# St Theresa's Writing Genres Coverage and Progression 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Memory Box	<u>Superheroes</u>	Moon Zoom!	Splendid Skies	Bright Lights Big	Paws, Claws and
	Diary Writing	Comic Strips	Sci Fi Stories	Postcards	<u>City</u>	<u>Whiskers</u>
	Invitations	Narratives	Character Descriptions	Weather Reports	Recounts	Instructions
	Descriptions	Fact Files	Non Chronological	Lists	Poetry	Booklets
			Reports			Fables
2	Land Ahoy	Street Detectives	Towers, Tunnels and	Magnificent	The Scented	Coastline
	Story Writing	Adverts	Turrets	Monarchs	Garden	Book and Film
	Diary Writing	Poems	Non Chorological Reports	Instructions	Diary writing	Reviews
		Letters of Complaint	Newspaper Reports	Letters	Poetry	Narratives
				Biography	Narratives	
3	Scrumdiddlyumptious	Tribal Tales	Gods and Mortals	Urban Pioneers	Flow	Predator
	Recipe Writing	Diary Writing	Persuasive Writing	Speeches	Newspaper	Non- Chronological
	Persuasion -Adverts	Adventure Stories	Myths and Legends	Poetry	Reports	Reports
	Narratives		Biographies	Letter writing	Balanced	Narrative Writing
					Argument	
					Journals	
4	I am Warrior	Road Trip USA	1066	Misty Mountains	Traders and	Blue Abyss
	Biographies	Diary	Balanced Argument	Instructions	Raiders	Poetry
	Descriptive Writing	Letter Writing	Narrative	Poetry	Persuasive Writing	Non Chronological
	Play Script	Persuasive Writing	Job applications	Newspaper Reports	Diary Writing	Reports
		Poetry			Myths and	Narratives
					Legends	
5	Pharaohs	Off With her Head	Beast Creators	Stargazers	Allotment	Fallen Fields
	Play script	Poetry	Instructions	Poetry	Poetry	Diary Writing
	Non- Chronological	Newspaper Reports	Brochures	Myths and Legends	Recipes	Narratives
	Reports	Persuasive Letters	Letters of Complaint	Descriptive Writing		Balanced arguments
	Narrative					
6	Dinosaurs	Darwin's Delights	Britain at War	Hola Mexico	Revolution	Gallery Rebels
	Non- Chorological	Balanced Argument	Newspaper report	Leaflets	Historical Fiction	Explanations
	Reports	Biographies	Letter writing	Recipe Writing		Poetry
	Narrative	Diary Entries	Persuasive writing	Poetry		
	Poetry					

Year 1 Autumn 1								
Diary Writing								
Text Structure		Sentence Structure		Useful Vocabulary		Word Classes		
Ideas grouped together in time sequence.		Simple connectives are used to	construct simple	First		Noun		
Written in first person.		sentences e.g. and, but, then,	50.	Next		What a noun is.		
Written in the past tense.				After		Regular plural nouns with	'er'	
Focused on individual or group participant	ts e.g. I,			Finally		Verbs		
we				The best part was		Third person, first person	singular	
				The worst part was		Ending added to verbs wh	ere ther	re is change to root.
				I liked		Simple past tense 'ed'		
				I didn't like		Adjectives		
						•	tives wh	ere no change is needed to root
						word.		
						Connectives/conjunctions		
						Join words and sentences	using ar	nd/then.
						Tense		
						Simple past tense 'ed'.		
Invitations  Text Structure	I	Cantanaa Churahiina		Haafiil Maaabiilami		Word Classes		Punctuation
		Sentence Structure		Useful Vocabulary		Noun		
Ideas grouped in sentences in time sequer	nce.	Sentences using simple pronou connectives.	ins and	Dear From		What a noun is.		Use spaces to separate words.  Begin to use full stops.
		connectives.		Llike		Regular plural nouns with	'or'	Begin to use rull stops.  Begin to use exclamation
				I went		Verbs	eı	marks.
				Isaw		Third person, first person		Begin to use exclamation
				It was		singular.		marks.
				My favourite		Ending added to verbs wh	ere	Capital letters for start of
				They were		there is change to root.		sentence, names, personal
				There was		Simple past tense 'ed'		pronouns.
				Next		Adjectives		Read words with contractions.
				Then		Add 'er' and 'est' to adject	tives	
				First		where no change is neede		
				After		root word.		
				And, but, so, when		Connectives/conjunctions		
						Join words and sentences	using	
						and/then.		
						Tense		
						Simple past tense 'ed'.		
Character Descriptions:	C /	Classical	116-137		M41-01			
Text Level		Structure	Useful Vocabulary		Word Classes			uation
0 0		intences, starting with a	Year 1 ambitious vo	,	Noun	:_		paces to separate words.
e.g. one day	pronoun	and a verb e.g. He went home	Range of size adject	ives usea e.g. big,	What a noun			to use full stops.
Ideas grouped together for similarity.			small			I nouns with 'er'	_	to use exclamation marks.
Attempts at third person writing.					Verbs		begin	to use exclamation marks.

