



## English – Writing 8 Year Overview

**Intent:** To foster a love for writing by immersing pupils in high quality texts that ignite and inspire their imaginations. Pupils are engaged and motivated to write for a range of purposes and audience and are provided with skills to do this clearly, accurately, and coherently, adapting their language and style for many different contexts.

<b>Key Skills:</b>		
<b>Composition</b>	<b>Transcription - Grammar</b>	<b>Transcription – Punctuation</b>
<b>Presentation</b>		

<b>Purposes for Writing:</b>		
<b>Writing to entertain</b>	<b>Writing to inform</b>	<b>Writing to persuade</b>
<i>Story, Narrative, Description, Poetry, Play script</i>	<i>Recount, Letter, Instructions, Poster, Explanation, Biography, Newspaper, Report</i>	<i>Argument, Review, Letter, Leaflet, Advert, Speech, Debate</i>

### Guiding Principles:

- These genres are to be covered throughout the term with a range of audiences being explored
- When planning, start with purpose and audience (use ‘boxed success criteria’)
- They are to be part of your T&L sequence with the outcome being an extended piece of writing. Length of the T&L sequence may vary, but should be linked to theme/bookshelf
- These genres should be balanced between two half terms as appropriate. When revisiting a similar genre refer to previous learning and build on it. Genres can lead to different outcomes (E.g. Letter à Postcard, Recount/Non-Chronological report à Leaflet)
- Genres can be combined as part of a sequence (*E.g. A character description which is then used in the story*)
- The content of this 8YO is our minimum offer for all pupils, which can be complimented with additional writing opportunities to reflect the needs and interest of the cohort
- Additional writing opportunities that structure and support writing should be provided as part of/in addition to your sequence (*E.g. Slow Writing to focus on specific area/s of Transcription*)

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		Autumn		Spring		Summer	
		Key Skills	Purposes/ Genres	Key Skills	Purposes /Genres	Key Skills	Purposes /Genres
EYFS	Physical Development	<b>Fine motor skills-</b> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;		<b>Fine motor skills-</b> Use a range of small tools, including scissors, paint brushes and cutlery;		<b>Fine motor skills-</b> Begin to show accuracy and care when drawing.	
	Communication and Language	<b>Listening, Attention and Understanding:</b> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <b>Speaking:</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	Nursery Rhymes	<b>Listening, Attention and Understanding:</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; <b>Speaking:</b> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	Nursery Rhymes	<b>Listening, Attention and Understanding:</b> Make comments about what they have heard and ask questions to clarify their understanding; <b>Speaking:</b> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Nursery Rhymes
	Literacy – Word Reading	<b>Word Reading:</b> Say a sound for each letter in the alphabet. Read words consistent with their phonic knowledge by sound-blending;		<b>Word Reading:</b> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending;		<b>Word Reading:</b> Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
	Literacy - Comprehension	<b>Comprehension:</b> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		<b>Comprehension:</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;		<b>Comprehension:</b> Anticipate – where appropriate – key events in stories;	
	Literacy – Writing	<b>Writing:</b> Write recognisable letters, most of which are correctly formed;	Labels and captions, Lists, Explanations Recount	<b>Writing:</b> Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Writing Stories (beg, mid, end), Sequencing Traditional tales Instructions, Letters,	<b>Writing:</b> Write simple phrases and sentences that can be read by others.	Poetry Invitations Diary

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Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	
Year 1	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Entertain – Narrative Story Retell (using language of fairy tales)</li> <li>Entertain – Character Description</li> <li>Entertain – Poetry (Pattern/Rhyme)</li> </ul>	<p><b>Composition - features of text type:</b> Writing in third person</p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Combine words to make sentences, including using 'and' Noun Phrase</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops Capital letters for names Finger spaces</p>	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Entertain – Narrative Story Retell (mimic significant authors)</li> <li>Entertain – Description setting</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Poetry (Riddles)</li> </ul>	<p><b>Composition - features of text type:</b> Writing in third person or first person Chronological order Past tense (diary)</p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Sequencing sentences using 'and' 'because' 'so' Expanded noun phrase</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops, finger spaces Use of question marks</p>	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Entertain – Narrative story (with imaginary setting)</li> <li>Entertain – Narrative Story Retell (using language of fairy tales)</li> <li>Entertain – Description Character</li> <li>Entertain – Narrative Diary</li> </ul>	<p><b>Composition - features of text type:</b> Writing in third person or first person Chronological order Past or Present Tense</p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Sequencing sentences to form short narrative using 'and' 'because' 'so' and beginning to paragraph Expanded Noun Phrase Adverbs</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops, finger spaces Use of question and exclamation marks</p>
	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Inform – labels, lists and captions</li> <li>Inform – Non-Chron</li> <li>Inform – Letter</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in first person</i> <i>Use of tense</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Combine words to make sentences, including using 'and' Noun Phrase</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops Capital letters for names Finger spaces</p>	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Inform – recount</li> <li>Inform – instructions</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in first person</i> <i>Use of past tense (recount)</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Sequencing sentences using 'and' 'because' 'so' Noun Phrase Imperative verbs Time connectives (adverbials)</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops, finger spaces Use of question marks</p>	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Inform – Non-Chron</li> <li>Inform – Letter</li> <li>Inform – Instructions</li> </ul>	<p><b>Composition - features of text type:</b> Writing in first person Past or Present Tense</p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Sequencing sentences to form short narrative using 'and' 'because' 'so' and beginning to paragraph Noun phrase Imperative verbs Time connectives</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops Use of question and exclamation marks Commas in a list</p>

