



& Pathways to Write

Unit Overviews Year 1 to Year 6

Whole school overview

Year group	Autumn term		Spring term		Summer term	
1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Meesha Makes Friends by Tom Percival	Katie in London by James Mayhew	The Lion Inside by Rachel Bright	Beegu by Alexis Deacon	Toys in Space by Mini Grey	A Midsummer Night's Dream Adapted by Brooke Jorden
2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Look Up! By Nathan Bryon	The Owl Who Was Afraid of The Dark by Jill Tomlinson, (and Chapter version	The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter by Josh Lacey	My Name is Not Refugee by Kate Milner	The Last Wolf by Mini Grey	Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Coming to England by Floella Benjamin	Stone Age Boy by Satoshi Kitamura	Nen and the Lonely Fisherman by Ian Eagleton	The Silence Seeker by Ben Morley	Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty	A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Counting on Katherine by Helaine Becker	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful (2013 film)	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Young, Gifted and Black by Jamia Wilson Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	The Lost Happy Endings by Carol Ann Duffy	Kai and the Monkey King by Joe Todd-Stanton	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin	The Darkest Dark by Chris Hadfield	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place for Me: Stories about the Windrush Generation by Black Cultural Archives, A Brief History of Enslaved People by The Literacy Company	Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee	Can We Save the Tiger? by Martin Jenkins	Island by Jason Chin, Jemmy Button by Alix Barzelay	Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini	Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister

Year 1 Texts and Outcomes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Set 2	Meesha Makes Friends by Tom Percival	Katie in London by James Mayhew	The Lion Inside by Rachel Bright	Beegu by Alexis Deacon	Toys in Space by Mini Grey	A Midsummer Night's Dream Adapted by Brooke Jorden
	Outcome Recount: write a diary entry in first person Greater Depth Include character feelings	Outcome Non-fiction: write a non-chronological report Greater Depth Include a fun fact	Outcome Fiction: write a journey story Greater Depth Change both animals in the story	Outcome Fiction: write own version of the story Greater Depth Write the story in first person	Outcome Fiction: write a fantasy story changing the characters Greater Depth Change the settings of the story Extension: Instructions	Outcome Fiction: write a character description Greater Depth Include additional information about their opinion
Year 1 Mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word 	Word Use plural noun suffixes -s and -es	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Some accurate use of the prefix un-	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est	Word Add suffixes where no change is needed to the root of the word e.g. -ed, -ing, -er, -est Change the meaning of verbs/adjectives by adding prefix un-	Word
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to teach and apply word skills: Spell words containing each of the 40+ phonemes already taught and spell common exception words					
	Sentence Combine words to make sentences	Sentence Join words using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i>	Sentence Join words and clauses using <i>and</i> Use simple description
	Text 	Text Sequence sentences (link ideas or events by pronoun)	Text 	Text 	Text 	Text Sequence sentences to form short narratives (link ideas or events by pronouns)
	Punctuation Leave spaces between words Begin to use capital letters and full stops Use a capital letter for names of people and the personal pronoun 'I'	Punctuation Punctuate sentences using a capital letter and a full stop Use capital letters for names of people and places	Punctuation Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Punctuation Use capital letter for names of people and places Punctuate sentences using a capital letter, full stop, question mark or exclamation marks

Year 2 Texts and Outcomes

2	Look Up! By Nathan Bryon	The Owl Who Was Afraid of The Dark by Jill Tomlinson (picture book and chapter book)	The Dragon Machine by Helen Ward, How to Train Your Dragon (2010 film), The Dragonsitter Disasters by Josh Lacey	My Name is Not Refugee by Kate Milner	The Last Wolf by Mini Grey	Usborne Illustrated Stories from Shakespeare (The Tempest) Adapted by Rosie Dickens
	Outcome Recount: write a diary entry Greater Depth Draw on wider reading to inform vocabulary choices	Outcome Non-chronological report: write a fact sheet about owls Greater Depth Alter the layout to include own subheadings and extra features	Outcome Fiction: write an adventure story with change of character and machine Greater Depth Story written in first person	Outcome Recount: write a recount of events from character's point of view Greater Depth Include how the other characters felt	Outcome Letter: write a letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP	Outcome Fiction: retell an abridged and adapted version Greater Depth Include other characters' thoughts and feelings
Year 2 Mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Add -ly to turn adjectives into adverbs	Word	Word	Word Add -er and -est to adjectives Use homophones and near homophones	Word Add suffixes to spell longer words (e.g -ment, -ful)
	Word Throughout each unit of <i>Pathways to Write</i> there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes and spell common exception words.					
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	Sentence Use co-ordination (but, or)	Sentence Write sentences with different forms: statement, question, exclamation, command Use subordination (apply <i>because</i> , introduce <i>when</i>)	Sentence Use subordination (apply <i>because</i> , <i>when</i> ; introduce <i>that</i>)	Sentence Use subordination (<i>if</i> , <i>that</i>)	Sentence Use subordination (when, if, that, because) and co-ordination (or, and, but) Use expanded noun phrases to describe and specify
	Text	Text	Text Use present and past tenses correctly and consistently (some progressive)	Text Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense	Text	Text Use present and past tenses correctly and consistently including the progressive form
	Punctuation Use punctuation correctly - full stops, capital letters	Punctuation Use commas to separate items in a list	Punctuation Use punctuation correctly - exclamation marks, question marks	Punctuation Use punctuation correctly – introduce apostrophe for the possessive (singular)	Punctuation Use punctuation correctly – apostrophes for contracted forms	Punctuation

