



Meridian Writing Curriculum



Intent:

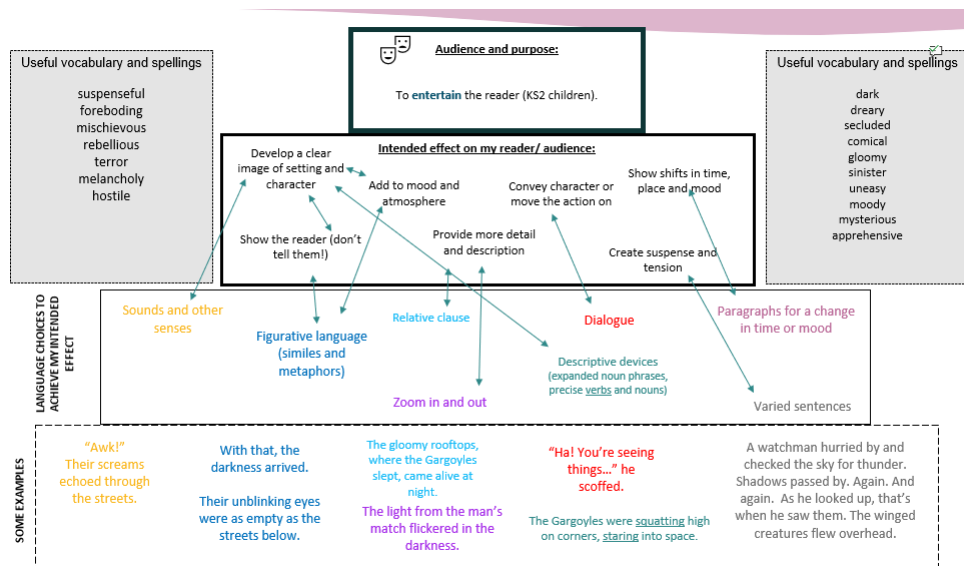
At Meridian Primary School we provide an ambitious and broad writing curriculum for our pupils to encourage them to be life-long writers. We aim to develop children's ability to produce well-structured writing with appropriate detail, in which the purpose is clear and the impact on the reader is considered. We have adopted the 'Essential Writing' scheme from Herts for Learning where every learning opportunity focuses on the purpose and audience at its core. Through tailoring this scheme to suit our school's curriculum, we can deliver high-quality learning based around meaningful contexts and a broad range of engaging and diverse texts. The curriculum is designed to be taught to ensure a steady progression of skills for pupils to learn, practise and then build upon to enable them to be successful in producing high-quality writing.

We want children to:

- Develop understanding and skills to become independent, enthusiastic writers.
- Enjoy using language in different contexts and have the confidence and ability to do so.
- Understand the impact their writing has on their audience and write with this in mind.
- Have a solid understanding of grammar and apply it effectively to their writing.
- Build upon previous learning with regular opportunities for assessment to ensure each child has the opportunity to reach their full potential
- Write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences



How we teach writing:



In every lesson, pupils are encouraged to refer to the working walls, where success criteria grids for the current unit are displayed. Audience and purpose are at the heart of these grids, ensuring pupils remain focused on who they are writing for and why. Pupils consider the impact they want their writing to have on the reader and, from this, identify the compositional, sentence and grammatical features needed to achieve that impact.

Through the Essential Writing scheme, pupils also have regular opportunities to proofread and edit their work from Year 1 onwards. This supports them in becoming confident writers who can select and apply the appropriate features of different genres while producing clear, coherent writing.

A Year 6 example of unit success criteria. As the unit progresses, the success criteria is developed and added to the English working wall.

At Meridian Primary School, English lessons are carefully structured to ensure that pupils develop the foundational skills needed to become confident and successful readers and writers. Daily English teaching includes handwriting and phonics or spelling, alongside Little Wandle reading groups or whole-class reading, followed by learning through the Essential Writing units. Within these units, writing is taught daily, with lessons covering elements of composition, sentence-level work and grammar.

The school's curriculum progression documents are referred to by staff to ensure that learning is carefully sequenced and that teachers understand what has been taught in previous years, ensuring full coverage of the National Curriculum. This enables pupils to build upon and refine their writing skills, while also providing opportunities to identify and address gaps in learning so that every child can succeed.