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Year 2	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Entertain – Narrative Story (<i>Retelling</i>)</li> <li>Entertain – Character Description</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Poetry (Pattern/Rhyme and description)</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in third person or first person</i> <i>Chronological order</i> <i>Past or Present Tense</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Sequencing sentences to form short narrative using 'and' 'because' 'so' and beginning to paragraph Expanded Noun Phrase Adverbs</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops, finger spaces Use of question and exclamation marks</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>Retelling</i>)</li> <li>Entertain – Narrative Story (<i>set in places pupils have been</i>)</li> <li>Entertain – Setting Description</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in third person or first person</i> <i>Chronological order</i> <i>Appropriate tense to suit purpose</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Simple, coherent narratives Begin to use paragraphs Use coordinating conjunctions and some subordinating conjunctions Expanded Noun Phrase Adverbs Different sentences types</p> <p><b>Transcription - Punctuation:</b> Sentence demarcation (CL . ! ?) Commas Apostrophe for contracted form</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>with imaginary settings/adventure</i>)</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Character Description</li> <li>Entertain – Poetry (Nonsense, Limericks)</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in third person or first person</i> <i>Time Sequenced</i> <i>Appropriate tense to suit purpose</i> <i>Draw on reading to influence vocabulary choices</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Effective and coherent narratives Use paragraphs Use a range of coordinating and subordinating conjunctions Expanded Noun Phrase Adverbs and adverbial phrases Different sentences types</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas Apostrophe for contracted form Begin to use inverted commas to mark direct speech</p>
	<ul style="list-style-type: none"> <li>Sentence work</li> <li>Inform – Non-Chron</li> <li>Inform – Instructions</li> <li>Book Review</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in first person</i> <i>Past or Present Tense</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Sequencing sentences to form short narrative using 'and' 'because' 'so' and beginning to paragraph Noun phrase Imperative verbs Time connectives</p> <p><b>Transcription - Punctuation:</b> Capital letters, full stops Use of question and exclamation marks Commas in a list</p>	<ul style="list-style-type: none"> <li>Inform – Recount/Report (real event)</li> <li>Inform – Explanation</li> <li>Inform – Letter (informal)</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in first or third person</i> <i>Appropriate tense to suit purpose</i> <i>Begin to use of organisational features (headings, lists)</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Simple, coherent paragraphs structured to suit purpose Use coordinating conjunctions and some subordinating conjunctions Noun phrase Appropriate use adverbials phrases and word classes</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas in a list Apostrophe for contracted form</p>	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Instructions</li> <li>Inform – Recount/Report (real event)</li> <li>Inform – Newspaper Article</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in first or third person</i> <i>Appropriate tense to suit purpose</i> <i>Use of organisational features to structure</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Organised, coherent paragraphs structured to suit purpose Use a range of coordinating and subordinating conjunctions Noun phrases Appropriate use adverbials phrases and word classes Different sentence types</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas in a list Apostrophe for contracted form Apostrophe for possession</p>

