



Ashley Junior School

Ready • Respectful • Responsible



AJS Writing Learning Journeys

Intent

Our intent is to deliver a literature-rich writing curriculum that equips Key Stage 2 pupils with a powerful, versatile command of written language. We place high-quality children's literature at the absolute core of our curriculum, using texts as a driver for both personal growth and academic excellence.

By the end of Key Stage 2, our curriculum ensures that all pupils:

- Write with clear purpose: Master the skills needed to explain, persuade, inform, instruct, critique, and compare
- Adapt to audience and context: Write clearly, accurately, and coherently, effortlessly adjusting their tone, style, and vocabulary to match different readers and formats
- Immerse themselves in perspective: Write fluidly in role, adopting diverse perspectives across a wide range of literary and non-fiction genres
- Build critical thinking skills: Use literary texts to explore complex human issues, developing deep empathy and the capacity for philosophical enquiry

Implementation

We use immersive literary contexts to give teachers the creative freedom to design exciting, high-impact lessons that naturally embed National Curriculum requirements.

- Text led: High-quality children's books serve as the central anchor for the writing units, providing a rich, meaningful context for grammar and composition objectives
- Spoken-Language: Writing is supported by a variety of drama, structured debate, and deep discussion, allowing pupils to verbally explore textual themes before putting pen to paper
- Meaningful Writing Opportunities: Every writing task-whether a short, sharp exercise or an extended piece-has a clearly defined audience and a real-world reason to write
- Cross-Curricular: Textual themes are deliberately linked to broader foundation subjects, ensuring writing skills are embedded and reinforced across the wider primary curriculum
- Genre and Voice Diversity: Lessons explicitly focus on teaching pupils how to write in role and make comparisons between texts

Impact

The success of our text driven approach is visible in the confidence, technical accuracy, and analytical maturity of our Key Stage 2 writers.

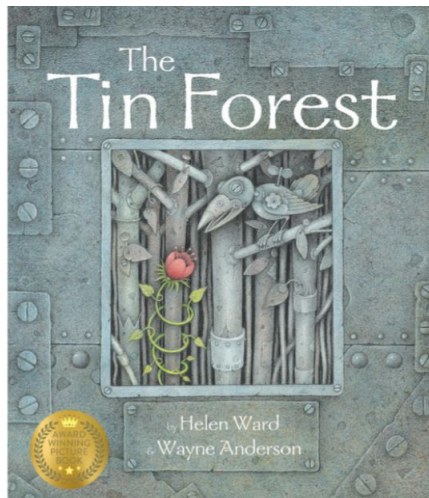
- High Academic Standards: Pupils meet and exceed National Curriculum expectations, producing work that is consistently clear, precise, and structurally coherent
- A Flourishing Reading Culture: Pupils display a love of literature, viewing reading and writing as interconnected forms of creativity and enjoyment
- Empathetic and Analytical Thinking: Children demonstrate highly developed emotional intelligence and critical awareness, using their writing to explore and debate complex real-world issues
- Versatile Compositional: Pupils naturally adapt their register, vocabulary, and grammar across diverse contexts, writing with genuine voice and distinct purpose
- Secondary Readiness: Pupils leave Year 6 possessing the skills required to excel in secondary school English

**AJS Writing
Learning Journeys
Year 3/4-Cycle A**

Cycle A- Year 3/4- Autumn term

- The Tin Forest
- Winter's Child
- Until I met Dudley
- The Matchbox Diary

Text Driver for Writing



We Are Learning To (WALT)

- 1) use a range of sentence types to persuade
- 2) make inferences based on limited information
- 3) use specific and technical verbs
- 4) write a postcard to give advice**
- 5) create expanded noun phrases
- 6) use a variety of past tense verb forms
- 7) use the future tense
- 8) write a setting description**
- 9) identify themes within a narrative
- 10) gather ideas for an information piece of writing
- 11) write an informative and persuasive leaflet**
- 12) write an informative and persuasive leaflet
- 13) write an introductory paragraph
- 14) edit writing for tenses
- 15) publish writing for a given audience and purpose

Vocabulary

Windswept
Dreamed
Emerged
Mingled
Disappeared
Appeared
Vanished
Materialised
Retreated



Purpose: To inform & persuade

Audience: Character in the story
& the local council

Form: A postcard, setting
description, information text

Text Driver for Writing



We Are Learning To (WALT)

- 1) make predictions and inferences about the theme and events in a story
- 2) place the possessive apostrophe accurately within words
- 3) use the conventions of speech to show a character's feelings
- 4) **identify and use a range of different types of noun phrase**
- 5) identify topic-specific vocabulary
- 6) identify the main events in a story
- 7) innovate on a known story sequence
- 8) use roleplay to develop ideas.
- 9) write the opening of a sequel to Winter's Child
- 10) write the middle of a sequel to Winter's Child
- 11) write a conversation within my sequel to Winter's Child
- 12) write the end of a sequel to Winter's Child
- 13) edit my story
- 14) **publish my own story book**



Vocabulary



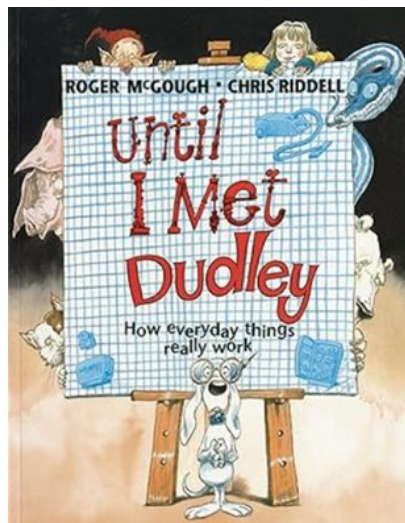
Pale
Glistening
Dazzling
Dazed
Brilliant
Radiant
Sparkling
Dull
Dim
Faded
Unimpressive

Purpose: Entertain

Audience: A child in another class

Form: Fantasy story sequel

Text Driver for Writing



READY
RESPECTFUL
RESPONSIBLE

We Are Learning To (WALT)

- 1) explore relationships between words and word families
- 2) ask questions
- 3) **write a letter asking for help**
- 4) **write a simple explanation**
- 5) write a cohesive paragraph
- 6) understand the features of an explanation text
- 7) write an informal explanatory paragraph
- 8) research and make relevant notes
- 9) **write a formal explanation**
- 10) edit for cohesion

