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| **Boyton Writing/ Reading Overview**  **Chestnuts Y3,4,5,6 Cycle B** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Main theme** | **Community** | **Legends and folklore** | **Mystery and Truth** | **Belonging and Equality** | **A sense of place** | **Pride and Courage** |
| **Writing Root / Spelling Seed text** | The Midnight Panther  (Whole school unit) | The Mermaid of Zennor Charles Causley  (3 weeks) | The Whale Ethan and Vita Murrow  (3 weeks) | The Lost Thing  Shaun Tan ( 3 weeks) | Leila and the Blue Fox  Kiran Millwood Hargrave  ( 3 weeks) | The Man Who Walked Between the Towers Mordicai Gerstein ( 2+ weeks) |
| ***Outcomes*** | *Reports, poems, summaries,*  *letters of advice, badges, a section of dialogue,*  *a bid, an own version narrative / narrative*  *from an alternate perspective* | *Own version legends Information booklets, retelling from a different perspective, letters, tourist guides updates, dialogue* | *Film pitches Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor* | *Own version narratives*  *Diaries, formal letters,*  *adverts, character and setting*  *descriptions, reports* | *Extended blog entry Poetry, informal messages, formal letters, short information texts, diary entries, narrative / action scenes, tweets* | *Biographies/*  *autobiographies*  *Information writing (Wikipedia pages),*  *letters of advice (formal), interviews, news report,*  *persuasive speeches* |
| ***Year 3 /4 skills*** | * *Extending the range of sentences with more than one clause by using a wider range of* * *conjunctions, including when, if, because, although* * *Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition* * *Using conjunctions, adverbs and prepositions to express time and cause* * *Use commas after fronted adverbials* * *Directed speech* | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions* * *Use the present perfect form of verbs in contrast to the past tense* * *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition* * *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* * *Use conjunctions, adverbs and prepositions to express time and cause* * *Use commas after fronted adverbials* * *Indicate possession by using the possessive apostrophe with plural nouns* * *Use and punctuate direct speech* * *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition* | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions* * *Adverbials of time* * *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition* * *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* * *Use conjunctions, adverbs and prepositions to express time and cause* * *Use commas after fronted adverbials* * *Indicate possession by using the possessive apostrophe with plural nouns* * *Use and punctuate direct speech* * *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition* | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions* * *Adverbials of time* * *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition* * *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* * *Use conjunctions, adverbs and prepositions to express time and cause* * *Indicating degrees of possibility using adverbs/ modal verbs* * *Use commas after fronted adverbials* * *Indicate possession by using the possessive apostrophe with plural nouns* * *Use and punctuate direct speech* * *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition* | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions* * *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition* * *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* * *Use conjunctions, adverbs and prepositions to express time and cause* * *Use commas after fronted adverbials* * *Indicate possession by using the possessive apostrophe with plural nouns* * *Use and punctuate direct speech* * *Noun phrases expanded by the addition of modifying adjectives, nouns and preposition* | * *Extend the range of sentences with more than one clause by using a wider range of conjunctions* * *Use the present perfect form of verbs in contrast to the past tense* * *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition* * *Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition* * *Use conjunctions, adverbs and prepositions to express time and cause* * *Use commas after fronted adverbials* * *Indicate possession by using the possessive apostrophe with plural nouns* * *Use and punctuate direct speech* |
