Unit Overviews: Year 2 to Year 6

Year group	Autumn term		Spring term		Summer term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2	**Troll Swap by Leigh Hodgkinson** **Outcome** - Fiction: focus on characters	**The Owl who was afraid of the dark by Jill Tomlinson** **Outcome** - Non-chronological report	**Dragon Machine by Helen Ward** **Outcome** - Fiction: adventure focus	**Major Glad, Major Dizzy by Jan Oke** **Outcome** - Recount: diary entry	**The Last Wolf by Mini Grey** **Outcome** - Letter: letter in role	**Grandad's Secret Giant by David Litchfield** **Outcome** - Fiction: moral focus
3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman **Outcome** - Recount: letter in role	**Winter's Child by Graham Baker-Smith** **Outcome** - Fiction: fantasy	**Stone Age Boy by Satoshi Kitamura** **Outcome -** Fiction: historical narrative	**Big blue whale by Nicola Davies** **Outcome** - Information text	**Journey by Aaron Becker** **Outcome** - Fiction: adventure story	**Zeraffa Giraffa by Dianne Hofmeyr** **Outcome** - Persuasion: leaflet
4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne **Outcome** - Fiction: fantasy story	**Leon and the place between by Graham Baker-Smith** **Outcome** - Recount: diary	**Escape from Pompeii by Christina Balit** **Outcome** - Fiction: historical narrative	**When the Giant stirred by Celia Godkin** **Outcome** - Fiction: adventure story from POV of the boy	**Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 seconds by Jen Green** **Outcome** - Non-chronological report	**Blue John by Berlie Doherty** **Outcome** - Letters & Explanation
5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg **Outcome** - Recount: series of diary entries	**The Lost Happy Endings by Carol Ann Duffy** **Outcome** - Fiction: traditional tale	**Arthur and the Golden Rope by Joe Todd-Stanton** **Outcome** - Fiction: myth	**The Darkest Dark by Chris Hadfield** **Outcome** - Recount: biography	**The Paperbag Prince by Colin Thompson** **Outcome** - Persuasion/ information: hybrid leaflet	**The Hunter by Paul Geraghty** **Outcome** - Fiction: journey story
6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Fear, Star of Hope by Jo Hoestlandt **Outcome** – Fiction: flashback story & Information text	**Can we save the tiger? by Martin Jenkins** **Outcome** - Information and Explanation: hybrid text	**Selfish Giant by Oscar Wilde and Ritva Voutila** **Outcome** – Fiction: classic fiction & Explanation	**Jemmy Button by Alix Barzelay** **The Island by Jason Chin** **Outcome** – Recount: journalistic writing & Discussion	**Manfish by Jennifer Berne** **Outcome** – Fiction: Narrative & Biography	**Sky Chasers by Emma Carroll** **Outcome** - Narrative

Unit Overviews: Year 2 to Year 6

Year 2

2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald	**The Owl who was afraid of the dark by Jill Tomlinson** (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapter book)	**Dragon Machine by Helen Ward** The Dragonsitter series by Josh Lacey	**Major Glad, Major Dizzy by Jan Oke** Naughty Amelia Jane by Enid Blyton	**The Last Wolf by Mini Grey** Fantastic Mr. Fox by Roald Dahl	**Grandad's Secret Giant by David Litchfield** The BFG by Roald Dahl
	Outcome Fiction: story with focus on characters **Greater Depth** Story about two independently invented contrasting characters who swap places	**Outcome** Non-chronological report: report about owls **Greater Depth** Alter the layout to include own subheadings and extra features	**Outcome** Fiction: story with adventure focus **Greater Depth** Story written in 1st person	**Outcome** Recount: diary entry from point of view of a toy **Greater Depth** Diary entry to include the feelings of the other character	**Outcome** Letter: 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: story with moral focus **Greater Depth** Story from the point of view of the giant
	Sentence Use subordination (because) and co-ordination (and) Use expanded noun phrases to describe and specify	**Sentence** Use co-ordination (but, or) Add -ly to turn adjectives into adverbs	**Sentence** Write sentences with different forms: statement, question, exclamation, command Use subordination (apply *because*, introduce *when*) Use present and past tenses correctly and consistently (some progressive)	**Sentence** Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use subordination (apply *because, when*; introduce *that*)	**Sentence** Use subordination (if, that) Add -er and -est to adjectives Use homophones and near homophones	**Sentence** Use present and past tenses correctly and consistently including the progressive form Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) Use expanded noun phrases to describe and specify Add suffixes to spell longer words (e.g -ment,- ful)
	Text Plan or say out loud what is going to be written about	**Text** Write for different purposes	**Text** Read aloud with intonation	**Text** Write down ideas, key words, new vocabulary	**Text** Write down ideas, key words, new vocabulary	**Text** Make simple additions, revisions and corrections
	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 - apostrophes for the possessive (singular)	**Punctuation** Use punctuation correctly – apostrophes for contracted forms	**Punctuation** Proof-read to check for errors in spelling, grammar and punctuation
	Word Throughout each unit of *Pathways to Write* there will be opportunities to apply word skills: Spell many words correctly by segmenting spoken words into phonemes and representing these by graphemes Spell common exception words.					