Year 1 - Autumn					
Genre	Labels, lists & captions (Inform)	Narrative (Entertain)	Poetry: List Poems	Recipes (Inform)	Traditional tale
Text	Jasper's beanstalk	Puffin Peter	Purple Is ...	Gruffalo Crumble	The Princess & The Pea Stop! That's Not My Story
Compositional focus (First Introduced in Bold)	- Pictures or illustrations - Use a title to hook the reader's interest and to know what the writing might be about - Use labels or captions to show the reader something they might not know about - You could speak to the reader directly, using 'you'	- Pictures or illustrations can help the reader see what you are writing about - Use a title to hook the reader's interest	- Pictures or illustrations can help the reader see what you are writing about - Use a title to hook the reader's interest	- Pictures or illustrations - Use a title to hook the reader's interest - Use labels or captions to show the reader something they might not know about - You could speak to the reader directly, using 'you'	- Pictures or illustrations can help the reader see what you are writing about in their mind - Use a title to hook the reader's interest
Sentence Level focus (First Introduced)	- Spaces between words so that they can understand and follow the writing - A simple sentence is an idea about a person or thing (noun) with action, thought or feeling (verb)			- Using 'and' as a conjunction between words (e.g. fish and chips)	- Expanded noun phrases using one adjective to describe
Grammatical focus (First Introduced)	- Full stops - Capital letters for beginnings of sentences and names (Proper nouns) - Nouns - Verbs		- Adjectives to describe		



Year 1 - Spring				
Genre	Narrative	Rules & Recount (Inform)	Narrative	Performance Poetry
Text	Stanley's Stick	Ruby's Worry Ravi's Roar	Martha Maps It Out Madlenka	Julia Donaldson 'Poems & Perform'
Compositional focus	- Pictures or illustrations - Use a title	- Pictures or illustrations - Use a title - Use labels or captions - You could speak to the reader directly, using 'you'	- Pictures or illustrations - Use a title	- Pictures or illustrations - Use a title
Sentence Level Focus (First Introduced)			- To understand an exclamation is a sentence showing something surprising	
Grammatical focus (First Introduced)	- Capital letters for names of days of the week - Capital letters for the personal pronoun 'I'		- Exclamation mark at the end of sentence to show positive or negative feeling	



Year 1 - Summer					
Genre	Letters (Inform)	Poetry: Rhyme & Nonsense	Narrative	Explanation	Narrative
Text	Here Comes Mr Postmouse Paddington's Post	Oi Frog! Green Eggs and Ham	Little Red and the Very Hungry Lion	The Big Book Bugs Tad	We're Going To Find The Monster
Compositional focus	- Pictures or illustrations - Use labels or captions - You could speak to the reader directly, using 'you'	- Pictures or illustrations - Use a title	- Pictures or illustrations - Use a title	- Pictures or illustrations - Use labels or captions - You could speak to the reader directly, using 'you'	- Pictures or illustrations - Use a title
Sentence Level focus (First Introduced)	- To understand what a question is and how we punctuate it		- Using 'and' as a conjunction to join sentences (main clauses)		
Grammatical focus (First Introduced)	- Question marks				



Year 2 – Autumn					
Genre	Narrative	Instructions (Inform)	Poetry: List Poems	Narrative	Letters/Postcards
Text	Frog and the stranger	How To Make Friends With a Ghost	The Puffin Book of Fantastic First Poems	Last Stop On Market Street	Dragon Post
Compositional focus	- Select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative.	- Some instructions need to be in chronological order - You could speak directly to the reader using ‘you’	- Select and stay in the same (consistent) tense to avoid confusing the reader – usually present tense or past tense	- Select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative. - Use of sound and other senses to develop clear pictures for the reader to develop mood (show not tell)	- Some instructions need to be in chronological order - You could speak directly to the reader using ‘you’
Sentence Level focus (First Introduced)	- Join sentences with co-ordinating conjunctions (and, or, but). - A statement is a type of sentence to tell the reader something.	- A command is a sentence that tells our reader to do something and starts with a verb - Join sentences together using subordinating conjunctions (when, if, that, because)		- Instead of using ‘and’ too often we should use a full stop so sentences don’t become too long	
Grammatical focus (First Introduced)	- Past tense	- Commas can be used to separate items in a list	- Present tense		