e.g. The wolf was hiding.	Simple connectives are used to	Range of colour adjectives used e.g.	Third person, first person singular.	Capital letters for start of sentence,
Written in the appropriate tense.	construct simple sentences e.g. and,	red, blue	Ending added to verbs where there is	names, personal pronouns.
(mainly consistent)	but, then, so.	Range of emotion words used e.g. sad,	change to root.	Read words with contractions.
e.g. Goldilocks was		angry, cross	Simple past tense 'ed'	
Jack is		Pronouns: I, she, he, they.	Adjectives	
		Conjunctions: and, but, then,	Add 'er' and 'est' to adjectives where	
		or, this	no change is needed to root word.	
		Prepositions: up, down, in, into, out,	Connectives/conjunctions	
		to, onto	Join words and sentences using	
		Time connectives: first, then, next	and/then.	
		Once upon a time, one day, happily	Tense	
		ever after	Simple past tense 'ed'.	

Year 1 Spring 2				
Postcards				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time	Sentences using simple pronouns and	Dear	Noun	Use spaces to separate
sequence.	connectives.	From	What a noun is.	words.
		I like	Regular plural nouns with 'er'	Begin to use full stops.
		I went	Verbs	Begin to use exclamation
		l saw	Third person, first person singular.	marks.
		It was	Ending added to verbs where there	Begin to use exclamation
		My favourite	is change to root.	marks.
		They were	Simple past tense 'ed'	Capital letters for start of
		There was	Adjectives	sentence, names, personal
		Next	Add 'er' and 'est' to adjectives	pronouns.
		Then	where no change is needed to root	Read words with
		First	word.	contractions.
		After	Connectives/conjunctions	
		And, but, so, when	Join words and sentences using	
			and/then.	
			Tense	
			Simple past tense 'ed'.	
Weather Reports				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	
Ideas grouped together in time sequence.	Simple connectives are used to construct	First	Noun	
Written in first person.	simple sentences e.g. and, but, then, so.	Next	What a noun is.	
Written in the past tense.		After	Regular plural nouns with 'er'	
Focused on individual or group participants		Finally	Verbs	
e.g. I, we		The best part was	Third person, first person singular.	
		The worst part was	Ending added to verbs where there i	s change to root.
		I liked	Simple past tense 'ed'	
		I didn't like	Adjectives	

	Add 'er' and 'est' to adjectives where no change is needed to root
	word.
	Connectives/conjunctions
	Join words and sentences using and/then.
	Tense
	Simple past tense 'ed'.

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Year 2 Summer 1  Recounts of a special school journey into Lond	don			
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	
		,		
Ideas grouped together in time sequence. Written in first person. Written in the past tense. Focused on individual or group participants e.g. I, we	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	First Next After Finally The best part was The worst part was I liked I didn't like	Noun What a noun is. Regular plural nouns with 'er' Verbs Third person, first person singular. Ending added to verbs where there is change to root. Simple past tense 'ed' Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Join words and sentences using and/then. Tense Simple past tense 'ed'.	
Poems about London				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions	Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been ready so far - Explain understanding	Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. The national curriculum talks about composing sentences and sequences of	Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days of week and the I	Performing Performing rhymes and poems, including from other cultures Performing poems with repeated phrases Create and include actions Creating Group performance poetry with repeated patterns or lines List poems Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images

sentences. Children could compose lines of	Generate rhyming	
poems and sequences of lines	words/phrases	
	Use a scaffolding fram	ne for
	creating poems	
	All the above could be	e created
	as a shared/group wr	rite
	Consider having a poo	em/rhyme
	each week to learn/e	njoy