Vocabulary



Expands
Surges
Relentless
Compressed
Squeezed
Compacted
Deflated
Expanded
Enlarged
Inflated

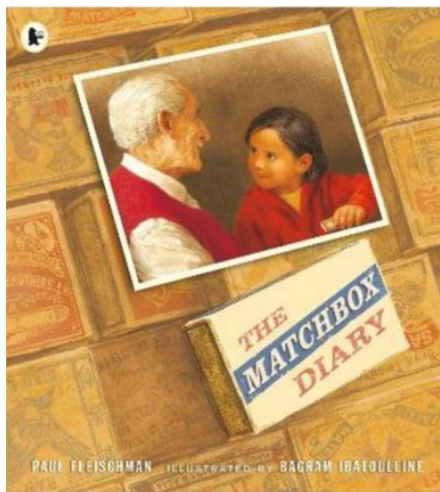
Purpose: Explain

Audience: Dudley

Form: Explanation



Text Driver for Writing



We Are Learning To (WALT)

- 1) Ask questions and make predictions about the story
- 2) make comparative statements using antonyms and adverbs
- 3) **use the four sentence types to infer a character's thoughts and emotions**
- 4) use inverted commas and other punctuation to punctuate speech
- 5) **use noun phrases to describe emotions**
- 6) use conjunctions to write multi-clause sentences
- 7) identify and discuss themes and conventions in a wide range of books
- 8) use conjunctions and adverbs to write a short autobiographical piece
- 9) research and record facts about a famous landmark
- 10) plan ideas clearly and concisely in chronological order
- 11) use paragraphs to organise ideas around a theme
- 12) use organisational features to write the next section of my biography
- 13) use organisational features to write the next section of my biography
- 14) **use organisational features to write the next section of my biography**
- 15) edit and improve writing



Vocabulary



Section
Division
Segment
Whole
Motion
Dying
Crowded
Compartments
Detector
Picture

Purpose: Re-tell

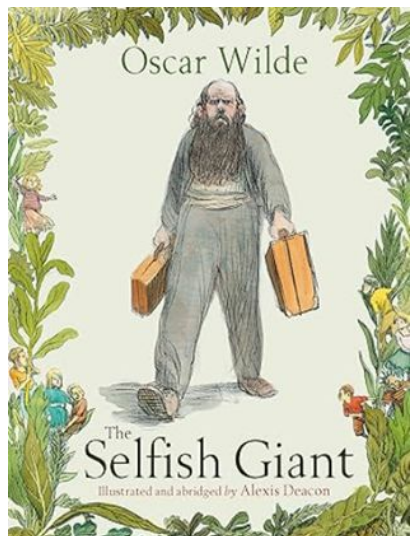
Audience: The grandfather

Form: Biography

Cycle A- Year 3/4- Spring term

- The Selfish Giant
- The Crown
- Riddle of the Runes
- Shackleton's Journey

Text Driver for Writing



We Are Learning To (WALT)

- 1) **write a letter in role**
- 2) **create a setting description**
- 3) **write a letter**
- 4) **write a recount**
- 5) understand and use personification as a literary device
- 6) make inferences about a character's thoughts and feelings
- 7) **write a sorry letter**
- 8) discuss, compare and explore themes within and across texts
- 9) **create an advert with description using noun phrases**
- 10) identify and express opinions about a book
- 11) identify and use a variety of sentence forms
- 12) **plan a story using the main events of a known narrative**
- 13) use dialogue to show a character's personality
- 14) use adverbials to move between paragraphs
- 15) use pronouns to avoid repetition



Vocabulary



Trespassers
Intruder
Invader
Owner
Resident
Guest
Ceased
Wonderful
Sight

Purpose: Describe & entertain

Audience: Another year group

Form: Narrative

Text Driver for Writing



We Are Learning To (WALT)

- 1) ask questions and infer from evidence
- 2) write comparison sentences
- 3) write a descriptive label**
- 4) use conjunctions to infer about a character
- 5) write a diary entry in role**
- 6) use figurative language
- 7) write a descriptive poem**
- 8) record speech
- 9) use speech punctuation**
- 10) research information for an information text
- 11) plan an information text
- 12) begin writing my information text
- 13) continue writing my information text
- 14) finish writing an information text
- 15) publish a section of my writing for the class 'Book of Wonders'**



Vocabulary



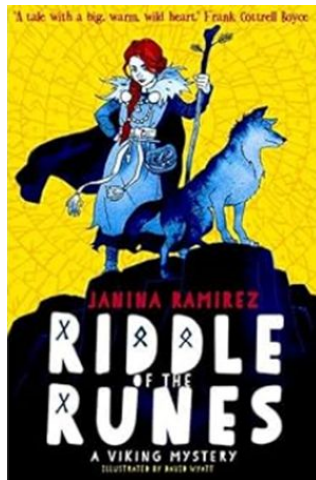
Loaned
Passed down
Bequeathed
Earned
Acquired
Inherited
Received
Infinite
Imagination
Possibilities

Purpose: Inform

Audience: Class

Form: Information Text

Text Driver for Writing



We Are Learning To (WALT)

- 1) use evidence to infer and make predictions
- 2) **describe a character using expanded noun phrases**
- 3) **describe a setting using prepositional phrases**
- 4) create dialogue
- 5) use speech punctuation
- 6) use clues to infer
- 7) **give instructions using fronted adverbials of place**
- 8) **use contrasting conjunctions to write persuasively**
- 9) recap learning that will help me write historical fiction
- 10) explore characters and their motivations
- 11) plan my Viking story ending
- 12) **write Part 1 of my Viking narrative ending**
- 13) **write Part 2 of my Viking narrative ending**
- 14) **write Part 3 of my Viking narrative ending**
- 15) share my historical fiction narrative