Year 2 – Spring				
Genre	Narrative	Non-Chronological Report	Narrative	Poetry: Take One Poet
Text	Rapunzel	Big Blue Whale	Julian Is A Mermaid Splash	Belonging Street
Compositional focus	- Select and stay in the same (consistent) tense to avoid confusing the reader – often using past tense in a narrative - Use of sound and other senses to develop clear picture for reader - Speech bubbles let characters talk	- Speak to the reader directly, using ‘you’ if you need to tell them or ask them to do something - Diagrams, labels and/or captions show the reader more details - Information is usually in the simple present tense or simple past tense	- Select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense - Use of sound and other senses to develop clear picture for reader - Speech bubbles let characters talk	- Use of sound and other senses to develop clear picture for reader
Sentence Level focus (First Introduced)			- The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time	
Grammatical focus (First Introduced)			- Apostrophes for contraction	- Apostrophes for possession - Adverbs to describe how something is done



Year 2 – Summer				
Genre	Narrative	Instructions (Inform)	Recount	Narrative
Text	The Lost Homework	How to Wash A Woolly Mammoth	Here I Am	Super Joe Does Not Do Cuddles/Traction Man
Compositional focus	- Select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense - Use of sound and other senses to develop clear picture - Speech bubbles let characters talk	- Some instructions need to be in chronological order - You could speak directly to the reader using ‘you’ - Diagrams, labels and/or captions show the reader more details - Information is usually in the simple present tense or simple past tense	- Some information needs to be in chronological order - Diagrams, labels and/or captions show the reader more details about the important parts of what they are finding out about - Information is usually in the simple present tense or simple past tense	- Writers usually select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) - Speech bubbles let characters talk and this shows the reader more about the character
Sentence Level focus (First Introduced)				
Grammatical focus (First Introduced)				



Year 3 – Autumn				
Genre	Narrative	Poetry: Free Verse	Fables	Non-Chronological Reports
Text	Mini Rabbit Not Lost		The Koala Who Could The Squirrels Who Squabbled The Lion Inside	Jobs You've Never Heard Of
Compositional focus	- Select and stay in the same (consistent) tense– usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader	- Use of sound and other senses to develop clear picture for reader	- Select and stay in the same (consistent) tense – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader	- Diagrams show the reader more details - Information is usually in the simple present tense or simple past tense (Y2) - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - Headings and subheadings break down information into manageable chunks - Might include quotes from people to provide more information and add interest
Sentence Level focus (First Introduced)			- Vary rhythm of sentence structure using simple, compound and complex sentences - To use prepositions and prepositional phrases	
Grammatical focus (First Introduced)	- Subordinate clause		- although as a subordinating conjunction	



Year 3 – Spring			
Genre	Narrative (Setting & Dialogue)	Personal Narrative (Memoir)	Poetry: Calligrams
Text	Alice's Adventures in Wonderland	Jabari Jumps Ralph Tells A Story The Proudest Blue	Love That Dog
Compositional focus	- Dialogue can introduce a character and tell the reader more about them - Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Introduce use of power of three for repetition and/or emphasis - Paragraphs break up the writing into manageable chunks for the reader to read and follow	- Select and stay in the same (consistent) tense to avoid confusing the reader – usually simple present or simple past tense (Y2) - The present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) - Dialogue can introduce a character and tell the reader more about them - Show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts - Power of three for repetition and/or emphasis - Paragraphs break up the writing into manageable chunks for the reader to read and follow	- Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)
Sentence Level focus (First Introduced)		- Present perfect tense to indicate something started in the past but is still relevant now	
Grammatical focus (First Introduced)	- Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking - Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]		



Year 3 - Summer					
Genre	Persuasive Letters	Instructions	Non-Chronological Report	Narrative	Poetry: Take One Poet
Text	Speak Up/Look Up/Clean Up	Neil Gaiman Instructions/Wolf in the Snow	A Year Full of Celebrations and Festivals	The Iron Man	Poems Aloud/Smile Out Loud
Compositional focus	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think - Use facts to support opinions to make the reader take the writing more seriously - Sometimes use rhetorical questions to make the reader think more deeply about the subject - Use of alliteration helps to make a phrase more memorable and stick in their mind	- Diagrams - Some information (such as instructions) needs to be in the correct time (chronological) order - Simple present tense or simple past tense (Y2) - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - - - Headings and subheadings break down information into manageable chunks	- Diagrams - Needs to be in the correct time (chronological) order (Y2) - Simple present tense or simple past tense (Y2) - Paragraphs are used to organise ideas around a theme - Headings and subheadings break down information into manageable chunks - Quotes from people to provide more information	- Select and stay in the same (consistent) tense to avoid confusing the reader - Present progressive and past progressive tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) - Use of sound and other senses - Dialogue - Show not tell techniques: description of character appearance and behaviour - Power of three for repetition and/or emphasis - Paragraphs - Zoom in (more detail) & spend longer on the most important moment	- Use of sound and other senses to develop clear picture for reader to develop mood (show not tell)
Sentence Level focus (First Introduced)			- Avoiding repetition of names by using different nouns and pronouns		
Grammatical focus (First Introduced)					