| ***Year 5 /6 skills*** | *Recognising vocabulary and structures that are appropriate for formal speech and writing,*  *including subjunctive forms*  *• Using expanded noun phrases to convey complicated information concisely*  *• Using modal verbs or adverbs to indicate degrees of possibility*  *• Using relative clauses or implied (ie omitted) relative pronoun* | *• Recognising vocabulary and structures that are appropriate for formal speech and writing,*  *including subjunctive forms*  *• Using passive verbs to affect the presentation of information in a sentence*  *• Using expanded noun phrases to convey complicated information concisely*  *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for*  *example, might, should, will, must]*  *• Use of commas to clarify meaning or avoid ambiguity*  *• Using brackets, dashes or commas to indicate parenthesis* | *Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs*  *• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]*  *• Linking ideas across paragraphs using adverbials of time [for example, later], place [for example,*  *nearby] and number [for example, secondly] or tense choices [for example, he had seen her*  *before]*  *• Brackets, dashes or commas to indicate parenthesis*  *• Use of commas to clarify meaning or avoid ambiguity*  *• Use of expanded noun phrases to convey complicated information concisely*  *• The difference between structures typical of informal speech and structures appropriate for*  *formal speech and writing* | *Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)*  *• The difference between vocabulary typical of informal speech and vocabulary appropriate for*  *formal speech and*  *• Indicating degrees of possibility using adverbs/ modal verbs*  *• The use of subjunctive forms*  *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or*  *phrase, grammatical connections, e.g. adverbials*  *• Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after*  *the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted,*  *“Sit down!”*  *• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure*  *text]* | *• Using expanded noun phrases to convey complicated information concisely*  *• Using modal verbs or adverbs to indicate degrees of possibility*  *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Use of commas to clarify meaning or avoid ambiguity*  *• The difference between vocabulary typical of informal speech and vocabulary appropriate for*  *formal speech and writing*  *• The difference between structures typical of informal speech and structures appropriate for*  *formal speech and writing [for example, the use of question tags*  *• How words are related by meaning as synonyms and antonyms*  *• Use of the passive to affect the presentation of information in a sentence*  *• Linking ideas across paragraphs using a wider range of cohesive devices:*  *• Use of the semi-colon, colon and dash to mark the boundary between independent clauses* | *• Recognising vocabulary and structures that are appropriate for formal speech and writing,*  *including subjunctive forms*  *• Using passive verbs to affect the presentation of information in a sentence*  *• Using expanded noun phrases to convey complicated information concisely*  *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for*  *example, might, should, will, must]*  *• Use of commas to clarify meaning or avoid ambiguity*  *• Using brackets, dashes or commas to indicate parenthesis* |
| **Literacy Leaf text** | The Poet’s Dog  (3 weeks) | Annie Lumsden, The Girl from the Sea David Almond  (3+ weeks) | Overheard in a Tower Block Joseph Coelho  (2 weeks) | The Wonderling  Mira Bartok (3 weeks) | When the Stars Come Out Nicola Edwards  ( 3 weeks) | Me, My Dad and the End of the Rainbow Benjamin Dean ( 3 weeks) |
| **Writing Root / Spelling Seed text** | The Matchbox Diary Paul Fleischman (3weeks) | The Selfish Giant Oscar Wilde ( 3 weeks) | High Rise Mystery Sharna Jackson (3 weeks) | Freedom Bird Jerdine Nolen (3 weeks) | The Island Armin Greder  (3 weeks) | The Tempest William Shakespeare  ( 3 weeks) |
| ***Outcomes*** | *Biography Dialogue, diary entries, retelling (oral dictation), mini-autobiography, fact files* | *Own version narratives about kindness. Letters, first person recounts, diaries,*  *letters, posters, reports* | *Extended stories*  *Character & setting*  *descriptions, police &*  *newspaper report, dialogue,*  *persuasive letters* | *Biographies Non-narrative, poems, explanations, dialogue,*  *postcards, letters of advice, descriptions,*  *recounts, narrative*  *poems* | *Sequel*  *Welcome guides, descriptions, letters*  *of advice, diary entries, imagined*  *conversations* | *Playscripts Setting descriptions, character descriptions, diaries, dialogue* |
| ***Y3 /4 skills*** | *• Extending the range of sentences with more than one clause by using a wider range of*  *conjunctions, including when, if, because, although*  *• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*  *• Using conjunctions, adverbs and prepositions to express time and cause*  *• Using fronted adverbials* | *• Expressing time, place and cause using conjunctions*  *• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*  *• Fronted adverbials [for example, Later that day, I heard the bad news.]*  *• Use of paragraphs to organise ideas around a theme*  *• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid*  *repetition*  *• Use of inverted commas and other punctuation to indicate direct speech*  *• Use of commas after fronted adverbials*  *• Introduction to inverted commas to punctuate direct speech* | *• Expressing time, place and cause using conjunctions*  *• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*  *• Fronted adverbials [for example, Later that day, I heard the bad news.]