
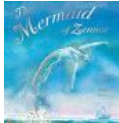






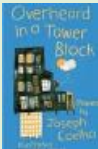


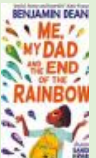










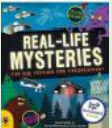



# Boyton Writing/ Reading Overview

## 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	 <p>The Midnight Panther Zennor Charles Causley (Whole school unit)</p>	 <p>The Mermaid Zennor Charles Causley (3 weeks)</p>	 <p>The Whale Ethan and Vita Murrow (3 weeks)</p>	 <p>The Lost Thing Shaun Tan (3 weeks)</p>	 <p>Leila and the Blue Fox Kiran Millwood Hargrave (3 weeks)</p>	 <p>The Man Who Walked Between the Towers Mordcai Gerstein (2+ weeks)</p>
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	<ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of</li> <li>conjunctions, including when, if, because, although</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Using conjunctions, adverbs and prepositions to express time and cause</li> <li>Use commas after fronted adverbials</li> <li>Directed speech</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use and punctuate direct speech</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Adverbials of time</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use and punctuate direct speech</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Adverbials of time</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Indicating degrees of possibility using adverbs/ modal verbs</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use and punctuate direct speech</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use and punctuate direct speech</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> </ul>	<ul style="list-style-type: none"> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions</li> <li>Use the present perfect form of verbs in contrast to the past tense</li> <li>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Use commas after fronted adverbials</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Use and punctuate direct speech</li> </ul>

<p><b>Year 5 /6 skills</b></p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Using relative clauses or implied (ie omitted) relative pronoun</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> </ul>	<p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <ul style="list-style-type: none"> <li>• Indicating degrees of possibility using adverbs</li> <li>• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>• 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]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Use of expanded noun phrases to convey complicated information concisely</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <ul style="list-style-type: none"> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and</li> <li>• Indicating degrees of possibility using adverbs/ modal verbs</li> <li>• The use of subjunctive forms</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, e.g. adverbials</li> <li>• 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!")</li> <li>• Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</li> </ul>	<ul style="list-style-type: none"> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags</li> <li>• How words are related by meaning as synonyms and antonyms</li> <li>• Use of the passive to affect the presentation of information in a sentence</li> <li>• Linking ideas across paragraphs using a wider range of cohesive devices:</li> <li>• Use of the semi-colon, colon and dash to mark the boundary between independent clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Using brackets, dashes or commas to indicate parenthesis</li> </ul>
<p><b>Literacy Leaf text</b></p>	 <p>The Poet's Dog (3 weeks)</p>	 <p>The Explorer by Katherine Rundell (3+ weeks)</p>	 <p>Overheard in a Tower Block Joseph Coelho (2 weeks)</p>	 <p>The Wonderling Mira Bartok (3 weeks)</p>	 <p>When the Stars Come Out Nicola Edwards ( 3 weeks)</p>	 <p>Me, My Dad and the End of the Rainbow Benjamin Dean ( 3 weeks)</p>

<b>Writing Root / Spelling Seed text</b>	 <p>The Matchbox Diary Paul Fleischman (3weeks)</p>	 <p>The Selfish Giant Oscar Wilde ( 3 weeks)</p>	 <p>High Rise Mystery Sharna Jackson (3 weeks)</p>	 <p>Freedom Bird Jerdine Nolen (3 weeks)</p>	 <p>The Island Armin Greder (3 weeks)</p>	 <p>The Tempest William Shakespeare ( 3 weeks)</p>
<b>Outcomes</b>	<p>Biography Dialogue, diary entries, retelling (oral dictation), mini- autobiography, fact files</p>	<p>Own version narratives about kindness. Letters, first person recounts, diaries, letters, posters, reports</p>	<p>Extended stories Character &amp; setting descriptions, police &amp; newspaper report, dialogue, persuasive letters</p>	<p>Biographies Non- narrative, poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems</p>	<p>Sequel Welcome guides, descriptions, letters of advice, diary entries, imagined conversations</p>	<p>Playscripts Setting descriptions, character descriptions, diaries, dialogue</p>
<b>Y3 /4 skills</b>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of inverted commas and other punctuation to indicate direct speech</li> <li>• Use of commas after fronted adverbials</li> <li>• Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition [for example, Later that day, I heard the bad news.]</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of inverted commas and other punctuation to indicate direct speech</li> <li>• Use of commas after fronted adverbials</li> <li>• Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause</li> <li>• Using fronted adverbials</li> <li>• Using expanded noun phrases effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using conjunctions</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of inverted commas and other punctuation to indicate direct speech</li> <li>• Use of commas after fronted adverbials</li> <li>• Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• 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]</li> <li>• 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)</li> <li>• Fronted adverbials [for example, Later that day, I heard the bad news.]</li> </ul>

<b>Y5 /6 skills</b>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs or modal verbs</li> <li>• Linking ideas across paragraphs using adverbials of time</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Use of expanded noun phrases to convey complicated information concisely</li> <li>• Devices to build cohesion within a paragraph</li> <li>• How words are related by meaning as synonyms and antonyms</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs or modal verbs</li> <li>• Linking ideas across paragraphs using adverbials of time</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> <li>• Use of expanded noun phrases to convey complicated information concisely</li> <li>• Devices to build cohesion within a paragraph</li> <li>• How words are related by meaning as synonyms and antonyms</li> <li>• The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> <li>• Using passive verbs to affect the presentation of information in a sentence</li> <li>• Using the perfect form of verbs to mark relationships of time and cause</li> <li>• Using expanded noun phrases to convey complicated information concisely</li> <li>• Using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Learning the grammar for years 5 and 6 in English appendix 2</li> </ul>	<ul style="list-style-type: none"> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> <li>• How words are related by meaning as synonyms and antonyms</li> </ul>
<b>Literacy Leaf text</b>	 <p>The Secret of Haven Point Lisette Auton ( 3+ weeks)</p>	 <p>Sir Gawain and the Green Knight Michael Morpurgo ( 3 weeks)</p>	 <p>Real-life Mysteries: Can you explain the unexplained? Susan Martineau and Vicky Barker ( 3 weeks)</p>	 <p>Black and British: A short, essential history David Olusoga (3 weeks)</p>	 <p>Cosmic Frank Cottrell Boyce (4 weeks)</p>	 <p>Malala: Standing up for girls' rights (3+ weeks)</p>