Year 4 – Autumn					
Genre	Narrative (Graphic Novel)	Persuasive Speech	Poetry: Free Verse	Explanations	Narrative
Text	Arthur & The Golden Rope	Thee King Who Banned The Dark	A Small Dragon	Until I Met Dudley/Rosie Revere Engineer/This Book Thinks You're An Inventor	Starbird/Zeraffa Giraffa
Compositional focus	- Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes - Zoom in and out to move quickly or slowly in a story – add more detail according to what is important	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) - Use facts to support opinions (Y3) - Sometimes use rhetorical questions to make the reader think more deeply (Y3) - Use of alliteration helps to make a phrase more memorable (Y3) - Use of power of three to make something more memorable	- Use of sound and other senses to develop clear picture for reader to develop (show not tell) (Y3)	- Diagrams - Information (such as instructions) needs to be in the correct time (chronological) order - Information is usually in the simple present tense or simple past tense (Y2) - Paragraphs are used to organise ideas around a theme - Headings and subheadings break down information into manageable chunks - Might include quotes from people to provide more information	- Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3) • - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes - Zoom in and out to move quickly or slowly in a story – add more detail according to what is important
Sentence Level focus (First Introduced)	- Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun			- Fronted adverbials	
Grammatical focus (First Introduced)	- Accurate punctuation of dialogue	- Precise noun choices to replace vague nouns		- Commas after fronted adverbials	



Year 4 – Spring				
Genre	Newspaper reports	Travel leaflets	Narrative	Poetry: Haiku
Text	Real-Life Mysteries	Amazing Africa/Take A Bite/Incredible India/ The Big Book of the UK	Leon and the Place In Between	The Works
Compositional focus	- Diagrams show the reader more details about the important parts - Some information needs to be in the correct time (chronological) order - Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme or a different topic - Headings and subheadings break down information into manageable chunks - Quotes for extra information	- Often use 'you' (second-person narrative) to put the reader on the spot and make them think - Use facts to support opinions - Sometimes use rhetorical questions to make the reader think more deeply - Use of alliteration helps to make a phrase more memorable - Use of power of three to make something more memorable	- Use of sound and other senses to develop clear picture for reader - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes - Zoom in and out to move quickly or slowly in a story – add more detail according to what is important	- Use of sound and other senses to develop clear picture for reader - Onomatopoeia describes sounds and brings these to life for the reader
Sentence Level focus (First Introduced)				
Grammatical focus (First Introduced)				



Year 4 – Summer				
Genre	Persuasive Letters	Non-chronological report	Poetry: Take One Poet	Narrative
Text	Malala's Magic Pencil/Great and the Giants		Stars with Flaming Tails	The Girl Who Stole An Elephant
Compositional focus	- Use 'you' (second-person narrative) to put the reader on the spot - Use facts to support opinions to make the reader take the writing more seriously - Use rhetorical questions to make the reader think more deeply - Use of alliteration helps to make a phrase more memorable - Use of power of three to make something more memorable for the reader - Include anecdotes to support and provide evidence for the point you are trying to make, based on lived experiences	- Diagrams show the reader more details about the important parts - Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme, or to write about a different topic - Headings and subheadings break down information into manageable chunks - Include quotes from people to provide more information and add interest for the reader	- Use of sound and other senses - Onomatopoeia describes sounds and brings these to life for the reader to use all senses to feel the setting being described, the action or how a character is feeling	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes - Zoom in and out to move quickly or slowly in a story - Personification brings objects to life so that the reader - Use of metaphor creates a vivid picture in the reader's mind
Sentence Level focus (First Introduced)				
Grammatical focus (First Introduced)	- Standard English forms for verb inflections to show the difference between speech/ dialect and written English (e.g. They were... instead of They was....)	- Use an apostrophe for plural possession		