Year 2 Autumn 1		Year 2 Autumn 1					
Narrative Writing – Following The Pirate	s Next Door						
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation			
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination — when, if, that, because Coordination — or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.			
Diary Writing							
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes				
Brief introduction and conclusion.	Subject/verb sentences	Afterwards	Noun				
Written in the past tense e.g. I went	e.g. He was	After that	Form nouns using suffixes and co	. •			
I saw	They were	When	Expanded noun phrases for descr	iption.			
Main ideas organized in groups.	It happened	Suddenly	Add 'es' to nouns.				
	Some modal verbs introduced	Just then	Verbs				

Use simple adverbs		
ose simple auveins	Much later	Add 'es', 'ed' and 'ing' to verbs.
e.g. quickly, slowly.	I found it interesting when	Adjectives
Use simple noun phrases e.g. large tiger.	I found it boring when	Add 'er' and 'est' to adjectives where no change is needed to root
	I didn't expect	word.
		Connectives/conjunctions
		Subordination – when, if, that, because
		Coordination – or, and, but.
		Tense
		Correct and consistent use of past and present tense.
		Adverbs
		'ly' added to adjective to form adverb.
		se simple noun phrases e.g. large tiger.  I found it boring when I didn't expect

Year 2 Autumn 2				
Adverts – Writing for persuasion				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
	Sentence Structure  Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	Useful Vocabulary  The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	Word Classes  Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns.
			'ly' added to adjective to form adverb.	
Poetry			dareis.	
Listen, Discuss and Respond	Understanding	Composition	Vocabulary, grammar and Punctuation	Possilbe Outcomes

Listen to, discuss and express views about a wide range of contemporary and classic poetry  - Recognise simple recurring literary language in poetry  - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary  - Discuss their favourite words and phrases  - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Draw on what they already know or on background information and vocabulary provided by the teacher  - Check that the text makes sense to them as they read and correct inaccurate reading  - Make inferences on the basis of what is being said and done  - Answer and ask questions  - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and coordination (using or, and, or but)	Performing Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps Creating Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation
Letters of Complaint				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences	I am going to	Noun	Use spaces that reflect the
Written with an impersonal style	e.g. He was	In fact	Form nouns using suffixes and	size of the letters.
Main ideas organised in groups.	They were	It seems	compounding.	Use full stops correctly.
	It happened	To sum this up	Expanded noun phrases for	Use question marks
	Some modal verbs introduced	The opposite view of this is	description.	correctly.
	e.g. would, could, should.	Not everyone agrees with this	Add 'es' to nouns.	·
	e.g. would, could, silouid.	INOL EVELYOTIE AGIECS WILLI LITIS	Aud es to llouis.	

Use simple adverbs	Verbs	Use exclamation marks
e.g. yesterday, last week	Progressive form of verbs in the	correctly.
Use simple noun phrases e.g. angry mum	past and present tense.	Use capital letters correctly.
Uses rhetorical questions.	Add 'es', 'ed' and 'ing' to verbs.	Apostrophes for
Uses ambitious adjectives to grab the	Adjectives	contractions.
reader's attention.	Add 'er' and 'est' to adjectives	Possessive apostrophes for
	where no change is needed to root	singular nouns.
	word.	Commas to separate items
	Connectives/conjunctions	in lists.
	Subordination – when, if, that,	
	because	
	coordination – or, and, but.	
	Tense	
	Correct and consistent use of past	
	and present tense.	
	Adverbs	
	'ly' added to adjective to form	
	adverb.	

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Year 2 Spring 1				
Narrative <u>The Clocktower Film Unit</u>				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

	T		'ly' added to adjective to form	
			adverb.	
Non- Chronlogical Report - Castles	1	<u> </u>	daverb.	I
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	
Text Level	Sentence structure	Oseful Vocabulary	Word Classes	
Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest Dinosaurs were Main ideas organized in groups.	Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The have but the have	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination — when, if, that, because Coordination — or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
Newspaper Report		Turani i	T 191	T
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences	It was a terrible	Noun	Use spaces that reflect the size
Written in the past tense.	e.g. He was	The scene was	Form nouns using suffixes and	of the letters.
Main ideas organised in groups.	They were	Many passers by	compounding.	Use full stops correctly.
Using sequencing techniques – time related words. A photo with a caption.	It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	Some children were Shocking Awful Amazing Incredible Afterwards	Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense	Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

	Correct and consistent use of	
	past and present tense.	
	Adverbs	
	'ly' added to adjective to form	
	adverb.	