Unit Overviews: Year 2 to Year 6

Year 3

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo	**Winter's Child by Angela McAllister** Ice Palace by Robert Swindell	**Stone Age Boy by Satoshi Kitamura** The Iron Man by Ted Hughes	**Big Blue Whale by Nicola Davies** This morning I met a whale by Michael Morpurgo	**Journey by Aaron Becker** Tilly Mint Tales by Berlie Doherty	**Zeraffa Giraffa by Dianne Hofmeyr** The White Fox by Jackie Morris
	Outcome Recount: letter in role **Greater Depth** Write a letter from Grandad in response to one of his grandson's letters	**Outcome** Fiction: fantasy story based on a fable **Greater Depth** Narrative from a different POV	**Outcome** Fiction: write a story set in the Stone Age **Greater Depth** Write from the POV of a person from the Stone Age	**Outcome** Persuasion: informative article persuading for the protection of the blue whale **Greater Depth** Include a fact file about other endangered sea creatures	**Outcome** Fiction: adventure story based on Journey using the language of Berlie Doherty **Greater Depth** Include a new setting route to lead from one place into another	**Outcome** Persuasion: tourism leaflet for the *Jardin des Plantes* in Paris **Greater Depth** Include a section of a researched Paris landmark
	Sentence Use prepositions to express time, place and cause.	**Sentence** Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	**Sentence** Form nouns with a range of prefixes Use present and past tenses correctly and consistently including the progressive form and the present perfect form	**Sentence** Build an increasing range of sentence structures Use adverbs to express time, place and cause	**Sentence** Use the present perfect form of verbs in contrast to the past tense Use prepositions, conjunctions and adverbs to express time, place and cause Use a or an according to whether the next word begins with a vowel or consonant	**Sentence** Build an increasing range of sentence structures Use present and past tenses correctly and consistently including the progressive form and the present perfect form
	Text Group related ideas into paragraphs Build a varied and rich vocabulary	**Text** In narratives, create characters, settings and plot	**Text** Build a varied and rich vocabulary	**Text** Assess the effectiveness of own and others' writing (non-fiction) Use headings and sub-headings to aid presentation	**Text** Group related ideas into paragraphs	**Text** In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
	Punctuation Use inverted commas to punctuate direct speech (introduction)	**Punctuation** Use inverted commas to punctuate direct speech	**Punctuation** Use inverted commas to punctuate direct speech (and to show relationship between two characters)	**Punctuation**	**Punctuation**	**Punctuation**

Unit Overviews: Year 2 to Year 6

Year 4

4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Gorilla by Anthony Browne The One and Only Ivan by Katherine Applegate	**Leon and the place between by Graham Baker-Smith** The Big-Top Mysteries: The Case of the Vanishing Granny by Alexander McCall Smith	**Escape from Pompeii by Christina Balit** Pompeii: A Roman Girl's Diary by Sue Reid	**When the Giant stirred by Celia Godkin** Journey to the Centre of the Earth Usborne Young Reader or Ariki and the Island of Wonders by Nicola Davies	**Where the Forest Meets the Sea by Jeannie Baker & Rainforests in 30 Seconds by Jen Green** The Boy Who Biked the World: Part 1 On the Road to Africa by Alastair Humphreys	**Blue John by Berlie Doherty** Alternative Berlie Doherty novel or A Bear Grylls Adventure: Cave Challenge by Bear Grylls
	Outcome Fiction: fantasy story **Greater Depth** Re-tell the story from dad's viewpoint or include speech	**Outcome** Recount: diary from Leon's point of view **Greater Depth** Write from a different POV	**Outcome** Fiction: historical narrative from character's point of view **Greater Depth** Write from the POV of the captain	**Outcome** Fiction: adventure story from POV of the boy **Greater Depth** Write from the POV of the God	**Outcome** Information text: information board for a rainforest exhibit **Greater Depth** Include an interactive element	**Outcome** Letters: letter to a caving enthusiast, including an explanation **Greater Depth** Include a paragraph of information.
	Sentence Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	**Sentence** Extend the range of sentences with more than one clause by using a wider range of conjunctions Use Standard English forms for verb inflections	**Sentence** Variety of verb forms used correctly and consistently including the progressive and the present perfect forms Use Standard English forms for verb inflections	**Sentence** Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases	**Sentence** Build a varied and rich vocabulary Propose changes to grammar and vocabulary to improve consistency	**Sentence** Build a varied and rich vocabulary and an increasing range of sentence structures Variety of verb forms used correctly and consistently including the progressive and the present perfect forms
	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** Build a varied and rich vocabulary	**Text** Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	**Text** Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	**Text** Use paragraphs to organise information and ideas around a theme	**Text** Use paragraphs to organise information and ideas around a theme
	Punctuation Use commas after fronted adverbials Re-cap: Use inverted commas for direct speech (Year 3)	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	**Punctuation** Use and punctuate direct speech (using dialogue to show the relationship between characters)	**Punctuation** Use and punctuate direct speech Use commas after fronted adverbials	**Punctuation** Indicate possession by using the possessive apostrophe with plural nouns. The grammatical difference between plural and possessive 's'	**Punctuation**

