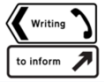
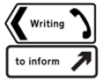
English Planning Overview
Writing

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 	Non-fiction Information text (Animals) 	Narrative Naughty Bus 	Non-fiction Information text (transport) 	Narrative Secret Garden 	Non-fiction Recount 	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 'I'.	• 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

							Shape Poems
	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 mark	• Expanded noun phrases
3	**Genre**	**Genre**	**Genre**	**Genre**	**Genre**	**Genre**	**Genre**
	Non-Chronological reports 	Narrative 	Fact file rich poor Tudors 	Narrative 	Persuasion 	Narrative – Character and setting 	Poetry Performance Poetry
	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
	Key Skills	**Key Skills**	**Key Skills**	**Key Skills**	**Key Skills**	**Key Skills**	**Key Skills**
	• Use of paragraphs to group related materials. (Y3) • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.	• Use of paragraphs to organise ideas round a theme. • Fronted adverbials, including correct use of comma after adverbial.	• Use paragraphs to organise ideas around a theme. • Use pronouns for clarity and cohesion, • Using sentences of more than one clause by using a wider	• Use paragraphs to organise ideas around a theme • Noun phrases expanded by the addition of modifying adjectives,	• Use paragraphs to organise ideas around a theme • Use of subordinating and coordinating sentences	• Using paragraphs to organise ideas around a theme. • Use pronouns for clarity and 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 Writing 	Narrative 	NF – Non-Chronological Reports 	Narrative 	NF -Explanations 	Poetry Narrative Poems
	Key Skills	**Key Skills**	**Key Skills**	**Key Skills**	**Key Skills**	**Key Skills**	**Key Skills**
	• Development of vocabulary/Expanded noun phrases. Fronted adverbials. Prepositions/prepositional phrases.	• Modal verbs or adverbs to indicate degrees of possibility. Using commas to clarify meaning or to avoid ambiguity in writing. Using a wider range of	• Development of characterisation. Speech punctuation. Relative clauses. Brackets, dashes, commas to indicate parenthesis. Use of paragraphs	• Using further organisational and presentational devices to structure text and to guide the reader. Using devices to build	• Integrate dialogue to convey character and advance the action. • Propose changes to vocabulary, grammar and	• Linking ideas across a paragraph using a range of cohesive devices. Use of the colon to introduce a list. Present	•

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