Year 2 Spring 2				
Instructions – How to make a paper crown	Contonco Structuro	Heaful Vacabulary	Word Classes	Dunctuation
Text Level  A goal is outlined — a statement about what is to be achieved.  Written in sequenced steps to achieve the goal.  Diagrams and illustrations are used to make the process clearer.	Imperative verbs are used to begin sentences. Use simple adverbs e.g. slowly, quickly. Use simple noun phrases e.g. long stick.	First of all To start with Firstly Lastly Finally Carefully Gently Slowly Softly	Word Classes  Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to roc word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb	
Letter Writing to Prince Charles				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion.	Subject/verb sentences	And, then, but, so, when.	Noun	Use spaces that reflect the size
Written in the past tense.	e.g. I think	Dear Mr/Mrs	Form nouns using suffixes and	of the letters.
Main ideas organized in groups.	We want	Dear Sir/Madam	compounding.	Use full stops correctly.
Using sequencing techniques – time related	Some modal verbs introduced	Yours Sincerely	Expanded noun phrases for	Use question marks correctly.
words.	e.g. would, could, should.	Yours faithfully	description.	Use exclamation marks
	Use simple adverbs	Later	Add 'es' to nouns.	correctly.
	e.g. yesterday, today.	Afterwards	Verbs	Use capital letters correctly.
	Use simple noun phrases e.g. red shoes	After that	Progressive form of verbs in the	Apostrophes for contractions.
		Eventually	past and present tense.	

		I would like to We felt	Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Possessive apostrophes for singular nouns. Commas to separate items in lists.
Biogrpahy writing of a monarch				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Brief introduction and conclusion. Written in the past tense e.g. He went She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was They were It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large crowd	As a child As a teenager At a young age Many years later One of the interesting things aboutwas In my view His/Her life was I believe He/She was He/She became	Noun Form nouns using suffixes and context in the large state of the l	past and present tense.  there no change is needed to root  ecause  st and present tense.

Year 2 Summer 1				
Diary Writing as Jim or the Giant				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	
Brief introduction and conclusion.	Subject/verb sentences	Afterwards	Noun	
Written in the past tense e.g. I went	e.g. He was	After that	Form nouns using suffixes and compounding.	
I saw	They were	When	Expanded noun phrases for description.	

Main ideas organized in groups. Ideas organized in chronological order using connectives that signal time.	It happened Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect	Add 'es' to nouns.  Verbs  Progressive form of verbs in the padd 'es', 'ed' and 'ing' to verbs.  Adjectives  Add 'er' and 'est' to adjectives whword.  Connectives/conjunctions  Subordination — when, if, that, be Coordination — or, and, but.  Tense  Correct and consistent use of pas Adverbs  'ly' added to adjective to form addition and the company is to the company in the company in the company is the company in the company in the company is the company in the company in the company is the company in the company in the company in the company is the company in the company	nere no change is needed to root cause t and present tense.
Poetry Liston discuss respond	Understanding	Composition	Vocabulary grammar and	Possible outcomes
Listen, discuss, respond	Onucistanung	Composition	Vocabulary, grammar and punctuation	rossible outcolles
Listen to, discuss and express views about a wide range of contemporary and classic poetry  - Recognise simple recurring literary language in poetry  - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary  - Discuss their favourite words and phrases  - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear  - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Draw on what they already know or on background information and vocabulary provided by the teacher  - Check that the text makes sense to them as they read and correct inaccurate reading  - Make inferences on the basis of what is being said and done  - Answer and ask questions  - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)  - Sentences with different forms: statement, question, exclamation, command  - Expanded noun phrases to describe and specify [for example, the blue butterfly]  - The present and past tenses correctly and consistently including the progressive form  - subordination (using when, if, that, or because) and coordination (using or, and, or but)	Performing Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps Creating Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue

Narrative Based on Jim/James and the Beanst	alk			twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination — when, if, that, because Coordination — or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 2 Summer 2						
Book and Film Reviews on The Snail and the	Book and Film Reviews on The Snail and the Whale.					
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation		
Brief introduction and conclusion.	Subject/verb sentences	I am going to	Noun	Use spaces that reflect the size		
Written with an impersonal style	e.g. He was	In fact	Form nouns using suffixes and	of the letters.		
Main ideas organised in groups.	They were	It seems	compounding.	Use full stops correctly.		
	It happened	To sum this up	Expanded noun phrases for	Use question marks correctly.		
	Some modal verbs introduced	The opposite view of this is	description.			