Unit Overviews: Year 2 to Year 6

Year 5

5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Queen of the falls by Chris Van Allsburg *Goodnight Stories for Rebel Girls by Elena Favilli*	**The Lost Happy Endings by Carol Ann Duffy** *Hansel and Gretel by Neil Gaiman*	**Arthur and the Golden Rope by Joe Todd-Stanton** *Myths of the Norsemen by Roger Lancelyn Green*	**The Darkest Dark by Chris Hadfield** *Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond*	**The Paperbag Prince by Colin Thompson** *The Last Wild by Piers Torday*	**The Hunter by Paul Geraghty** *The child's elephant by Rachel Campbell-Johnston*
	Outcome Recount: series of diary entries **Greater Depth** Series of diary entries with viewpoint of other characters	**Outcome** Fiction: traditional tale **Greater Depth** Traditional tale from another character's POV	**Outcome** Fiction: myth Create heroes, villains and monsters **Greater Depth** Vary the viewpoint from which the myth is told	**Outcome** Recount: biography **Greater Depth** A first-person recount with an experience from the person's life within the biography	**Outcome** Persuasion/ information: hybrid leaflet **Greater Depth** Write an oral presentation for a TV or radio broadcast as expert	**Outcome** Fiction: adventure story **Greater Depth** Write a leaflet/ letter to a film director explaining why 'The Hunter' should be made into a film
	Sentence Use fronted adverbials	**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** Variety of verb forms used correctly and consistently including the present perfect Recap: Extend the range of sentences with more than one clause by using a wider range of conjunctions	**Sentence** Use modal verbs to indicate degrees of possibility	**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 Plan writing by identifying audience and purpose Organise paragraphs around a theme	**Text** Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action	**Text** Link ideas across paragraphs using adverbials	**Text** Link ideas across paragraphs using adverbials Link ideas using tense choices	**Text** Use devices to build cohesion within a paragraph Choose the appropriate register Enhance meaning through selecting appropriate grammar and vocabulary	**Text** Use a wider range of devices to build cohesion across paragraphs Link ideas using tense choices
	Punctuation Commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use of inverted commas and other punctuation to punctuate direct speech	**Punctuation** Use commas to clarify meaning or avoid ambiguity in writing	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use brackets, dashes or commas to indicate parenthesis	**Punctuation**

Unit Overviews: Year 2 to Year 6

Year 6

6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Star of Hope, Star of Fear by Jo Hoestlandt *An Eagle in the snow by Michael Morpurgo*	**Can we save the tiger? by Martin Jenkins** *Jungle Book* by Rudyard Kipling	**Selfish Giant by Oscar Wilde** *Gulliver's Travels retold by Martin Jenkins, illustrated by Chris Riddell*	**Jemmy Button by Alix Barzelay & Island by Jason Chin** *The Explorer by Katherine Rundell*	**Manfish by Jennifer Berne** *Dolphin Song by Lauren St John or 20,000 leagues under the sea (either original by Jules Verne or abridged version by Classic starts)*	**Sky Chasers by Emma Carroll** *The Unforgotten Coat by Frank Cottrell Boyce*
	Outcome Fiction: flashback story Information text **Greater Depth** To write a narrative with a flashback including a section in recount genre *e.g. diary, letter, eye-witness account*	**Outcome** Information/ explanation/ persuasion: hybrid text Recount: diary **Greater Depth** Write a Newsround TV style story	**Outcome** Fiction: classic narrative Explanation **Greater Depth** Write the narrative from a different viewpoint	**Outcome** Recount: journalistic report (hybrid text) Discussion **Greater Depth** Write a magazine article/hybrid text	**Outcome** Recount: biography Fiction **Greater Depth** Add in a script commentary about role in conservation debate	**Outcome** Fiction: adventure story Recount: autobiography **Greater Depth** Include a section written from the viewpoint of another person
	Sentence Use expanded noun phrases to convey complicated information concisely (Y5) Use passive verbs	**Sentence** Use modal verbs or adverbs to indicate degrees of possibility	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms Use passive verbs	**Sentence** Use passive verbs Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	**Sentence** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (Y5)	**Sentence** Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
	Text Link ideas across paragraphs using a wider range of cohesive devices (Y5) Integrate dialogue to convey character and advance the action	**Text** Enhance meaning through selecting appropriate grammar and vocabulary	**Text** Distinguish between the language of speech and writing Integrate dialogue to convey character and advance the action	**Text** Use a wider range of devices to build cohesion Use organisational and presentational devices to structure text	**Text** Use a wider range of devices to build cohesion	**Text** Identify the audience and purpose for writing Choose the appropriate register
	Punctuation Use a colon to introduce a list (Punctuate bullet points consistently)	**Punctuation** Use a colon to introduce a list Use brackets, dashes or commas to indicate parenthesis	**Punctuation** Use semi-colons to mark boundaries between independent clauses (Punctuate bullet points consistently)	**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