Year 3 Texts and Outcomes

3	Coming to England by Floella Benjamin	Stone Age Boy by Satoshi Kitamura	Nen and the Lonely Fisherman by Ian Eagleton	The Silence Seeker by Ben Morley	Journey by Aaron Becker, Tilly Mint Tales by Berlie Doherty	A Stage Full of Shakespeare Stories by Angela McAllister (The Merchant of Venice)
	Outcome Recount: write a letter in role recounting events of the story Greater Depth Include a response	Outcome Fiction: write a historical narrative set in the Stone Age Greater Depth Write from the point of view of a person from the Stone Age	Outcome Fiction: write a fantasy story based on a classic tale Greater Depth Write a narrative from a different point of view	Outcome Fiction: rewrite the story in third person with dialogue Greater Depth Write the story in first person	Outcome Fiction: write an adventure story based on <i>Journey</i> using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another	Outcome Non-fiction: write a guide Greater Depth Write a guide to appeal to teachers
Year 3 mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word		Word Use a or an according to whether the next word begins with a vowel or consonant	Word Form nouns with a range of prefixes	Word Use a or an according to whether the next word begins with a vowel or consonant	Word
	Sentence Use prepositions to express time, place and cause.	Sentence Build an increasing range of sentence structures Use adverbs to express time, place and cause	Sentence Use conjunctions and adverbs to express, time, place and cause	Sentence	Sentence Use prepositions, conjunctions and adverbs to express time, place and cause	Sentence Build an increasing range of sentence structures
	Text Group related ideas into paragraphs <i>Build a varied and rich vocabulary</i>	Text Use headings and sub-headings to aid presentation <i>Assess the effectiveness of own and others' writing</i>	Text In narratives, create characters, settings and plot	Text Use present and past tenses correctly and consistently including the progressive and present perfect forms <i>Build a varied and rich vocabulary</i>	Text Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense	Text Use present and past tenses correctly and consistently including the progressive form and the present perfect form In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Introduce inverted commas to punctuate direct speech		Punctuation Use inverted commas to punctuate direct speech	Punctuation Use inverted commas to punctuate direct speech	Punctuation	Punctuation

Year 4 Texts and Outcomes

4	Counting on Katherine by Helaine Becker	Escape from Pompeii by Christina Balit	Amazing Islands by Sabrina Weiss, Koji's Island by The Literacy Company	Leon and the Place Between by Graham Baker-Smith, Oz the Great and Powerful	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company	A Stage Full of Shakespeare Stories by Angela McAllister (Julius Caesar)
	Outcome Non-fiction: write a fact file Greater Depth Include quotes	Outcome Fiction: write a historical narrative from character's point of view Greater Depth Write from the point of view of the captain	Outcome Fiction: write an adventure story from point of view of the boy Greater Depth Write from the point of view of the God	Outcome Recount: write a diary from Leon's point of view Greater Depth Write from Abdul Kazam's point of view	Outcome Non-chronological report: write an information board for a rainforest exhibit Greater Depth Include an interactive element	Outcome Fiction: write a playscript for a part of the story Greater Depth Include omens and use weather to reflect the mood
Year 4 mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word Use Standard English forms for verb inflections	Word	Word Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'	Word Recognise the grammatical difference between plural and possessive 's'	Word
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Sentence	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Sentence	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
	Text Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs) Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Text Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	Text Build a varied and rich vocabulary	Text Build a varied and rich vocabulary Organise paragraphs around a theme <i>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i>	Text Build a varied and rich vocabulary Organise paragraphs around a theme Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	Punctuation Use commas after fronted adverbials Recap: Use inverted commas for direct speech	Punctuation Use commas after fronted adverbials Use and punctuate direct speech (using dialogue to show the relationship between characters)	Punctuation Use inverted commas and other punctuation to punctuate direct speech	Punctuation Indicate possession by using the possessive apostrophe with plural nouns	Punctuation Indicate possession by using the possessive apostrophe with plural nouns.	Punctuation

