English Planning Overview Writing

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Transition Week
1	Genre	Genre	Genre	Genre	Genre	Genre	Genre
	Narrative Monkey Puzzle William Milliam Milli	Non-fiction Information text (Animals) Writing to inform	Narrative Naughty Bus	Non-fiction Information text (transport) writing to inform	Narrative Secret Garden	Non-fiction Recount Writing to inform	Poetry Sense Poems
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	Simple sentences Capital letters and full stops	Simple Sentences Joining sentences using simple conjunctions	Simple sentences Sequence sentences Proper nouns and use of the personal pronoun 'l'.	Simple sentences Question marks	Simple sentences Sentence punctuation (capital letter, full stops, exclamation mark and question mark).	 Simple sentences Begin to use adverbs of time. Sentence punctuation (capital letter, full stops, exclamation mark and question mark). 	 Simple sentences Sentence punctuation (capital letter, full stops, exclamation mark and question mark). Joining sentences using simple conjunctions. Reading aloud their writing clearly.
2	Genre	Genre	Genre	Genre	Genre	Genre	Genre
	Non-fiction	Narrative	Non-Fiction	Narrative	Narrative	Non-Fiction	Poetry

	Writing to inform	₩ 😌 IĪ7 ♣ 🛋 🔏 Willing to entertain	Writing to inform	₩ 😂 ÎΟ 🚣 🚨 🎸 William to autorium	₩ 😌 IĪĪ	Writing to inform	Shape Poems W
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	 Simple sentences Capital letters, full stops and question marks. 	 Sentence sequencing Adverbs of time 	 Past and present tense Conjunctions 	 Proper nouns and personal pronoun I 	 Commas to separate items in a list. Expanded noun phrases for simple description and specification. 	 Apostrophes to mark omission and singular possession of a noun. Using an exclamation 	 Expanded noun phrases
3	Genre	Genre	Genre	Genre	Genre	mark Genre	Genre
	Non-Chronological reports	Narrative	Fact file rich poor Tudors	Narrative	Persuasion	Narrative – Character and setting	Poetry Performance Poetry
	Writing to inform	₩ 🍪 ĬĪŸ	Writing to inform	₩ 😌 ÎΟ 🚣 🕮 🎳	Winds to Exercise	₩ ⊕ IĨŸ ♣ ♣ ♣ ♦ Writing to endorfain	Witting to enfortun
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	 Use paragraphs to group related material Formal language editing leads to some visible improvement expanded noun phrases for simple description (y2) Correct choice and consistent use of past and present tense (y2) 	 Using paragraphs to group related material expanded noun phrases using modifying adjectives and preposition phrases (y4) expressing time, place and cause using prepositions 	 Use paragraphs to group related material use simple organisation devices using single and multi-clause sentences expressing time, place and cause using prepositions expressing time, place and cause using adverbs 	 Using paragraphs to group related material use a variety of interesting vocabulary Using single and multi-clause sentences expressing time, place and cause using prepositions 	 Use paragraphs to group related materials Expanded noun phrases for simple description.(Y2) use simple organisational devices (headings and sub-headings) express time, place and cause 	 Use paragraphs to group related material expanded noun phrases for simple description (Y2) expressing time, place and cause using conjunctions, 	•

		 expressing time, place and cause using adverbs expressing time, place and cause using conjunctions using sub-ordinating and co-ordinating sentences inverted commas to punctuate direct speech use a variety of interesting vocabulary. editing leads to some visible improvement 	 expressing time, place and cause using conjunctions using subordinating and coordinating sentences use interesting vocabulary 	 expressing time, place and cause using adverbs expressing time, place and cause using conjunctions using subordinating and coordinating sentences expanded noun phrase using modifying adjectives and preposition phrases.(y4) 	using conjunctions use subordinating and co-ordinating sentences. use of a or an using prepositions e.g. before, after ,during in	 use adverbs e.g then, next, therefore, soon use inverted commas to punctuate direct speech. Use a variety of interesting vocabulary. 	
4	Genre	Genre	Genre	Genre	Genre	Genre	Genre
	Narrative Text- Street Child	Biography	Non- Chronological Reports	Narrative Text- Escape from Pompeii	Persuasion	Narrative Text- Billywise	Poetry Performance Poetry
	₩ 😂 117 ♣ ዹ & Writing to entertain	Writing \(\) to inform \(\)	Writing to inform	William to entertain	Ning to second	₩ 😂 117 ♣ 🗗 🛋 🐠	₩ 😌 (17) <u>**</u> 🕮 🏕 WINDER TO REFERENCE
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	 Use of paragraphs to group related materials. 	 Use of paragraphs to 	 Use paragraphs to organise ideas 	Use paragraphs to	 Use paragraphs to organise 	Using paragraphs	•
	(Y3)	organise ideas	around a theme.	organise ideas	ideas around a	to organise	
	Noun phrases expanded	round a theme.	Use pronouns for	around a	theme	ideas around	
	by the addition of modifying adjectives,	 Fronted adverbials, 	clarity and cohesion,	theme Noun phrases	 Use of subordinating 	a theme. ● Use	
	nouns and preposition	including	 Using sentences 	expanded by	and	pronouns for	
1	phrases.	correct use of	of more than	the addition	coordinating	clarity and	
	pinases.	comma after	one clause by	of modifying	sentences	cohesion.	

