>	<p>The Sun in Me by Moira Andrew</p> <p>Outcome - Free verse song</p>	<p>Animals of Africa</p> <p>Outcome – Poem using puns and wordplay</p>

Pathways to Writing: Year 5 Mastery Keys. (Cycle A and B)

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use modal verbs to indicate degrees of possibility	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Link ideas across paragraphs using adverbials	Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Text Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation

Pathways to Writing: Year 6 Mastery Keys. (Cycle A and B)

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive 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 <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 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 for and purpose of writing</i> <i>Choose the appropriate register</i>
	Punctuation Punctuate bullet points consistently	Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)	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

**Objectives in italics are writing composition objectives*

Pathways to Poetry: Year 5 and 6 Mastery Keys. (Cycle A and B)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms</p>	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms</p>	<p>Poetry keys Experiment with metaphor to make effective comparisons Experiment with a range of poetry forms</p>	<p>No Poetry unit due to length of the term and World Book Week</p>	<p>Poetry keys Experiment with metaphor to make effective comparisons Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i></p>	<p>Poetry keys Use a range of descriptive language techniques to create effective imagery e.g. <i>metaphor, simile, playing with word order</i> Experiment with a range of poetry forms</p>
Year 5/6 Cycle B	<p>Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques</p>	<p>Poetry keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose</p>	<p>Poetry keys Make effective language choices, drawing on a range of descriptive techniques Make authorial choices, selecting from a range of forms, to suit the purpose</p>		<p>Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques</p>	<p>Poetry keys Experiment with personification to create effective imagery Make effective language choices, drawing on a range of descriptive techniques</p>