Year 5 – Autumn					
Genre	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters
Text	Cloud Tea Monkeys	Where the Poppies Now Grow	The Promise	Great Women Who Changed The World/Women In Science	The Misadventures of Frederick
Compositional focus	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang or to advance the action - Use a new paragraph to show when a new or different character is speaking or when the setting changes or if the time or mood changes - Zoom in and out to move quickly or slowly in a story - Use figurative language such as simile, metaphor and personification to create mood and atmosphere	- Use of sound and other senses - Use figurative language such as simile, metaphor and personification to create mood and atmosphere	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang or to advance the action - Use a new paragraph to show when a new or different character is speaking or when the setting changes or if the time or mood changes - Zoom in and out to move quickly or slowly in a story - Use figurative language such as simile, metaphor and personification to create mood and atmosphere	- Some information (such as instructions) needs to be in the correct time (chronological) order - Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - Headings and subheadings breaks down information into manageable chunks - Might include quotes from people to provide more information - Use of brackets can add extra information or an explanation (parenthesis) for the reader	- Often use 'you' (second-person narrative) - Use facts to support opinions - Use rhetorical questions to make the reader think - Use of alliteration helps to make a phrase more memorable - Include anecdotes to support and provide evidence - Use of power of three to make something more memorable - Use of hyperbole/ exaggeration to support the point being made - Use of adverbs & modal verbs to indicate degree of possibility - Appropriate formality in writing - Formal writing usually avoids contracting words so that it does not mimic everyday speech - Formal writing usually avoids phrasal verbs for more precise verb choices
Sentence Level focus (First Introduced)			- Link ideas across paragraphs using adverbials of time, place, number or tense choices - Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that		
Grammatical focus (First Introduced)			- Use of comma to clarify meaning or avoid ambiguity	- Brackets or commas for parenthesis	- Dashes for parenthesis



Year 5 - Spring				
Genre	Non-Chronological Report	Descriptive Recount	Narrative: Mystery & Suspense	Poetry: Assonance
Text	The Skies Above My Eyes/The Streets Beneath My Feet/The Sea Below My Toes	The Watchtower	The Boy In The Tower	Rhythm and Poetry
Compositional focus	- Diagrams - Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - Headings and subheadings breaks down information into manageable chunks - Include quotes from people to provide more information - Use of brackets can add extra information or an explanation (parenthesis) - Use bullet points to convey information precisely - Underline important words or phrases that you want to draw reader's attention to - Appropriate formality in writing - Formal writing usually avoids contracting words so that it does not mimic everyday speech - Formal writing usually avoids phrasal verbs for more precise verb choices	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang and can advance the action - Use a new paragraph to show when a new or different character is speaking or when the setting changes or if the time or mood changes - Zoom in and out to move quickly or slowly in a story - Use figurative language such as simile, metaphor and personification to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Modal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang and can advance the action as well as convey character - Use a new paragraph to show when a new or different character is speaking or when the setting changes or if the time or mood changes - Zoom in and out to move quickly or slowly in a story - Use figurative language such as simile, metaphor and personification to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Create suspense and tension by varying sentence length	- Use of sound and other senses - Use figurative language such as simile, metaphor and personification to create mood and atmosphere
Sentence Level focus (First Introduced)				
Grammatical focus (First Introduced)	- Colons can direct your reader to pay attention to what's next, set up longer list of items		- Ellipsis to show a feeling of suspense	



Year 5 – Summer					
Genre	Explanation	Advertising Campaign	Poetry: Free Verse	Reviews	Narrative
Text	The Lost Book of Adventure		Cloud Busting		Birdsong
Compositional focus	- Diagrams - Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - Headings and subheadings breaks down information into manageable chunks - Include quotes from people - Use of brackets can add extra information or an explanation (parenthesis) - Use bullet points to convey information precisely - Underline important words or phrases that you want to draw reader's attention to - Appropriate formality in writing - Formal writing usually avoids contracting words so that it does not mimic everyday speech - Formal writing usually avoids phrasal verbs for more precise verb choices	- Often use 'you' (second-person narrative) - Use facts to support opinions - Sometimes use rhetorical questions - Use of alliteration helps to make a phrase more memorable - Include anecdotes to support and provide evidence - Use of power of three to make something more memorable - Use of hyperbole/ exaggeration to support the point being made - Use of adverbs & modal verbs to indicate degree of possibility	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang and can advance the action - Use figurative language such as simile, metaphor and personification to create mood and atmosphere	- Very clear points of view presented to show either side of a debate, discussion or argument - Obvious signposts to the reader to signal when they will be encountering a different viewpoint - Avoids confusing facts and opinions and makes this difference very clear for the reader	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang and can advance the action as well as convey character - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes - Zoom in and out to move quickly or slowly in a story - Use figurative language such as simile, metaphor and personification to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions
Sentence Level focus (First Introduced)					
Grammatical focus (First Introduced)					