Vocabulary



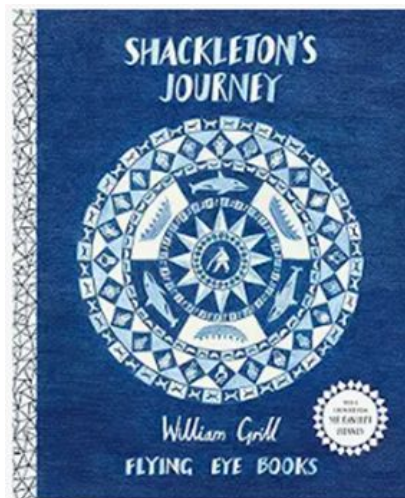
believe
breath
famous
naughty
reigns
strength
special
surprises
favourite
considered

Purpose: Entertain

Audience: Adults at home

Form: Historical Narrative

Text Driver for Writing



We Are Learning To (WALT)

- 1) describe attributes and qualities for a job application
- 2) ask and answer questions in role
- 3) articulate and justify opinions
- 4) use synonyms to describe different strengths of emotion**
- 5) identify and use appropriate descriptive vocabulary
- 6) use the present perfect tense to create a diary entry**
- 7) experiment with adverbials to add detail
- 8) write a persuasive letter**
- 9) infer character's thoughts and feelings
- 10) explore characters through roleplay
- 11) summarise the main events in a story
- 12) use direct speech with inverted commas
- 13) write the introduction to a newspaper article**
- 14) continue writing a newspaper article**
- 15) edit and publish a newspaper article**



Vocabulary



arrive
caught
imagine
island
medicine
accident(ally)
calendar
earth
extreme
famous
sentence
mention

Purpose: Inform

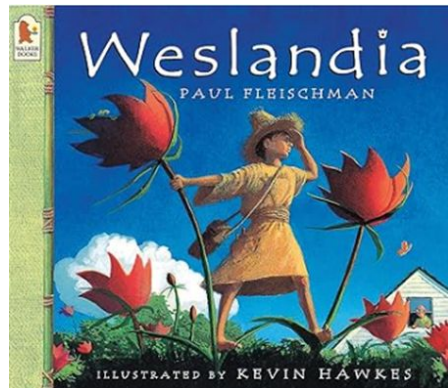
Audience: William Grill (author)

Form: Newspaper article

Cycle A- Year 3/4- Summer term

- Weslandia
- Flotsam
- The Lion, the Witch and the Wardrobe
- The Baker by the Sea

Text Driver for Writing



We Are Learning To (WALT)

- 1) create a description using a range of adverbials
- 2) predict the key events in a story and justify observations
- 3) discuss new vocabulary used by an author and predict meaning
- 4) discuss opinions about a book
- 5) **create an adjective by adding the suffix -ous**
- 6) order key scenes from a known story
- 7) **structure a narrative into paragraphs**
- 8) use noun phrases to create an engaging introduction
- 9) identify and summarise information around a theme
- 10) create a descriptive brochure organised as a non chronological report
- 11) identify and summarise information around a theme
- 12) **create a descriptive brochure organised as a non chronological report**
- 13) **create a rhetorical question to engage a reader**



Vocabulary



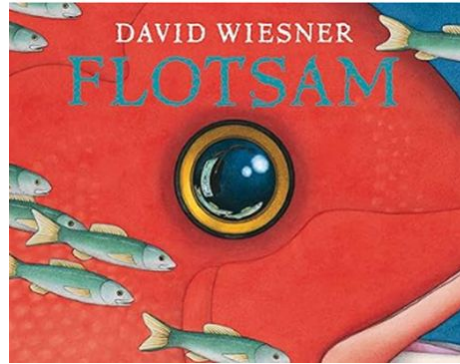
centuries
guide
history
learn
material
reign
believe
different
interest
popular
exercise
opposite
position

Purpose: Inform

Audience: **Paul Fleischman**
(author)

Form: Non-chronological report

Text Driver for Writing



We Are Learning To (WALT)

- 1) make predictions based on a collection of objects
- 2) infer meaning using illustrations
- 3) identify features of a genre
- 4) **use fronted adverbials to show the movement of time**
- 5) create expanded noun phrases to describe photographs
- 6) **use expanded noun phrases to write a letter**
- 7) make predictions based on inferences
- 8) **write short a non chronological report about cameras**
- 9) sequence and retell key events in a story
- 10) innovate a known story to create a sequel
- 11) **use a range of descriptive vocabulary to write a story opening**
- 12) **use a range of descriptive vocabulary to develop a story ending**
- 13) edit and improve my writing



Vocabulary



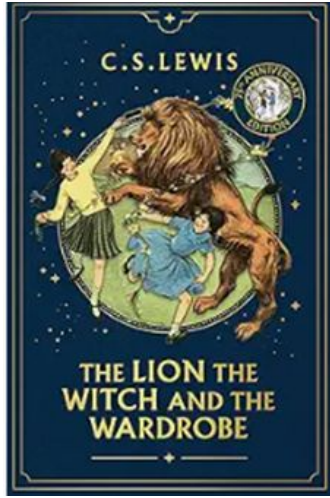
bicycle
material
occasion(ally)
recent
separate
strange
Various
Measure
Treasure
Pleasure
creature

Purpose: Entertain

Audience: Year 5

Form: Mystery Narrative

Text Driver for Writing



We Are Learning To (WALT)

- 1) explore the use of proper nouns and how they can help our understanding of the unfamiliar
- 2) use the language of possibility: should, could would (modal verbs)
- 3) explore how a writer has used the imagery and the senses in their descriptions
- 4) **be able to write poetic phrases, using authorial techniques**
- 5) be able to cohesively join sentences to build stanzas
- 6) give opinions and make predictions giving reasons
- 7) be able to ask investigative questions
- 8) **write a recount from the point of view of an eyewitness**
- 9) use expanded noun phrases to express an emotional response
- 10) write a stanza using future tense and a rhyming pattern
- 11) write a summary of events and of authorial techniques used
- 12) be able to use inverted commas to mark direct speech
- 13) summarise the key events in a text
- 14) appraise a text, giving own opinions and justification
- 15) innovate upon an original story plot by changing the setting and some of the characters
- 16) **write a descriptive opening passage using adverbial phrases**
- 17) **be able to develop ideas to create a cohesive text**
- 18) **conclude a story using ideas from a plan**
- 19) proof read, edit and publish