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Year 3	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>Retelling</i>)</li> <li>Entertain – Character Description</li> <li>Entertain – Narrative Story (Adventure)</li> <li>Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in third person or first person</i> <i>Time Sequenced</i> <i>Appropriate tense to suit purpose</i> <i>Draw on reading to influence vocabulary choices</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Effective and coherent narratives Use paragraphs Use a range of coordinating and subordinating conjunctions Expanded Noun Phrase Adverbs and adverbial phrases Different sentences types</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas Apostrophe for contracted form Begin to use inverted commas to mark direct speech</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>Myths</i>)</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Character Description (linked to myths)</li> <li>Entertain – Setting Description</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in third person or first person</i> <i>Detailed descriptions</i> <i>Appropriate tense to suit purpose</i> <i>Draw on reading to influence vocabulary choices</i></p> <p><b>Transcription - Grammar:</b> Effective and coherent narratives Use paragraphs to organise in time sequence Use subordinate clauses to add detail Use Expanded Noun Phrases to add detail and description Begin to use a range of techniques to describe settings and characters (similes, metaphors etc) Use of adverbial phrases to express time Use of prepositions to specify Begin to use pronouns for clarity</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas with subordinate clauses Apostrophe for contracted form Apostrophe for possession Use inverted commas to mark direct speech</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>with imaginary settings/adventure</i>)</li> <li>Entertain – Play script</li> <li>Entertain – Setting Description</li> <li>Entertain – Poetry (Performance)</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in third person</i> <i>Detailed descriptions</i> <i>Appropriate tense to suit purpose</i> <i>Draw on reading to influence vocabulary choices</i> Consideration of layout/presentation (playscript)</p> <p><b>Transcription - Grammar:</b> Effective and coherent narratives Use paragraphs to organise in time sequence Use subordinate clauses to add detail or context Use a range of devices and techniques to describe settings and characters (expanded noun phrases, similes, metaphors etc) Express time, place and cause using conjunctions, adverbs, and prepositions Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas with subordinate clauses Apostrophe for contracted form Apostrophe for possession Use inverted commas to mark direct speech</p>
	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Instructions</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in first or third person</i> <i>Appropriate tense to suit purpose</i> <i>Use of organisational features to structure</i></p> <p><b>Transcription - Grammar:</b> Demarcation of sentences Organised, coherent paragraphs structured to suit purpose Use a range of coordinating and subordinating conjunctions Noun phrases Appropriate use adverbials phrases and word classes (imperative verbs – instructions) Different sentence types</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation (CL . ! ?) Commas in a list Apostrophe for contracted form Apostrophe for possession</p>	<ul style="list-style-type: none"> <li>Inform – Letter (informal)</li> <li>Inform – recount</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in 1<sup>st</sup> person</i> <i>Appropriate tense to suit purpose</i> <i>Use of paragraphs to group related information</i> <i>Consideration of layout/presentation (letter)</i></p> <p><b>Transcription - Grammar:</b> Organised, coherent paragraphs structured to suit purpose Subordinating conjunctions to join clauses Expanded Noun phrases to inform Use of adverbial phrases to express time Begin to use present perfect tense to place events in time (e.g. This week we have visited the...)</p> <p><b>Transcription - Punctuation:</b> Consolidate four main punctuation marks ( . , ? ! ) Commas in a list and with subordinate clauses Apostrophe for contracted form Apostrophe for possession</p>	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Biography</li> <li>Inform – Book Review</li> <li>Inform – Newspaper Article</li> </ul>	<p><b>Composition - features of text type:</b> <i>Writing in 3<sup>rd</sup> person</i> <i>Appropriate tense to suit purpose</i> <i>Use of organisational features to structure</i> <i>Use of paragraphs to group related information</i> <i>Consideration of layout/presentation (newspaper)</i></p> <p><b>Transcription - Grammar:</b> Organised, coherent paragraphs structured to suit purpose Subordinating conjunctions to join clauses Expanded Noun phrases to inform Express time, place and cause using conjunctions, adverbs and preposition Use of present perfect tense to place events in time</p> <p><b>Transcription - Punctuation:</b> Consolidate four main punctuation marks ( . , ? ! ) Commas in a list and with subordinate clauses</p>
	<ul style="list-style-type: none"> <li>Persuade – Balanced Argument</li> </ul>	<p><b>Composition - features of text type:</b> <i>Appropriate use of 3<sup>rd</sup> and/or 1<sup>st</sup> person</i> <i>Appropriate tense to suit purpose</i> <i>For/against</i> <i>Facts/statistics</i></p>	<ul style="list-style-type: none"> <li>Persuade – Persuasive Leaflet</li> </ul>	<p><b>Composition - features of text type:</b> <i>Use of 2<sup>nd</sup> person</i> <i>Appropriate tense to suit purpose</i> <i>Adjectives for positive description</i></p> <p><b>Transcription - Grammar:</b></p>	<ul style="list-style-type: none"> <li>Persuade – Persuasive Letter</li> </ul>	<p><b>Composition - features of text type:</b> <i>Appropriate use of 1<sup>st</sup>/2<sup>nd</sup> person</i> <i>Appropriate tense to suit purpose</i> <i>Consideration of layout/presentation</i></p> <p><b>Transcription - Grammar:</b></p>