Year 5 Texts and Outcomes

5	Young, Gifted and Black by Jamia Wilson, Race to the Frozen North: The Matthew Henson Story by Catherine Johnson	The Lost Happy Endings by Carol Ann Duffy	Kai and the Monkey King by Joe Todd-Stanton	The Brilliant Deep by Kate Messner, Coral Reefs by Jason Chin	The Darkest Dark by Chris Hadfield	Bold and Brave Women from Shakespeare by Shakespeare Birthplace Trust, A Stage Full of Shakespeare Stories by Angela McAllister
	Outcome Recount: write a series of diary entries Greater Depth Series of diary entries including her viewpoint on other characters	Outcome Fiction: write a traditional tale with an alternative ending Greater Depth Tell the traditional tale from the point of view of a woodland creature	Outcome Fiction: write a myth, creating characters and settings Greater Depth Write from the character's viewpoint	Outcome Persuasion/information: write an information leaflet Greater Depth Authorial choices on sections of text and layout	Outcome Recount: write a formal biography of Chris Hadfield Greater Depth Include an extra section in informal first person	Outcome Recount: write and perform a soliloquy Greater Depth Choose the form of the text
Year 5 mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence	Sentence Use expanded noun phrases to convey complicated information concisely	Sentence Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Use modal verbs to indicate degrees of possibility	Sentence Extend the range of sentences with more than one clause by using a wider range of conjunctions	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use adverbs to indicate degrees of possibility
	Text <i>Identify the audience for and purpose of writing</i> Organise paragraphs around a theme with a focus on more complex narrative structures	Text <i>Describe settings, characters and atmosphere</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Link ideas across paragraphs using adverbials	Text Use devices to build cohesion within a paragraph <i>Choose the appropriate register</i> <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text Link ideas across paragraphs using adverbials and tense choices Recap: Variety of verb forms used correctly and consistently	Text Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Use commas after fronted adverbials (Y4) Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use of inverted commas and other punctuation to punctuate direct speech (Y4)	Punctuation Use commas to clarify meaning or avoid ambiguity in writing	Punctuation Use brackets, dashes or commas to indicate parenthesis	Punctuation Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Punctuation

Year 6 Texts and Outcomes

Set 2	The Place for Me: Stories about the Windrush Generation by Dame Floella Benjamin <i>et al.</i>	Star of Fear, Star of Hope by Jo Hoestlandt, Erika's Story by Ruth Vander Zee	Can We Save the Tiger? by Martin Jenkins	Island by Jason Chin, Jemmy Button by Alix Barzelay	Plastic Planet by Georgia Amson-Bradshaw, Greta's Story: The Schoolgirl Who Went on Strike to Save the Planet by Valentina Camerini	Poetry for Kids William Shakespeare by Marguerite Tassi, A Stage Full of Shakespeare Stories by Angela McAllister
	Outcome Information/recount/explanation: write a hybrid leaflet Greater Depth Write extra sections about other periods	Outcome Fiction: write a flashback story & non-chronological report Greater Depth To write a narrative with a flashback including a section in recount genre <i>e.g. diary, letter, eye-witness account</i>	Outcome Information/explanation/persuasion: write a hybrid booklet about an amazing animal & Recount: diary Greater Depth Write a Newsround TV style report about the tiger crisis	Outcome Recount: write a journalistic report (hybrid text) about Charles Darwin's discoveries & Discussion Greater Depth Include extracts from another genre <i>e.g., diary, interview, information</i>	Outcome Persuasion: write a persuasive speech Greater Depth Write to a wider audience outside of school community	Outcome Fiction: write a sonnet Greater Depth Write a sonnet in role
Year 6 mastery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Word	Word	Word	Word	Word	Word
	Sentence Use modal verbs or adverbs to indicate degrees of possibility (Y5)	Sentence Use expanded noun phrases to convey complicated information concisely Use passive verbs	Sentence Recognise structures for formal speech and writing, including subjunctive forms Use passive verbs	Sentence Use passive verbs	Sentence Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun	Sentence Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text <i>Enhance meaning through selecting appropriate grammar and vocabulary</i>	Text Link ideas across paragraphs using a wider range of cohesive devices <i>Integrate dialogue to convey character and advance the action</i>	Text <i>Distinguish between the language of speech and writing</i> <i>Integrate dialogue to convey character and advance the action</i>	Text Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text Variety of verb forms used correctly and consistently (progressive present perfect forms)	Text Use a wider range of devices to build cohesion	Text <i>Identify the audience for and purpose of writing</i> <i>Choose the appropriate register</i>
	Punctuation Use brackets, dashes or commas to indicate parenthesis (Y5)	Punctuation Punctuate bullet points consistently	Punctuation Use semi-colons to mark boundaries between independent clauses	Punctuation Use colons or dashes to mark boundaries between independent clauses	Punctuation Use a colon to introduce a list and use of semi-colons within lists Use hyphens to avoid ambiguity	Punctuation Use semi-colons, colons or dashes to mark boundaries between independent clauses