Year 6 - Autumn				
Genre	Narrative	Non-Chronological Report	Narrative	Persuasive Speeches
Text	Night of the Living Gargoyles	Planetarium/Professor Astro Cat's Frontiers of Space	Wisp	Talking History
Compositional focus	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) - Zoom in and out to move quickly or slowly in a story - Use figurative language such as similes and metaphors to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Create suspense and tension by varying sentence length - Dialogue can be used to convey character (show not tell) or move on the action (plot device)	- Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - Underline important words or phrases that you want to draw reader's attention to - Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams - Appropriate formality in writing - Formal writing usually avoids contracting words so that it does not mimic everyday speech - Formal writing usually avoids phrasal verbs for more precise verb choices	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) - Zoom in and out to move quickly or slowly in a story - Use figurative language such as similes and metaphors to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Create suspense and tension by varying sentence length - Dialogue can be used to convey character (show not tell) or move on the action (plot device)	- Often use 'you' (second-person narrative) - Use facts to support opinions - Sometimes use rhetorical questions - Use of alliteration helps to make a phrase more memorable - Include anecdotes to support and provide evidence - Use of power of three to make something more memorable - Use of hyperbole/ exaggeration to support the point being made - Use of adverbs & modal verbs to indicate degree of possibility - Appropriate formality in writing - Formal writing usually avoids contracting words so that it does not mimic everyday speech - Formal writing usually avoids phrasal verbs for more precise verb choices
Sentence Level focus (First Introduced)				
Grammatical focus (First Introduced)			- Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented	



Year 6 - Spring				
Genre	Non-Chronological	Dialogue	Narrative	Biography
Text	Arthur Spiderwick's Field Guide to the Fantastic World Around You		Blackberry Blue	Survivors
Compositional focus	- Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic - Underline important words or phrases that you want to draw reader's attention to - Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams - Use of passive voice to affect the presentation of information	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) - Zoom in and out to move quickly or slowly in a story	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) - Zoom in and out to move quickly or slowly in a story - Use figurative language such as similes and metaphors to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Create suspense and tension by varying sentence length - Dialogue can be used to convey character (show not tell) or move on the action (plot device)	- Some information (such as instructions) needs to be in the correct time (chronological) order - Information is usually in the simple present tense or simple past tense - Paragraphs are used to organise ideas around a theme or a different topic - Underline important words or phrases that you want to draw reader's attention to - Use full range of layout devices to support and guide reader to follow and understand - Use of passive voice to affect the presentation of information in a sentence
Sentence Level focus (First Introduced)	- Use of passive voice		- Full range of cohesive devices	
Grammatical focus (First Introduced)	- Use of hyphens to avoid ambiguity and to make a compound word		- Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader	



Year 6 - Summer				
Genre	Narrative	Advocacy Poetry	Blogs	Narrative
Text	Skellig	Be The Change		Macbeth
Compositional focus	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) - Zoom in and out to move quickly or slowly in a story - Use figurative language such as similes and metaphors to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Dialogue can be used to convey character (show not tell) or move on the action (plot device)	- Use figurative language such as simile, metaphor and personification to create mood - Use facts to support opinions - Use rhetorical questions to make the reader think - Use of alliteration helps to make a phrase more memorable - Use of power of three to make something more memorable - Use of hyperbole/ exaggeration to support the point being made - Use of adverbs & modal verbs to indicate degree of possibility	- Very clear points of view presented to show either side of a debate, discussion or argument - Obvious signposts to the reader to signal when they will be encountering a different viewpoint - Avoids confusing facts and opinions and makes this difference very clear for the reader - More formal writing may use the subjunctive to make a suggestion to the reader - Careful use of adverbials to maintain cohesion for the reader - Use of modal verbs to indicate possibility	- Use of sound and other senses - Dialogue can show how a person speaks e.g. dialect, slang - Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) - Zoom in and out to move quickly or slowly in a story - Use figurative language such as similes and metaphors to create mood and atmosphere - Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader - Dialogue can be used to convey character (show not tell) or move on the action (plot device)
Sentence Level focus (First Introduced)	- Use of past perfect tense		- Use of the subjunctive	
Grammatical focus (First Introduced)	- Use of semi-colons, colons and dashes to join two independent clauses			