Narrative Based on Snail and the Whale	e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple noun phrases e.g. angry mum Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	Not everyone agrees with this	Add 'es' to nouns.  Verbs  Progressive form of verbs in the past and present tense.  Add 'es', 'ed' and 'ing' to verbs.  Adjectives  Add 'er' and 'est' to adjectives where no change is needed to root word.  Connectives/conjunctions  Subordination – when, if, that, because coordination – or, and, but.  Tense  Correct and consistent use of past and present tense.  Adverbs 'ly' added to adjective to form adverb.	Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was They were It happened Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 3 Autumn 1				
Recipe Writing based on a Will Wonka invention o	r one of their own			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed are outlined clearly.  Organised into clear points denoted by time.  Persuasion – Advert/Brochures for their own Resta	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Adverbials e.g. When the glue dries, attach the paperclip.	Afterwards After that To begin with Begin by Secondly The next step is to With a slow movement With a quick pull Try to	Noun Form nouns using prefixes. Nouns and pronouns used to repetition. Verbs Present perfect forms of ver instead of 'the' Adjectives Choose appropriate adjectives Connectives/conjunctions Express time and cause (whe before, after, while, because Tense Correct and consistent use of and present tense. Adverbs Introduce/revise adverbs. Express time and cause; their next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.  bs  es. en, so, e) f past
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.	Simple sentences with extra description.  Some complex sentences using when, if, as etc.  Tense consistent e.g. modal verbs can/will  Adverbials  e.g. When they have a problem, we played after tea.  It was scary in the tunnel.  Start sentences with verbs e.g. imagine, consider, enjoy.	Surely Obviously Clearly Don't you think Firstly Secondly Thirdly My own view is My last point is Imagine	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Narrative – Written in the Style of Roald Dahl		Consider Enjoy	Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Text Structure  Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house  Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Sentence Structure  Simple sentences with extra description. Some complex sentences using because, which, where etc.  Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose  Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home Expanded noun phrases e.g. two horrible hours	Useful Vocabulary Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Word Classes  Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Year 3 Autumn 2							
Diary Writing as Stig	Diary Writing as Stig						
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes				
Clear introduction.	Simple sentences with extra description.	Last week	Noun				
Organised into paragraphs shaped around	Some complex sentences using when, if, as	During our school trip	Form nouns using prefixes.				
key events.	etc.	Soon	Nouns and pronouns used to avoid repetition.				
A closing statement to summarise the	Tense consistent e.g. modal verbs can/will	Meanwhile	Verbs				
overall impact.	Adverbials	To begin with	Present perfect forms of verbs instead of 'the'				
	e.g. When we arrived, the tour guide gave us	I was pleased that	Adjectives				
	a chocolate bar.	I didn't expect that	Choose appropriate adjectives.				
		It was difficult to	Connectives/conjunctions				
			Express time and cause (when, so, before, after, while, because)				

	Tense			
	Correct and consistent use of past and present tense.			
	Adverbs			
	Introduce/revise adverbs.			
	Express time and cause; then, next, soon.			
Advantura Narrativas in the style of Stig of the Duma	Advanture Namentina in the at the of Cain of the Downs			

Adventure Narratives in the style of Stig of the Dump

**Building Suspense** 

Developing our Stories

Reading Aloud:

Text Structure Time and place are referenced	Sentence Structure Simple sentences with extra description.	Useful Vocabulary Year 3 ambitious vocabulary used	Word Classes Noun	Punctuation Introduce possessive
to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home Expanded noun phrases e.g. two horrible hours	Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	apostrophes for plural nouns. Introduce inverted commas.
Fact Files – Stonehenge				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon	The following report They don't It doesn't Sometimes Often Most	Noun Form nouns using prefixes. Nouns and pronouns used to avo Verbs Present perfect forms of verbs in Adjectives	·
	e.g. The caterplian makes a cocomin		Choose appropriate adjectives.	