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		<p><b>Transcription - Grammar:</b> Organised, coherent paragraphs structured to suit purpose Imperative verbs Adverbial phrases (in addition, on the other hand) Noun phrases to add detail Rhetorical questions to engage reader Use a range of coordinating and subordinating conjunctions</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences Capital letter of proper nouns ?! for rhetorical/exclamatory sentences Commas with subordinate clauses</p>		<p>Organised, coherent paragraphs structured to suit purpose Imperative verbs to convey urgency (buy it today) Noun phrases to add detail and description Rhetorical questions to engage reader Adverbial phrases (in addition, on the other hand) Use a range of conjunctions (e.g. unless, so, even if) Use subordinate clauses Use of prepositions to express time/place</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences Capital letter of proper nouns ?! for rhetorical/exclamatory sentences Commas with subordinate clauses</p>		<p>Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Use a range of conjunctions e.g. unless, so, even if) Use subordinate clauses Use of prepositions and adverbials to express time/place</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences Capital letter of proper nouns ?! for rhetorical/exclamatory sentences Commas with subordinate clauses</p>
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Autumn		Spring		Summer		
Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	
Year 4	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>Retelling</i>)</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Character Description</li> <li>Entertain – Poetry (Imagery – simile, word play, rhyme, metaphor)</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup> or 3<sup>rd</sup> person</i>  <i>Detailed descriptions</i>  <i>Appropriate tense to suit purpose</i>  <i>Draw on reading to influence vocabulary choices</i></p> <p><b>Transcription - Grammar:</b>            Effective and coherent narratives            Use paragraphs to organise in time sequence            Use subordinate clauses to add detail or context            Use a range of devices and techniques to describe settings and characters (expanded noun phrases, similes, metaphors etc)            Express time, place and cause using conjunctions, adverbs, and prepositions            Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b>            Appropriate sentence demarcation (CL . ! ?)            Commas with subordinate clauses            Apostrophe for contracted form            Apostrophe for possession            Use inverted commas to mark direct speech</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>Short Story</i>)</li> <li>Entertain – Narrative Story (Myths)</li> <li>Entertain – Character Description (linked to myths)</li> <li>Entertain – Setting Description</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 3<sup>rd</sup> person</i>  <i>Detailed descriptions</i>  <i>Appropriate tense to suit purpose</i>  <i>Draw on reading to influence vocabulary choices</i></p> <p><b>Transcription - Grammar:</b>            Coherent narratives            Use paragraphs to organise in time sequence            Use subordinate clauses to add detail or context            Use a range of devices and techniques to describe settings and characters (expanded noun phrases, similes, metaphors etc)            Express time, place and cause using conjunctions, adverbs, and prepositions            Use fronted adverbials to show how/when an event occurs            Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b>            Appropriate sentence demarcation (CL . ! ?)            Commas after fronted adverbials and with subordinate clauses            Apostrophe for contracted form            Apostrophe for possession            Use inverted commas to mark direct speech including within and before</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (<i>Imaginary Setting</i>)</li> <li>Entertain – Narrative Story (Mystery)</li> <li>Entertain – Playscript</li> <li>Entertain – Poetry (Performance)</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 3<sup>rd</sup> person</i>  <i>Detailed descriptions</i>  <i>Appropriate tense to suit purpose</i>  <i>Draw on reading to influence vocabulary choices</i>            Consideration of layout/presentation (playscript)</p> <p><b>Transcription - Grammar:</b>            Coherent narratives            Use paragraphs to organise in time sequence            Use appropriate and detailed description            Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases            Express time, place and cause using conjunctions, adverbs, and prepositions            Use fronted adverbials to show how/when an event occurs            Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b>            Appropriate sentence demarcation (CL . ! ?)            Commas after fronted adverbials and with subordinate clauses            Apostrophe for contracted form            Apostrophe for possession            Use inverted commas to mark direct speech including within and before</p>
	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Biography</li> <li>Inform – Letter</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup>/3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>  <i>Use of organisational features to structure</i>  <i>Use of paragraphs to group related information</i>  <i>Consideration of layout/presentation (letter)</i></p> <p><b>Transcription - Grammar:</b>            Organised, coherent paragraphs structured to suit purpose            Subordinating conjunctions to join clauses            Expanded Noun phrases to inform            Express time, place and cause using conjunctions, adverbs and preposition            Use of present perfect tense to place events in time            Use of pronouns for clarity</p> <p><b>Transcription - Punctuation:</b>            Consolidate four main punctuation marks ( . , ? ! )            Commas in a list and with subordinate clauses            Apostrophe for possession</p>	<ul style="list-style-type: none"> <li>Inform – Recount</li> <li>Inform – Book Review</li> <li>Inform – Instructions</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup>/3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>  <i>Use of organisational features to structure</i>  <i>Use of paragraphs to organise ideas about a theme</i></p> <p><b>Transcription - Grammar:</b>            Organised, coherent paragraphs structured to suit purpose            Use sentences with more than one clause including using adverbial phrases and conjunctions            Expanded Noun phrases to inform            Express time, place and cause using conjunctions, adverbs, and preposition            Use of present perfect tense to place events in time</p> <p><b>Transcription - Punctuation:</b>            Consolidate four main punctuation marks ( . , ? ! )            Commas in a list and with subordinate clauses            Apostrophe for possession            Bullet points to list items</p>	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Explanation</li> <li>Inform – Newspaper Article</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup>/3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>  <i>Use of organisational features to structure</i>  <i>Use of paragraphs to organise ideas about a theme</i>            Consideration of layout/presentation (newspaper)</p> <p><b>Transcription - Grammar:</b>            Organised, coherent paragraphs structured to suit purpose            Use sentences with more than one clause including using adverbial phrases and conjunctions            Use relative clauses to add further detail            Expanded Noun phrases to inform            Express time, place and cause using conjunctions, adverbs and preposition            Use of present perfect tense to place events in time            Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b></p>