Vocabulary



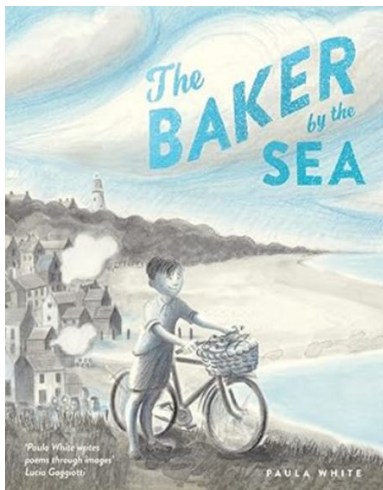
accidentally
exercise
grammar
group
history
heart
ordinary
earth
surprise
peculiar
experience

Purpose: Entertain

Audience: Children in the library

Form: Narrative (set in another world)

Text Driver for Writing



We Are Learning To (WALT)

- 1) identify command sentences in a recipe
- 2) use a range of conjunctions to write persuasively
- 3) rehearse using the present tense in role
- 4) use a range of sentence types to persuade**
- 5) use a range of descriptive devices
- 6) express place using prepositions
- 7) reflect on the story and write a blurb**
- 8) use the present perfect tense
- 9) use the present perfect tense to write a response
- 10) write and deliver a speech in role
- 11) plan a tourism brochure
- 12) write the opening of a brochure
- 13) write informative paragraphs for a tourist brochure
- 14) edit and improve my work
- 15) finish and publish a brochure**

Vocabulary



arrive
caught
imagine
island
medicine
accident(ally)
calendar
earth
extreme
famous
sentence
mention

Purpose: Inform

Audience: Tourists

Form: Tourist Brochure

**AJS Writing
Learning Journeys
Year 5**

Autumn term

- Survivors – 1st person narrative
- The man who walked between the towers-
Newspaper report
- The Right to Learn – Diary entry
- The Night Before Christmas - Poem



Purpose: To entertain

Audience: Peers

Form: Narrative

WALT: Edit to improve our writing

WALT: Write a narrative account in 1st person

WALT: Write from a character's point of view

WALT: spell words with the short vowel sound /i/ spelt with y

WALT: Use an embedded clause.

WALT: Use an adverbial phrase to express a sense of time.

WALT: Write in the 1st person

WALT: spell words with endings that sound like/shuhs/ spelt with-cious

WALT: Summarise a narrative account.

WALT: spell words with endings that sound like/shuhs/ spelt with-cious

WALT Understand a character and their emotions.

WALT: Use unknown words in context.

WALT: Provide justifications for our view using a text.

WALT: Make predictions using information given in a text.

Text Driver

SURVIVORS





Purpose: To inform

Audience: Parents

Form: A Newspaper report

Start

WALT: spell words with the long vowel sound /i/ spelt with y

Write similes and metaphors.

Write a letter to a character (Apprentice write).

Use hot seating to create questions.

Write an interview transcript.

Punctuate speech.

WALT: spell homophones & near homophones

Sequence the events in a story.

Recognise features of a newspaper report.

WALT: spell homophones & near homophones

Plan a newspaper report.

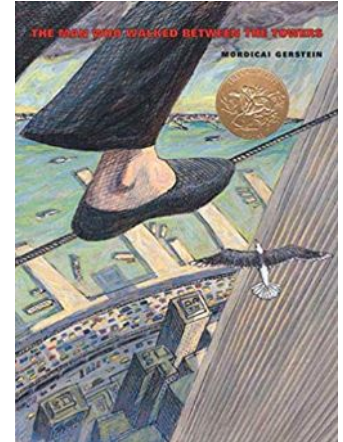
Write a newspaper report.

Edit and reflect on a newspaper report.

Research facts about a Phillipe.

Text Driver

The man who walked between the towers





Purpose: To inform

Audience: Peers

Form: Diary

WALT: edit to improve my writing

WALT: write a diary entry.

WALT: plan a diary entry.

WALT: use brackets and dashes to add extra information.

WALT: spell modal verbs

WALT: use embedded clauses.

WALT: challenge the views in the text.

WALT: spell words with 'silent' letters

WALT: draw inferences from the text.

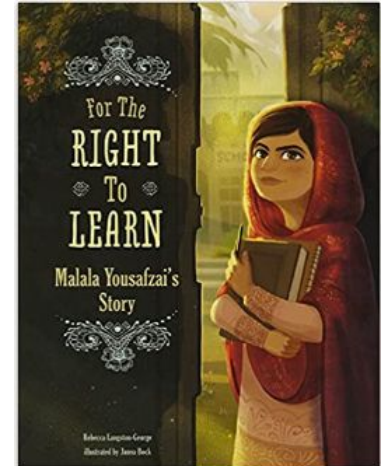
WALT: identify the features of a diary.

WALT: spell words with 'silent' letters

WALT: Compare our lives with those in the text.

WALT: use prior knowledge to infer meaning.

Text Driver





Purpose: To entertain

Audience: Parents

Form: Poem

WALT: perform and reflect on my poem.

WALT: edit to improve my poem.

WALT: write a Christmas poem.

WALT: plan a Christmas poem.

WALT: spell adverbs of possibility and frequency

WALT: draw inferences from the text.

WALT: use similes to describe.

WALT: create sentences using word classes.

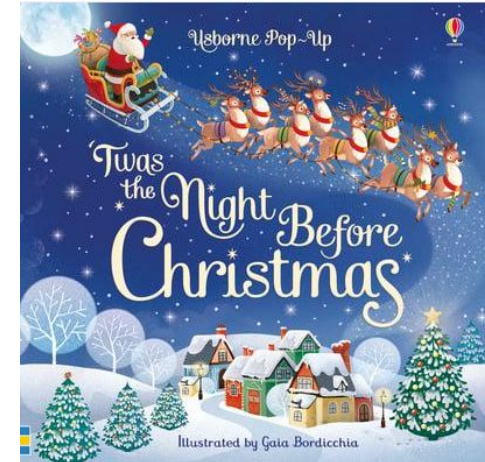
WALT: spell words ending in 'ment'

WALT: identify unknown words and find synonyms.

WALT: identify word classifications.

WALT: read aloud and discuss a poem.

Text Driver



Spring term

- Hidden Figures – Memoir
- Curiosity – explanation
- The Lost Thing- Letter writing



Purpose: To inform

Audience: Children in the Lower school

Form: A Memoir

Edit and reflect on a memoir.