*  *• Use of paragraphs to organise ideas around a theme*  *• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid*  *repetition*  *• Use of inverted commas and other punctuation to indicate direct speech*  *• Use of commas after fronted adverbials*  *• Introduction to inverted commas to punctuate direct speech* | *• Extending the range of sentences with more than one clause by using a wider range of*  *conjunctions, including when, if, because, although*  *• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition*  *• Using conjunctions, adverbs and prepositions to express time and cause*  *• Using fronted adverbials*   * *Using expanded noun phrases effectively* | *• Expressing time, place and cause using conjunctions*  *• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*  *• Fronted adverbials [for example, Later that day, I heard the bad news.]*  *• Use of paragraphs to organise ideas around a theme*  *• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid*  *repetition*  *• Use of inverted commas and other punctuation to indicate direct speech*  *• Use of commas after fronted adverbials*  *• Introduction to inverted commas to punctuate direct speech* | *• Use of the present perfect form of verbs instead of the simple past [for example, He has gone*  *out to play contrasted with He went out to play]*  *• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so,*  *because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before,*  *after, during, in, because of]*  *• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition*  *phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)*  *• Fronted adverbials [for example, Later that day, I heard the bad news.]* |
| ***Y5 /6 skills*** | *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs or modal verbs*  *• Linking ideas across paragraphs using adverbials of time*  *• Brackets, dashes or commas to indicate parenthesis*  *• Use of commas to clarify meaning or avoid ambiguity*  *• Use of expanded noun phrases to convey complicated information concisely*  *• Devices to build cohesion within a paragraph*  *• How words are related by meaning as synonyms and antonyms*  *• The difference between structures typical of informal speech and structures appropriate for formal speech and writing* | *Recognising vocabulary and structures that are appropriate for formal speech and writing,*  *including subjunctive forms*  *• Using passive verbs to affect the presentation of information in a sentence*  *• Using expanded noun phrases to convey complicated information concisely*  *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for*  *example, might, should, will, must]*  *• Use of commas to clarify meaning or avoid ambiguity*  *• The difference between structures typical of informal speech and structures appropriate for formal speech and writing* | *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs or modal verbs*  *• Linking ideas across paragraphs using adverbials of time*  *• Brackets, dashes or commas to indicate parenthesis*  *• Use of commas to clarify meaning or avoid ambiguity*  *• Use of expanded noun phrases to convey complicated information concisely*  *• Devices to build cohesion within a paragraph*  *• How words are related by meaning as synonyms and antonyms*  *• The difference between structures typical of informal speech and structures appropriate for formal speech and writing* | *Recognising vocabulary and structures that are appropriate for formal speech and writing,*  *including subjunctive forms*  *• Using passive verbs to affect the presentation of information in a sentence*  *• Using expanded noun phrases to convey complicated information concisely*  *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for*  *example, might, should, will, must]*  *• Use of commas to clarify meaning or avoid ambiguity* | *Recognising vocabulary and structures that are appropriate for formal speech and writing,*  *including subjunctive forms*  *• Using passive verbs to affect the presentation of information in a sentence*  *• Using the perfect form of verbs to mark relationships of time and cause*  *• Using expanded noun phrases to convey complicated information concisely*  *• Using modal verbs or adverbs to indicate degrees of possibility*  *• Learning the grammar for years 5 and 6 in English appendix 2* | *• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative*  *pronoun*  *• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for*  *example, might, should, will, must]*  *• Brackets, dashes or commas to indicate parenthesis*  *• How words are related by meaning as synonyms and antonyms* |
| **Literacy Leaf text** | The Secret of Haven Point Lisette Auton ( 3+ weeks) | Sir Gawain and the Green Knight Michael Morpurgo  ( 3 weeks) | Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker  ( 3 weeks) | Black and British: A short, essential history David Olusoga (3 weeks) | Cosmic Frank Cottrell Boyce (4 weeks) | Malala: Standing up for girls’ rightsl  (3+ weeks) |