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	<ul style="list-style-type: none"> <li>Persuade – Balanced Argument</li> </ul>	<p><b>Composition - features of text type:</b>          Appropriate use of 1<sup>st</sup>/3<sup>rd</sup> person          Appropriate tense to suit purpose          For/Against/Conclusion          Facts/Statistics</p> <p><b>Transcription - Grammar:</b>          Coherent paragraphs          Rhetorical questions to engage reader          Noun phrases to add detail and description          Adverbial phrases (in addition, on the other hand)          Use a range of conjunctions          Use subordinate clauses</p> <p><b>Transcription - Punctuation:</b>          Demarcation of sentences          Capital letter of proper nouns          ?! for rhetorical/exclamatory sentences          Commas with subordinate clauses</p>	<ul style="list-style-type: none"> <li>Persuade – Persuasive letter</li> </ul>	<p><b>Composition - features of text type:</b>          Appropriate use of 1<sup>st</sup>/2<sup>nd</sup> person          Appropriate tense to suit purpose          Consideration of layout/presentation (letter)</p> <p><b>Transcription - Grammar:</b>          Coherent paragraphs          Rhetorical questions to engage reader          Noun phrases to add detail and description          Use a range of conjunctions e.g. unless, so, even if)          Use subordinate clauses          Use of prepositions and adverbials to express time/place          Imperative verbs to convey urgency</p> <p><b>Transcription - Punctuation:</b>          Demarcation of sentences          Capital letter of proper nouns          ?! for rhetorical/exclamatory sentences          Commas with subordinate clauses</p>	<ul style="list-style-type: none"> <li>Persuade – Persuasive Leaflet</li> </ul>	<p>Consolidate four main punctuation marks ( . , ? ! )          )          Commas in a list and with subordinate clauses          Apostrophe for possession</p>
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Autumn		Spring		Summer		
Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	
Year 5	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (Retell)</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Character Description</li> <li>Entertain – Poetry (Performance Poetry)</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 3<sup>rd</sup> person</i>  <i>Detailed descriptions</i>  <i>Appropriate tense to suit purpose</i>  <i>Draw on reading to influence vocabulary choices</i>            Consideration of layout/presentation (playscript)</p> <p><b>Transcription - Grammar:</b>            Coherent narratives            Use paragraphs to organise in time sequence            Use appropriate and detailed description            Noun phrases expanded by the addition of modifying adjectives, nouns, and preposition phrases            Express time, place and cause using conjunctions, adverbs, and prepositions            Use fronted adverbials to show how/when an event occurs            Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b>            Appropriate sentence demarcation (CL . ! ?)            Commas after fronted adverbials and with subordinate clauses            Apostrophe for contracted form            Apostrophe for possession            Use inverted commas to mark direct speech including within and before</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (Myths)</li> <li>Entertain – Playscript</li> <li>Entertain – Setting Description</li> <li>Entertain – Narrative Diary</li> </ul>	<p><b>Composition - features of text type:</b>  <i>1<sup>st</sup> or 3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>  <i>Consider how authors have developed characters and settings</i>  <i>Begin to show understanding of how choices can change/enhance meaning</i>  <i>Describe settings and characters within narrative</i>            Consideration of layout/presentation (playscript)</p> <p><b>Transcription - Grammar:</b>            Coherent narratives            Use paragraphs to organise in time sequence            Use appropriate and detailed description            Use expanded noun phrases to give detail and description            Build cohesion within a paragraph            Use sentences with more than one clause to add detail, qualification, and precision            Use subordinate clauses to add detail or context (vary position)            Use relative clauses to add detail or context            Use fronted adverbials to show how/when an event occurs            Express time, place and cause using conjunctions, adverbs, and prepositions            Use of pronouns for clarity and cohesion            Begin to use dialogue to advance the action</p> <p><b>Transcription - Punctuation:</b>            Appropriate sentence demarcation            Commas after fronted adverbials and with subordinate clauses            Use inverted commas to mark direct speech            Begin to use parenthesis (brackets, dashes or commas)            Use colons to add further detail in new clause            Use semi-colon to join related clauses</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (Adventure)</li> <li>Entertain – Narrative Story (Short story)</li> <li>Entertain – Setting Description</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Poetry (Recognise different forms)</li> </ul>	<p><b>Composition - features of text type:</b>  <i>1<sup>st</sup> or 3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>  <i>Consider how authors have developed characters and settings</i>  <i>Begin to show understanding of how choices can change/enhance meaning</i>  <i>Describe settings, characters, and atmosphere within narrative</i>            Not constrained by predictable narrative structures</p> <p><b>Transcription - Grammar:</b>            Coherent narratives            Use paragraphs to organise in time sequence            Use appropriate and detailed description            Use expanded noun phrases to convey complicated information concisely            Use range of sentence structures (complex)            Use devices to build cohesion within a paragraph (conjunctions, adverbials, prepositions, pronouns)            Link ideas across paragraphs using adverbials            Begin to use dialogue to advance the action</p> <p><b>Transcription - Punctuation:</b>            Appropriate sentence demarcation            Use of commas to clarify meaning or avoid ambiguity            Correctly punctuated direct speech            Parenthesis (brackets, dashes or commas)            Use colons to add further detail in new clause            Use semi-colon to join related clauses</p>
	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Letter</li> <li>Inform – Biography</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup>/3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>            Use of organisational features to structure            Use of paragraphs to organise ideas about a theme            Consideration of layout/presentation (newspaper)</p> <p><b>Transcription - Grammar:</b>            Organised, coherent paragraphs structured to suit purpose</p>	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Explanation</li> <li>Inform - Instructions</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup>/3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>            Use of organisational features to structure            Use of paragraphs to organise ideas about a theme            Use of technical vocabulary</p> <p><b>Transcription - Grammar:</b>            Organised, coherent paragraphs structured to suit purpose            Use subordinating conjunctions in varied positions</p>	<ul style="list-style-type: none"> <li>Inform – Newspaper Article</li> <li>Inform – Autobiography</li> </ul>	<p><b>Composition - features of text type:</b>  <i>Writing in 1<sup>st</sup>/3<sup>rd</sup> person</i>  <i>Appropriate tense to suit purpose</i>            Use of organisational features to structure            Use of paragraphs to organise ideas about a theme            Use of technical vocabulary</p> <p><b>Transcription - Grammar:</b>            Organised, coherent paragraphs structured to suit purpose            Use subordinating conjunctions in varied positions</p>