Write a memoir.

Plan a memoir.

WALT: spell homophones & near homophones

Recognise the features of a memoir.

Write a diary (Apprentice write).

WALT: spell nouns using -ship suffix

Text Driver

Use a range of superlatives .

WALT: spell nouns using -ness suffix

Write sentences which include dashes

Use a range of noun phrases.

WALT: spell nouns using -ity suffix

Write sentences with conjunctions

Start





Purpose: To explain

Audience: Parents

Form: An explanation text

Edit and reflect on my writing.
Write a conclusion including appropriate features.

Demonstrate cohesion through paragraphs.

WALT: spell words with the suffix -ate

Write an introduction.

Explore interesting vocabulary.

WALT: spell words with /or/ sound spelt 'au'

Recognise the features of an explanation text.

Use cause and effect conjunctions.

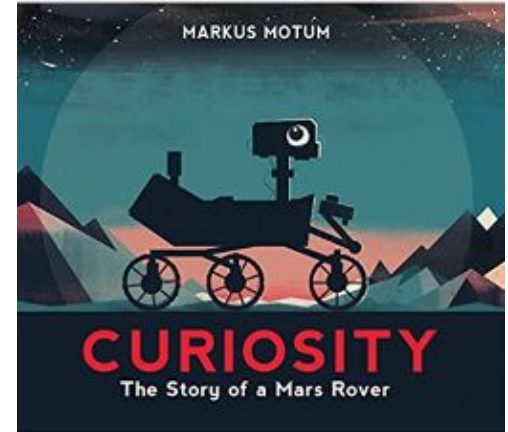
Convert informal to formal language.

WALT: spell words with an /or/ sound spelt 'or'

Use modal verbs to suggest possibilities.

Ask a range of questions.

Text Driver



Start



Purpose: To entertain

Audience: Year 3 children

Form: Narrative

WALT: Edit and evaluate on my writing.

WALT: Write a narrative

WALT: Plan a short narrative to describe character and setting

WALT: Use adverbial phrases.

WALT: sequence events in a story and summarise

WALT: spell adverbials of time and place

WALT: write a range of noun phrases about a character

WALT: spell words with the ough string

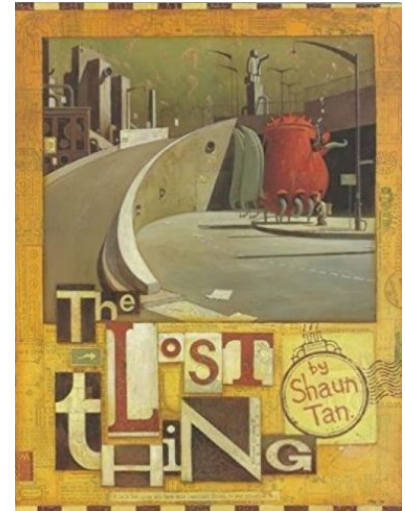
WALT: Explore vocabulary and find suitable synonyms

WALT: Discuss and explore the meanings of utopia and dystopia by comparing two settings.

WALT: Ask a range of questions.

Start

Text Driver





Purpose: To inform

Audience: Children in year 4

Form: Informal letter.

Edit and reflect on my writing.

Organise and write an informal letter.

Plan a letter with my opinions supported by evidence from the text.

WALT: spell words using the suffix -en

Demonstrate cohesion through paragraphs.

Use semi colons and colons.

Convert formal to informal language.

WALT: spell words using the suffix -ify

Use subordinating conjunctions to add detail.

Write a diary entry (apprentice write).

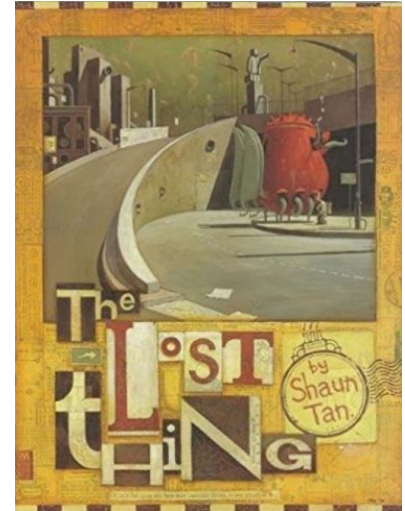
WALT: spell words using the suffix -ise

Discuss and explore the meanings of utopia and dystopia by comparing two settings.

Ask a range of questions.

Start

Text Driver



Summer term

- The Watertower- Suspense opening
- Who let the Gods out?- 3rd person narrative
- The Odessey- adventure narrative



Purpose: To entertain

Audience: Gary Crew (Author)

Form: The opening of a suspense story

WALT: write a reflection.

WALT: create a detailed description of a mystery setting.

WALT: spell adverbials of place

WALT: using appropriate intonation and expression.

WALT: spell adverbials of time

WALT: write descriptive sentences about a mysterious setting.

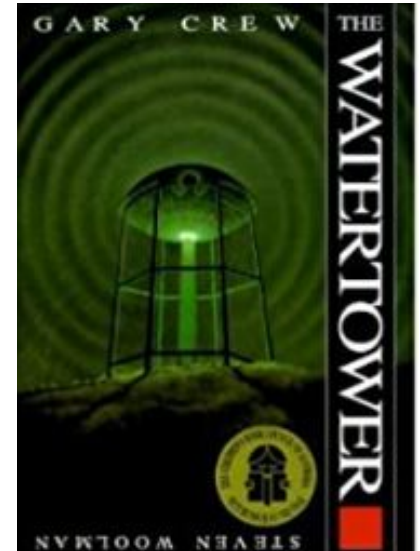
WALT: generate words and phrases which can be used to describe a setting.

WALT: compare two main characters
Using conjunctions.

WALT: spell words containing the letter string 'ough'

WALT: create and answer open questions about an image.

Text Driver



Start



Purpose: To entertain

Audience: Maz Evans (Author)

Form: 3rd person narrative

WALT: edit and reflect.

WALT: write a 3rd person narrative.

WALT: plan a narrative.

WALT: spell verbs with the prefix over-

WALT: use dialogue to convey character and advance the action.

WALT: spell verbs with the prefixes de- and re-

WALT: short, simple sentences to build tension..

WALT: Apprentice write (descriptive paragraph about the setting).