Connectives/conjunctions
Express time and cause (when, so, before, after, while, because)
Tense
Correct and consistent use of past and present tense.
Adverbs
Introduce/revise adverbs.
Express time and cause; then, next, soon.

Year 3 Spring 1				
Persuasive Writing – Job applications from a	en immortal to Plutus			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some letter layout features included.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When they have a problem, we played after tea. It was scary in the tunnel.	While, if, as, when. I would like to inform you that It has come to my attention that Thank you for I hope that	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, so	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Myths and Legends – Retelling of a Greek M	vth			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house  Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home Expanded noun phrases e.g. two horrible hours	Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Biography of a Greek Hero or Villain			Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Clear introduction.	Simple sentences with extra description.	During his/her early life	Noun
Organised into paragraphs shaped around	Some complex sentences using when, if, as	Soon afterwards	Form nouns using prefixes.
key events.	etc.	Sometimes he	Nouns and pronouns used to avoid repetition.
A closing statement to summarise the	Tense consistent e.g. modal verbs can/will	Strangely	Verbs
overall impact.	Adverbials	One of the most remarkable facts about	Present perfect forms of verbs instead of 'the'
	e.g. When she arrived at the scene, the	His/her greatest achievement was	Adjectives
	doctors told her exactly what happened.		Choose appropriate adjectives.
			Connectives/conjunctions
			Express time and cause (when, so, before, after, while, because)
			Tense
			Correct and consistent use of past and present tense.
			Adverbs
			Introduce/revise adverbs.
			Express time and cause; then, next, soon.

Year 3 Spring 2				
Speeches about why London is so great				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house  Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home Expanded noun phrases e.g. two horrible hours	Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

			Introduce/revise adverbs.	
			Express time and cause; then, nex	t, soon.
Poetry looking at the style of Benjamin Zephania	h	l		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Listen, Discuss and Respond,	Understanding,	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Listen to and discuss a wide range of fiction, poetry  - Read books (poems) that are structured in different ways and reading for a range of purposes  - Identify themes and conventions in a wide range of books (poems)  - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  - Discuss words and phrases that capture the reader's interest and imagination  - Recognise some different forms of poetry (for example, free verse, narrative poetry)  - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (verse) and summarising these - Identify how language, structure, and presentation contribute to meaning	Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Use a wider range of conjunctions, including when, if, because, although  - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect)  - Conjunctions, adverbs and prepositions to express time and cause  - Indicate possession by using the possessive apostrophe with plural nouns  - Paragraphs (verses) as a way to group related material  - Expanded noun phrases	Performing Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems Creating Narrative poems Free verse poems List poems Conversation poems Haiku Kennings Calligrams Special effects: similes, metaphors, personification etc. Song lyrics (apostrophes) Analysing Read/discuss a range of poems and discuss - Types of poems they are and how you know Structure of the poem Poems could be sorted into different forms. Are they easy to sort or are some ambiguous? Summarise poems Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have

Year 3 Summer 1						
Newspaper report abput mystery pollution in the local river.						
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation		
Clear introduction.	Simple sentences with extra description.	While, if, as, when.	Noun	Introduce possessive		
Points about the visit/issue	Some complex sentences using when, if, as	Witnesses felt	Form nouns using prefixes.	apostrophes for plural		
Organised into paragraphs denoted by	etc.	He reported that	Nouns and pronouns used to avoid	nouns.		
time/place.	Tense consistent e.g. modal verbs can/will	He also claimed that	repetition.	Introduce inverted commas.		
Topic sentences.	Adverbials	She went on to state that	Verbs			
Some newspaper layout features included.	e.g. As the police arrived, the crowd	He continued by	Present perfect forms of verbs			
A bold eye-catching headline.	scattered.	Hours later	instead of 'the'			
		Unfortunately	Adjectives			
		Fortunately	Choose appropriate adjectives.			
			Connectives/conjunctions			
			Express time and cause (when, so,			
			before, after, while, because)			
			Tense			
			Correct and consistent use of past			
			and present tense.			
			Adverbs			
			Introduce/revise adverbs.			
			Express time and cause; then, next,			
			soon.			

Balanced argument- Should new hosuing development be built on River Sttlement

Why are rivers important?