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		<p>Use sentences with more than one clause including using adverbial phrases and conjunctions Use relative clauses to add further detail Expanded Noun phrases to inform Express time, place and cause using conjunctions, adverbs and preposition Use of present perfect tense to place events in time Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b> Consolidate four main punctuation marks (. , ? ! ) Commas in a list and with subordinate clauses Apostrophe for possession</p>		<p>Use relative clauses to add further detail Expanded Noun phrases to inform Express time, place and cause using conjunctions, adverbs and preposition Begin to use passive voice to remain formal or detached Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use inverted commas to mark direct speech Use of brackets to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Secure use of commas to mark clauses</p>		<p>Use relative clauses to add further detail Expanded Noun phrases to inform Express time, place and cause using conjunctions, adverbs and preposition Begin to use passive voice to remain formal or detached Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use inverted commas to mark direct speech Use of brackets to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Secure use of commas to mark clauses</p>
<ul style="list-style-type: none"> <li>Persuade/Discuss – Balanced Argument</li> <li>Persuade/Discuss – Debate</li> </ul>	<p><b>Composition - features of text type:</b> Appropriate use of 1<sup>st</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose For/Against/Conclusion Facts/Statistics</p> <p><b>Transcription - Grammar:</b> Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Adverbial phrases (in addition, on the other hand) Use a range of conjunctions Use subordinate clauses</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences Capital letter of proper nouns ?! for rhetorical/exclamatory sentences Commas with subordinate clauses</p>	<ul style="list-style-type: none"> <li>Persuade/Discuss – Leaflet/Report</li> </ul>	<p><b>Composition - features of text type:</b> Appropriate use of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Facts/Statistics</p> <p><b>Transcription - Grammar:</b> Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Adverbial phrases (in addition, on the other hand) Use a range of conjunctions Use subordinate clauses Personal pronouns Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Vary sentence length and structure for emphasis</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences ?! for rhetorical/exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use semi-colons for structure repetition</p>	<ul style="list-style-type: none"> <li>Persuade/Discuss – Letter</li> <li>Persuade/Discuss – Review</li> </ul>	<p><b>Composition - features of text type:</b> Appropriate use of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Facts/Statistics</p> <p><b>Transcription - Grammar:</b> Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Adverbial phrases (in addition, on the other hand) Use a range of conjunctions Use subordinate clauses Personal pronouns Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Vary sentence length and structure for emphasis Use of subjunctive form for formal structure</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences ?! for rhetorical/exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use semi-colons for structure repetition Brackets or dashes for parenthesis (including emphasis)</p>	