WALT: spell words with unstressed vowels.

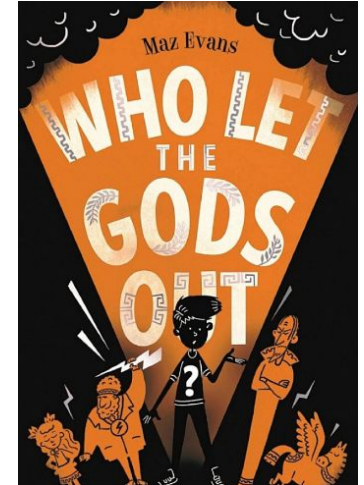
WALT: suggest mood and atmosphere through vocabulary..

WALT: spell with an /ear/ sound spelt 'ere'

WALT: identify the thoughts and feelings of characters .

WALT: ask a range of questions.

Text Driver



Start



Purpose: To entertain

Audience: A year 5 class

Form: An adventure story

WALT: write a reflection.

WALT: write the ending section of an epic adventure narrative.

WALT: write the middle section of an epic adventure narrative.

WALT: write the opening of an epic adventure narrative.

WALT: plan the key events of an epic adventure narrative.

WALT: use superlatives to describe a Greek monster.

WALT: spell adjectives using the suffix -al

WALT: use a variety of sentence types.

WALT: identify authorial devices to build tension.

WALT: use dialogue.

WALT: Apprentice write (diary).

WALT: spell adjectives using the suffix -ive

WALT: create multi clause sentences.

WALT: make predictions.

WALT: use a range of verbs and adverbs to persuade.

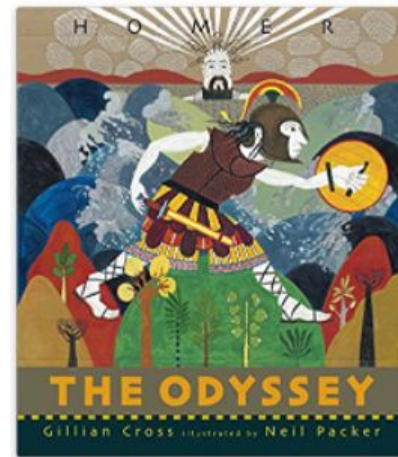
WALT: identify and create a range of noun phrases.

WALT: spell adjectives using the suffix -ful

WALT: ask a range of questions.

Start

Text Driver



**AJS Writing
Learning Journeys
Year 6**

Year 6- Autumn term

- The Arrival - Shaun Tan
- Windrush Child - Benjamin Zephaniah
- Can we Save the Tiger? - Martin Jenkins
- The Hidden Forest - Jeannie Baker

Text Driver for Writing



We Are Learning To (WALT)

- 1) use a range of modal verbs to explore possibilities and ask questions
- 2) be able to identify verbs for different thoughts and feelings
- 3) convey an emotional scene by considering the effect of alternative adjectives
- 4) **describe events from an alternative point of view, using a range of powerful verbs and adjectives**
- 5) work in role to examine the issues in the text
- 6) **identify how to expand upon a single-clause sentence using adverbial phrases and precise verb choices**
- 7) write in the passive voice to create a more formal tone
- 8) **describe a setting using expanded noun phrases**
- 9) **be able to infer and imagine what is being said in the form of a script with two parts**
- 10) use tense change for a flash back
- 11) **write a report using an appropriate tone**
- 12) identify how to create a cohesive piece of writing using conjunctions and adverbial phrases
- 13) plan to create a third person narrative
- 14) adapt sentences for audience and purpose
- 15) use a range of devices to create an engaging story
- 16) develop characters using speech
- 17) **edit and improve writing using cohesive devices**



Vocabulary

accommodate
communicate
foreign
identity
individual
language
pronunciation
queue



Purpose: Entertain

Audience: Author

Form: Narrative retelling

Text Driver for Writing



We Are Learning To (WALT)

- 1) make predictions about a text
- 2) extract and sequence events chronologically
- 3) **write in an informal tone**
- 4) convey a character's emotions
- 5) **use a formal tone**
- 6) write sentences that express contrast
- 7) give advice on welcoming a new pupil
- 8) **emphasise and understand the importance of rights in a speech**
- 9) use figurative language to express feelings
- 10) **convey emotions in a range of ways**
- 11) use relative clauses for contrast
- 12) use a range of adverbs to make comparisons within a text
- 13) plan a new monument to commemorate the Windrush Generation
- 14) write a section of a pitch
- 15) **write an introduction and conclusion**
- 16) prepare a poem to read aloud
- 17) create a new version of a known poem



Vocabulary



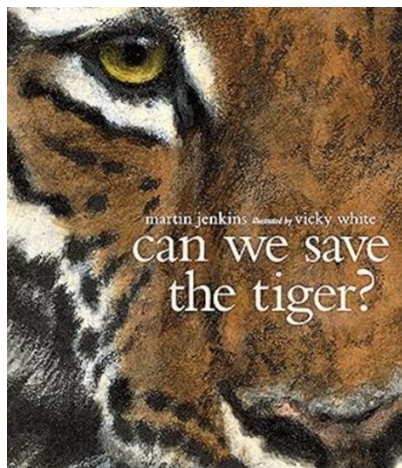
appreciate
community
determined
equipped
familiar
foreign
identity
recognise

Purpose: Inform

Audience: The council

Form: Persuasive pitch to local council

Text Driver for Writing



We Are Learning To (WALT)

- 1) use the subjunctive form to persuade
- 2) give factual information beginning with a subordinate clause
- 3) use prepositions and conjunctions to vary sentence openers
- 4) create expanded noun phrases to describe an endangered animal
- 5) **write a short information text, considering cohesion**
- 6) use punctuation thoughtfully to persuade others
- 7) **write a persuasive speech**
- 8) deliver a persuasive speech
- 9) recognise when someone is writing to persuade and when someone is writing to discuss
- 10) create a plan for a discussion text
- 11) write an introductory paragraph
- 12) **develop a consistent argument, supported by evidence**
- 13) create cohesion when presenting and discussing an argument
- 14) write a conclusion to sum up the main points in an argument
- 15) **create a poem**



Vocabulary

category
environment
existence
nuisance
extinction
jostling
endangered
persuade
sufficient
suggest