For or Against

Presenting our Arguments

reserring our ringuiriertes				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction.	Simple sentences with extra description.	Surely	Noun	Introduce possessive
Points about subject/issue	Some complex sentences using when, if, as	Obviously	Form nouns using prefixes.	apostrophes for plural nouns.
Organised into paragraphs	etc.	Clearly	Nouns and pronouns used to	Introduce inverted commas.
Sub-heading used to organize texts.	Tense consistent e.g. modal verbs can/will	Don't you think	avoid repetition.	
	Adverbials	Firstly	Verbs	
	e.g. When they have a problem, we played	Secondly	Present perfect forms of verbs	
	after tea.	Thirdly	instead of 'the'	
	It was scary in the tunnel.	My own view is	Adjectives	
	Start sentences with verbs e.g. imagine,	My last point is	Choose appropriate adjectives.	
	consider, enjoy.	My final point is	Connectives/conjunctions	
		Imagine	Express time and cause (when,	
		Consider	so, before, after, while,	
		Enjoy	because)	
			Tense	
			Correct and consistent use of	
			past and present tense.	
			Adverbs	

Journals about visit to the river			Introduce/revise adverbs. Express time and cause; then, next, soon.	
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Clear introduction.	Simple sentences with extra description.	Last week	Noun	
Organised into paragraphs shaped around	Some complex sentences using when, if, as	During our school trip	Form nouns using prefixes.	
key events.	etc.	Soon	Nouns and pronouns used to avoid repetition.	
A closing statement to summarise the overall	Tense consistent e.g. modal verbs can/will	Meanwhile	Verbs	
impact.	Adverbials	To begin with	Present perfect forms of verbs instead of 'the'	
	e.g. When we arrived, the tour guide gave us	I was pleased that	Adjectives	
	a chocolate bar.	I didn't expect that	Choose appropriate adjectives.	
		It was difficult to	Connectives/conjunctions	
			Express time and cause (when, so, before, after, while, because)	
			Tense	
			Correct and consistent use of past and present tense.	
			Adverbs	
			Introduce/revise adverbs.	
			Express time and cause; then, next, soon.	

Year 3 Summer 2			
Non Chronological reports on predators of th	eir choice		
Text Structure	Sentence	Useful Vocabulary	Word Class
Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of sub-headings.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When the caterpillar makes a cocoon	The following report They don't It doesn't Sometimes Often Most	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.
Recounts – a day at the zoo		•	1 .
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes

Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.	Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. When we arrived, the tour guide gave us a chocolate bar.	Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to	Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Narrative Stories – Dilemma Stories  Crocodile vs Alligator Setting the Scene: Writing a resolution:  Text Structure  Time and place are referenced to guide the reader through the text e.g. in the morning Organised into paragraphs e.g. When she arrived at the bear's house  Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her	Sentence Structure Simple sentences with extra description. Some complex sentences using because, which, where etc. Tense consistent e.g. typically past tense for narration, present tense in dialogue Dialogue is realistic and conversational in style e.g. Well, I suppose Verbs used are specific for action e.g. rushed, shoved, pushed Adverbials e.g. When she reached home Expanded noun phrases e.g. two horrible hours	Useful Vocabulary Year 3 ambitious vocabulary used Connectives: also, however, therefore, after the, just then, furthermore, nevertheless, on the other hand, consequently, immediately, as soon as Adverbs: very, rather, slightly	Word Classes  Noun Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs Present perfect forms of verbs instead of 'the' Adjectives Choose appropriate adjectives. Connectives/conjunctions Express time and cause (when, so, before, after, while, because) Tense Correct and consistent use	Punctuation Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
			of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	

## Year 4 Autumn 1

(2-3weeks)Biography Writing of a Significant Roman figure.

- Children learn to plan using the Sue Palmer writing skeleton.
- Identify the text structures from existing biographies.
- Children to research and make notes of significant events in people's lives.
- Children to write biography of a significant figure in Roman, History and two more of the class teachers or classes choosing.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Developed introduction and conclusion including	Sentence length varied e.g short/long.	In (insert year) at the age ofhe/she	Noun
elaborated personal response.	Active and passive voice used deliberately to	The time came for	Locate and identify expanded noun phrases.
Description of events are detailed and engaging.	heighten engagement.	In his/her later years	Verbs
The information is organised chronologically with	e.g. Giraffes left the enclosure.	Once he/she had	Use modal verbs.
clear signals to the reader about time, place and	Wide range of subordinate connectives	Nobody is sure why	Prefixes for verbs; dis, de, mis, over, ise, ify.
personal response.	e.g. whilst, until, despite.	In spite of	Convert adjectives in verbs using suffixes; ate, ise,
Purpose of the recount an experience revealing		His/Her lasting legacy is that	ify.
the writer's perspective.			Adjectives
			Choose appropriate adjectives
			Connectives/conjunctions
			Use a wide range of connectives.
			Tense
			Change tense according to features of the genre.
			Adverbs
			Know what an adverbial phrase is.
			Fronted adverbials
			Comma after fronted adverbials.
			Adverbials of time, place and number.