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Autumn		Spring		Summer		
Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	Purpose/Genre	Key Skills	
Year 6	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (Retell)</li> <li>Entertain – Narrative Story (Adventure)</li> <li>Entertain – Narrative Story (Ghost story)</li> <li>Entertain – Narrative Diary</li> </ul>	<p><b>Composition - features of text type:</b> 1<sup>st</sup> or 3<sup>rd</sup> person Appropriate tense to suit purpose Consider how authors have developed characters and settings Begin to show understanding of how choices can change/enhance meaning Describe settings, characters, and atmosphere within narrative Not constrained by predictable narrative structures</p> <p><b>Transcription - Grammar:</b> Coherent narratives Use paragraphs to organise in time sequence Use appropriate and detailed description Use expanded noun phrases to convey complicated information concisely Use range of sentence structures (complex) Use devices to build cohesion within a paragraph (conjunctions, adverbials, prepositions, pronouns) Link ideas across paragraphs using adverbials Begin to use dialogue to advance the action</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use of commas to clarify meaning or avoid ambiguity Correctly punctuated direct speech Parenthesis (brackets, dashes or commas) Use colons to add further detail in new clause Use semi-colon to join related clauses</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story (short story)</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Characterless description</li> <li>Entertain – Setting description</li> <li>Entertain - Poetry (Imagery – simile, word play, rhyme, metaphor)</li> </ul>	<p><b>Composition - features of text type:</b> 1<sup>st</sup> or 3<sup>rd</sup> person Appropriate tense to suit purpose Consider how authors have developed characters and settings Select vocab and grammatical structures which show an understanding of how choices can change/enhance meaning Describe settings, characters, and atmosphere within narrative Not constrained by predictable narrative structures</p> <p><b>Transcription - Grammar:</b> Coherent narratives Use paragraphs to organise in time sequence Use appropriate and detailed description Use expanded noun phrases to convey complicated information concisely Use range of sentence structures (complex) Use devices to build cohesion within a paragraph (conjunctions, adverbials, prepositions, pronouns) Link ideas across paragraphs using adverbials Use dialogue to convey character and advance the action Formal/Informal speech structures</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use of commas to clarify meaning or avoid ambiguity Correctly punctuated direct speech Parenthesis (brackets, dashes or commas) Use colons to add further detail in new clause Use semi-colon to join related clauses</p>	<ul style="list-style-type: none"> <li>Entertain – Narrative Story</li> <li>Entertain – Narrative Diary</li> <li>Entertain – Description</li> <li>Entertain – Playscript</li> <li>Entertain – Poetry (Performance Poetry)</li> </ul>	<p><b>Composition - features of text type:</b> 1<sup>st</sup> or 3<sup>rd</sup> person Appropriate tense to suit purpose Consider how authors have developed characters and settings Select vocab and grammatical structures which show an understanding of how choices can change/enhance meaning Describe settings, characters, and atmosphere within narrative Not constrained by predictable narrative structures</p> <p><b>Transcription - Grammar:</b> Coherent narratives Use paragraphs to organise in time sequence Use appropriate and detailed description Use expanded noun phrases to convey complicated information concisely Use range of sentence structures (complex) Use devices to build cohesion within a paragraph (conjunctions, adverbials, prepositions, pronouns) Link ideas across paragraphs using adverbials Integrate dialogue to convey character and advance the action Formal/Informal speech structures</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use of commas to clarify meaning or avoid ambiguity Correctly punctuated direct speech Parenthesis (brackets, dashes or commas) Use colons to add further detail in new clause Use semi-colon to join related clauses</p>
	<ul style="list-style-type: none"> <li>Inform – Newspaper Article</li> <li>Inform – Biography</li> </ul>	<p><b>Composition - features of text type:</b> Writing in 1<sup>st</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Use of organisational features to structure Use of paragraphs to organise ideas about a theme Use of technical vocabulary</p> <p><b>Transcription - Grammar:</b> Organised, coherent paragraphs structured to suit purpose Use subordinating conjunctions in varied positions Use relative clauses to add further detail Expanded Noun phrases to inform</p>	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Letter</li> <li>Inform - Explanation</li> <li>Inform – Instructions</li> </ul>	<p><b>Composition - features of text type:</b> Writing in 1<sup>st</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Use of organisational features to structure Use of paragraphs to organise ideas about a theme Use of technical/formal vocabulary</p> <p><b>Transcription - Grammar:</b> Organised, coherent paragraphs structured to suit purpose Expanded Noun phrases to inform Use passive voice to remain formal or detached Use of pronouns for clarity and cohesion</p>	<ul style="list-style-type: none"> <li>Inform – Non-Chron</li> <li>Inform – Letter</li> </ul>	<p><b>Composition - features of text type:</b> Writing in 1<sup>st</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Use of organisational features to structure Use of paragraphs to organise ideas about a theme Use of technical/formal vocabulary</p> <p><b>Transcription - Grammar:</b> Organised, coherent paragraphs structured to suit purpose Expanded Noun phrases to inform Use passive voice to remain formal or detached Use of pronouns for clarity and cohesion Use modal verbs to convey degrees of probability</p>