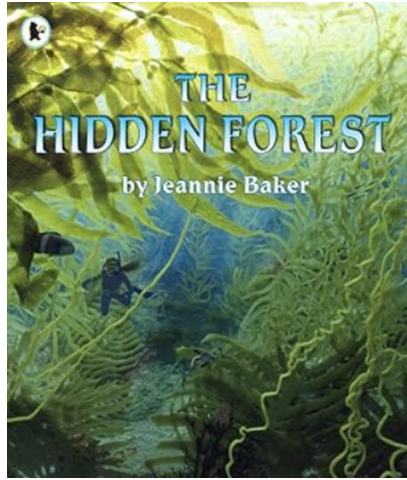


Purpose: Persuade

Audience: Whole school

Form: Discussion text

Text Driver for Writing



We Are Learning To (WALT)

- 1) use a range of devices to describe
- 2) draw inferences such as characters' feelings, thoughts and motives from their actions
- 3) write in role retrieve, record and present information from nonfiction
- 4) retrieve, record and present information from nonfiction
- 5) use modal verbs or adverbs to indicate degrees of possibility
- 6) plan writing by identifying the audience for and purpose of the writing
- 7) write a non chronological report using further organisational and presentational devices**
- 8) use adverbials to provide greater text cohesion
- 9) articulate and justify answers, arguments and opinions
- 10) plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form
- 11) write a balanced argument**
- 12) conclude a balanced argument
- 13) be able to improve and edit writing based on feedback



Vocabulary

disastrous
environment
existence
persuade
sufficient
category
nuisance
surface
texture
cautiously



Purpose: Inform

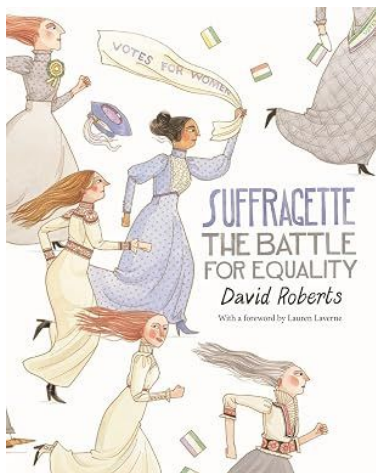
Audience: The main character

Form: Balanced discussion

Year 6- Spring term

- Suffragette, The Battle of Equality - David Roberts
- Titanium (Narrative)
- The Three Little Pigs Project - By the Guardian
- The Boy in the Tower - By Polly Ho-Yen

Text Driver for Writing



We Are Learning To (WALT)

- 1) use imperative verbs to create laws
- 2) **write formally with historical language**
- 3) use bullet points to take notes, summarise sentences and extract relevant information
- 4) use the subjunctive mood to create a formal speech
- 5) write a diary entry, inferring feelings, whilst recalling historical events
- 6) write formally using the passive voice
- 7) **write a balanced argument, using appropriate language for offering an opinion**
- 8) **write a newspaper report in the style of the time using formal tone**
- 9) explain the effect of events in history, ensuring writing is cohesive
- 10) use persuasive language in a campaign and speech



Vocabulary

communicate
community
controversy
government
identity
prejudice
compulsory
suffrage
ferocity
exclusion



Purpose: Persuade

Audience: Council/Government

Form: Speech

Text Driver for Writing



We Are Learning To (WALT)

- 1) use figurative language to enrich description (similes and metaphors)
- 2) use 'show, don't tell' to describe how a character is feeling
- 3) suggest how a character is feeling through their thought process
- 4) write speech and dialogue
- 5) identify levels of formality within a report and select appropriate grammar and vocabulary to support this
- 6) distinguish between the language of speech and writing and choose the appropriate register
- 7) demonstrate the formal style of writing required to write a newspaper report
- 8) select the correct level of formality when writing a diary
- 9) develop a storyline by considering deeper character analysis
- 10) plan and write a narrative prequel using the skills that I have learnt



Vocabulary



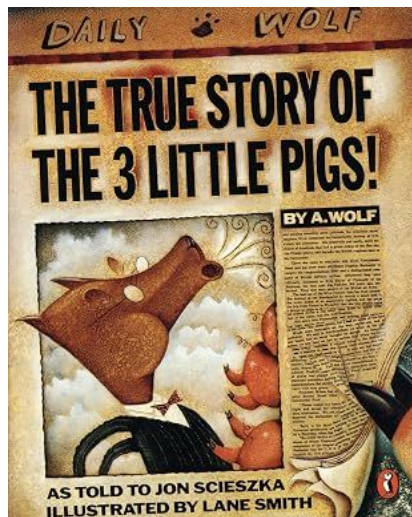
cowering
wreckage
school
fear
academic
isolated
anxious
damaged
alone
potent
carnage
disarray

Purpose: Entertain

Audience: Year 5

Form: Narrative

Text Driver for Writing



We Are Learning To (WALT)

- 1) write a newspaper headline with bias
- 2) use the passive voice to create a journalistic tone
- 3) **write a newspaper article with bias**
- 4) use relative clauses to provide more information about a noun
- 5) consider events from alternative perspectives
- 6) write in role to show another perspective
- 7) add parentheses into sentences, indicated with appropriate punctuation
- 8) can write a diary entry from one character's perspective
- 9) express and justify different opinions about an issue
- 10) plan for a series of letters written from different perspectives
- 11) **write informally from a specific point of view**
- 12) **write formally from a specific point of view**
- 13) mark parenthesis appropriately when writing from different points of view
- 14) edit my letters
- 15) publish my letters in the form of a newspaper letters page



Vocabulary



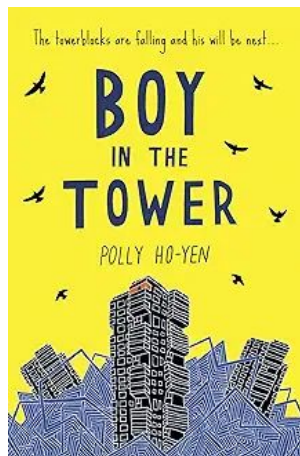
apparent
government
neighbour
parliament
thorough
assent/ascent
cereal/serial
draft/draught
dissent/descent
led/lead
affect/effect