	 Using pronouns for clarity and cohesion in paragraphs Inverted commas for direct speech, (y3) Use subordinating and coordinating conjunctions Editing leads to some improvements. 	 Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, Using pronouns for clarity and cohesion Use subordinating and coordinating conjunctions. Consistent use of tense. Subject verb agreement Use of the possessive apostrophe Editing leads to some visible improvement. 	range of conjunctions. Expanded noun phrases using modifying adjectives and preposition phrases Use simple organisational devices for example headings and subheadings	nouns and preposition phrases Fronted adverbials, including the correct use of comma after adverbial Using pronouns for clarity and cohesion Using sentences of more than one clause by using a wider range of conjunctions Use inverted commas and other punctuation to indicate direct speech	 Expanded noun phrase using modifying adjectives and preposition phrases Using fronted adverbials, including correct use of commas Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because although) Consistent use of tense – future, present perfect. 	Using sentences of more than one clause by using a wider range of conjunctions Fronted adverbials, including correct use of comma after adverbial,	
5	Genre	Genre	Genre	Genre	Genre	Genre	Genre
	Narrative	NF – Persuasive writing/Formal Letter	Narrative	NF – Non-Chronological Reports	Narrative	NF -Explanations	Poetry Narrative Poems
	With the state of	Writing William Include	Wiffing to entertain	writing to inform	Writing to entertain	Writing \(\) to inform \(\nabla \)	₩ 🏵 ĪĪŸ <u>A</u>
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	Development of vocabulary/Expanded	Modal verbs or adverbs to	 Development of characterisation. 	 Using further organisational 	Integrate dialogue to	 Linking ideas across a 	•
	noun phrases. Fronted	indicate degrees	Speech	and	convey	paragraph	
	adverbials.	of possibility.	punctuation.	presentational	character and	using a range	
	Prepositions/prepositional phrases.	Using commas to clarify	Relative clauses. Brackets, dashes,	devices to structure text	advance the action.	of cohesive devices. Use	
	μιπαίσει.	meaning or to	commas to	and to guide	Propose	of the colon	
		avoid ambiguity	indicate	the reader.	changes to	to introduce	
		in writing. Using	parenthesis. Use	Using devices	vocabulary,	a list. Present	
		a wider range of	of paragraphs	to build	grammar and		

		conjunctions to build cohesion. • Formal/informal language. Perfect tense	consistently and appropriately to organise ideas. Plural/possessive apostrophe.	cohesion (for example, then, after that, this, firstly). • Linking ideas across paragraphs using adverbials of time, place and number or tense choices,	punctuation to enhance effects and clarify meaning.	progressive tense.	
6	Genre	Genre	Genre	Genre	Genre	Genre	Genre
	Narrative – setting description W	Non-chronological report Writing 1 to inform 1	Historical Narrative	Letters W	Writing \\ to Inform	Writing to discuss	Poetry Narrative Poems
	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills	Key Skills
	 Using semi-colons to mark the boundary between phrases Use a wide range of devices to build cohesion within and across paragraphs Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Use of the colon to introduce a list and use of semi-colons within a list 	 sing colons to mark the boundary between dependent clauses Layout devices, for example, headings, sub headings, columns, bullets or tables to structure text. Punctuation of bullet points to list information Use a wide range of devices to build cohesion within and across paragraphs 	 Use of the colon to introduce a list and semi-colons within lists Use of the colon to mark the boundary between independent clauses. Use of the dash to mark the boundary between independent clauses. Use of the poundary between independent clauses Use of the passive to affect the presentation of information in a sentence (for example I broke 	To select verb forms for effect Use of the passive to affect the presentation of information in a sentence (for example I broke the window in the greenhouse vs The window in the greenhouse was broken [by me]) The difference between structures typical of informal			

				-	
	 Using colons, 	the window in	speech and		
	semi colons and	the greenhouse	structures		
	dashes to mark	vs The window in	appropriate		
	the boundaries	the greenhouse	for formal		
	between	was broken [by	speech and		
	independent	me])	writing or the		
	clauses	 Use a wide range 	use of the		
	 The difference 	of devices to	subjunctive		
	between	build cohesion	forms		
	structures	within and	 How hyphens 		
	typical of	across	can be used to		
	informal speech	paragraphs	avoid		
	and structures	 Linking ideas 	ambiguity		
	appropriate for	across	 Use a wide 		
	formal speech	paragraphs using	range of		
	and writing	a wider range of	devices to		
	(GDS)	cohesive devices:	build cohesion		
	 Use of the 	repetition of a	within and		
	passive to affect	word or phrase,	across		
	the	grammatical	paragraphs		
	presentation of	connections and	Select verb		
	information in a	ellipsis	forms for		
	sentence (for		effect		
	example I broke		 Linking ideas 		
	the window in		across		
	the greenhouse		paragraphs		
	vs The window		using a wider		
	in the		range of		
	greenhouse was		cohesive		
	broken [by me])		devices:		
	·		repetition of a		
			word or		
			phrase,		
			grammatical		
			connections		
			and ellipsis		
			· · ·		