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	<p>Express time, place and cause using conjunctions, adverbs and preposition Begin to use passive voice to remain formal or detached Use of pronouns for clarity and cohesion</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use inverted commas to mark direct speech Use of brackets to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Secure use of commas to mark clauses</p>		<p>Use modal verbs to convey degrees of probability Use relative clauses to provide supporting detail Use adverbials to provide cohesion across the text, Use expanded noun phrases to describe in detail Begin to use passive voice to maintain impersonal tone, The film was made using CGI graphics Formal/Informal speech structures</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use of brackets to explain technical vocabulary Use colons and semi-colons to punctuate complex lists Use semi-colons to mark related clauses Secure use of commas to mark relative clauses</p>		<p>Use relative clauses to provide supporting detail Use adverbials to provide cohesion across the text, Use expanded noun phrases to describe in detail Begin to use passive voice to maintain impersonal tone, The film was made using CGI graphics Formal/Informal speech structures</p> <p><b>Transcription - Punctuation:</b> Appropriate sentence demarcation Use of brackets to explain technical vocabulary Use colons and semi-colons to punctuate complex lists Use semi-colons to mark related clauses Secure use of commas to mark relative clauses</p>
<ul style="list-style-type: none"> <li>Persuade/Discuss – Balanced Argument</li> <li>Persuade/Discuss- Report</li> </ul>	<p><b>Composition - features of text type:</b> Appropriate use of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Facts/Statistics</p> <p><b>Transcription - Grammar:</b> Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Adverbial phrases (in addition, on the other hand) Use a range of conjunctions Use subordinate clauses Personal pronouns Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Vary sentence length and structure for emphasis Use of subjunctive form for formal structure</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences ?! for rhetorical/exclamatory sentences Use colons and semi-colons to list features, attractions, or arguments Use semi-colons for structure repetition Brackets or dashes for parenthesis (including emphasis)</p>	<ul style="list-style-type: none"> <li>Persuade/Discuss – leaflet</li> </ul>	<p><b>Composition - features of text type:</b> Appropriate use of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Facts/Statistics</p> <p><b>Transcription - Grammar:</b> Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Adverbial phrases (in addition, on the other hand) Use a range of conjunctions Use subordinate clauses Personal pronouns Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Vary sentence length and structure for emphasis Use of subjunctive form for formal structure</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences ?! for rhetorical/exclamatory sentences Use colons and semi-colons to list features, attractions, or arguments Use semi-colons for structure repetition Brackets or dashes for parenthesis (including emphasis)</p>	<ul style="list-style-type: none"> <li>Persuade/Discuss – Review</li> </ul>	<p><b>Composition - features of text type:</b> Appropriate use of 1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup> person Appropriate tense to suit purpose Facts/Statistics</p> <p><b>Transcription - Grammar:</b> Coherent paragraphs Rhetorical questions to engage reader Noun phrases to add detail and description Adverbial phrases (in addition, on the other hand) Use a range of conjunctions Use subordinate clauses Personal pronouns Imperative and modal verbs to convey urgency Adverbials to convey sense of certainty Vary sentence length and structure for emphasis Use of subjunctive form for formal structure</p> <p><b>Transcription - Punctuation:</b> Demarcation of sentences ?! for rhetorical/exclamatory sentences Use colons and semi-colons to list features, attractions, or arguments Use semi-colons for structure repetition Brackets or dashes for parenthesis (including emphasis)</p>