Purpose: Inform

Audience: A Newspaper

Form: A collection of letters

Text Driver for Writing



We Are Learning To (WALT)

- 1) write an environmental notice using specific adjectives
- 2) write a packing list using modal verbs
- 3) infer and deduce information in order to make predictions
- 4) use quotes to record eyewitness accounts in a journalistic writing style
- 5) **write a journalistic report using relative clauses**
- 6) write a formal letter using colons and semicolons
- 7) use brackets to add information within a fictional entry for an encyclopaedia
- 8) **control tense within a diary entry using a known plot**
- 9) use foreshadowing to build suspense in an own version narrative
- 10) use a character's actions to build characterisation within a story
- 11) plan for an own version narrative using cohesive devices
- 12) use a variety of noun phrases to write an own version narrative
- 13) write an own version narrative including a shift in style
- 14) write an own version narrative using speech to advance the plot
- 15) **write an own version narrative using varied sentence structures to build atmosphere**



Vocabulary



disastrous
explanation
mischievous
vegetable
variety
precious
stealthily
twinkling
streaming
coiled

Purpose: Entertain

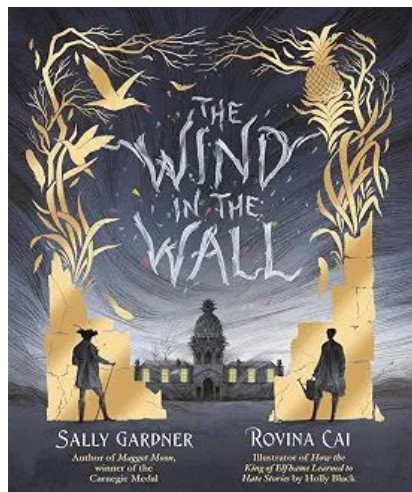
Audience: Parents

Form: Own version narrative

Year 6- Summer term

- The Wind in the Wall - Sally Gardner
- Rain Player - David Wisniewski
- Some Places More than Others - Renee Watson
- The Final Year - Matt Goodfellow

Text Driver for Writing



We Are Learning To (WALT)

- 1) use a range of noun phrases to create a warning poster/ advertisement
- 2) use a range of noun phrases to describe
- 3) use figurative techniques to describe setting
- 4) use figurative techniques to describe character
- 5) use the subjunctive to give formal advice
- 6) use old English to write a letter of advice**
- 7) use a range of adverbials to write an action scene
- 8) use the passive voice to build tension
- 9) plan dialogue
- 10) integrate dialogue in narrative
- 11) plan a Gothic narrative
- 12) write a narrative opening using the present tense
- 13) shift tense in a flashback
- 14) use passive voice to build tension
- 15) integrate dialogue in a narrative to create characterisation**



Vocabulary

accommodate
opportunity
privilege
ancient
community
cemetery
appreciate
correspondence
attached
horticultural
outlandish
iridescent

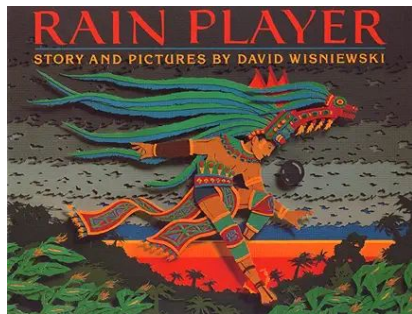


Purpose: Persuade

Audience: Peers

Form: Gothic Narrative

Text Driver for Writing



We Are Learning To (WALT)

- 1) research and write a set of instructions
- 2) use the subjunctive mood to write an imaginary set of guidelines
- 3) **identify root words and rules for suffixes that describe qualities**
- 4) describe the scene using dialogue to advance the action
- 5) **use the perfect tense to create a diary entry**
- 6) make a prediction based on the details stated in a text
- 7) use the passive voice to create changes in perspective
- 8) **write a newspaper article**
- 9) identify themes
- 10) summarise information around a theme
- 11) retrieve and record information from nonfiction sources
- 12) articulate and justify answers, arguments and opinions
- 13) create an introductory paragraph
- 14) **develop a consistent argument, supported by evidence**
- 15) write a conclusion to sum up the main points in an argument



Vocabulary

according
ancient
average
dictionary
recognise
symbol
allowed/aloud
cereal/serial
complement/compliment
desert/dessert
heard/herd
licence/license



Purpose: Inform

Audience: History Leader

Form: Analytical essay about
The Maya

Text Driver for Writing



We Are Learning To (WALT)

- 1) make inferences about a character
- 2) **use persuasive devices to write a letter**
- 3) extend my ideas using conjunctions when expressing an opinion
- 4) explore figurative language
- 5) **use the future tense within a diary entry in role**
- 6) make comparisons between two characters in a Venn diagram
- 7) use adverbial phrases within labels for landmarks
- 8) **make deliberate vocabulary choices to create a 'roots' poem**
- 9) use adverbial phrases to write a summary in a leaflet on Harlem
- 10) **write a set of instructions**
- 11) use noun of noun phrases to write a poem to express my needs and wants
- 12) explore how people express their emotions
- 13) analyse and compare two poems with a similar structure and message
- 14) plan the content of a poem
- 15) **use abstract nouns to create a poem**
- 16) edit a poem



Vocabulary



appreciate
community
existence
identity
language
recognise
negotiate
reminder
haggle
refuse
bargain

Purpose: Inform

Audience: Their next teacher

Form: A suitcase containing maps, recipes, poems, photos and a biography

Text Driver for Writing



READY
RESPECTFUL
RESPONSIBLE

We Are Learning To (WALT)

- 1) use inference to make predictions
- 2) use specific language choices to write a verse poem
- 3) **use a range poetic devices to create a poem**
- 4) use modal verbs to write an informal letter of advice and reassurance
- 5) **use rhetorical questions within a guide for teachers**
- 6) use fronted adverbials within a recount
- 7) draw upon what pupils have read as models for their own writing.
- 8) consider how authors develop their writing,
- 9) revise and edit by changing sentences for effect.
- 10) **consider audience and form by performing a poem aloud to an audience**

Vocabulary

community
communicate
conscious
develop
determined
familiar
harass
individual
language
physical
prejudice
disfigured
suburban



Purpose: Entertain

Audience: Secondary School

Form: Own version of The Final Poem