(2weeks)Recount – Descriptive writing of a Descriptive Writing of the colosseum or of a gladiator going into the arena and two other picture stimulus provided by the teacher.

- Children to learn to use noun phrases expanded by the addition of modifying adjectives for effect.
- Use of simile and metaphor in descriptive writing.
- Children to start to use 'show not tell' techniques through use of character descriptions.
- Wide use of conjunctions to extend sentences.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Clear introduction and conclusion.	Variation in sentence structures e.g. While we	Later on	Noun
Links between sentences help to navigate the	watched the sea-lion show	Before long	Nouns and pronouns used for clarity and
reader from one idea to the next.	Use embedded/relative clauses	At that very moment	cohesion.
Paragraphs organized correctly around key	e.g. Penguins, which are very agile,	At precisely	Noun phrases expanded by the addition of
events.	Include adverbs to show how often e.g.	When this was complete	modifying adjectives, nouns and prepositional
Elaboration is used to reveal the writer's	additionally, frequently, rarely.	I was gripped by	phrases.
emotions and responses.	Sentences build from a general idea to more	I felt overwhelmed when	Verbs
	specific.	I was personally affected by	Standard English forms for verbs.
	Use emotive language to show personal response	This has changed how I feel about	Adjectives
	e.g. fabulous, showcase inspired me to		Choose appropriate adjectives
			Connectives/conjunctions
			Use a wide range of connectives.

	Т	ense
	C	Correct use of past and present tense.
	A	Adverbs
	K	(now what an adverbial phrase is.
	F	ronted adverbials
	C	Comma after fronted adverbials.

## (2 weeks)Play Script – Soliloquy of Roman Soldier

- Children to learn the features of a play script
- Children to identify features of a play script
- To perform play scripts within groups.
- Change narrative to play script.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Suggested Layout:	Stage directions – written in	Scene, character, Act	Powerful verbs and adverbs
Introduction	brackets		
Scene title and description of	Sound effects/reactions of actors		
setting.	<ul> <li>written in brackets within</li> </ul>		
Main body	sentences		
Different scenes with			
different characters and			
stage directions.			
Opening, Build up, Problem,			
Resolution and Ending			
included.			
Conclusion			
Final line which concludes the			
story			

Year 4 Autumn 2					
(4 weeks combined with letter writing) Diary of visiting a state on a roadtrip					
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes		

Clear introduction and conclusion. Links between sentences help to navigate the reader from one idea to the next. Paragraphs organized correctly around key events. Elaboration is used to reveal the writer's emotions and responses.	Variation in sentence structures e.g. While we watched the sea-lion show Use embedded/relative clauses e.g. Penguins, which are very agile, Include adverbs to show how often e.g. additionally, frequently, rarely. Sentences build from a general idea to more specific. Use emotive language to show personal response e.g. fabulous, showcase inspired me to	Later on Before long At that very moment At precisely When this was complete I was gripped by I felt overwhelmed when I was personally affected by This has changed how I feel about	Noun Nouns and pronouns used for or Noun phrases expanded by the adjectives, nouns and preposit Verbs Standard English forms for verl Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connective Tense Correct use of past and presen Adverbs Know what an adverbial phrase Fronted adverbials Comma after fronted adverbia	e addition of modifying ional phrases.  bs.  es.  t tense.  e is.
(4 weeks combined with diary writing) Letter W	riting/Postcards from different states. (Linked to	diary writing)	·	
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.	Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses e.g. Mrs Holt, who was very angry The tiger, that was pacing Include adverbs to show how often e.g. additionally, frequently, rarely.	As I stated earlier Referring to This is an unfortunate It is with regret I would be grateful if It is with regret that I look forward to hearing from you in due course. Use modal verbs to hint future action or possibilities e.g. should, would, could.	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjective nouns and prepositional phrase Verbs Standard English forms for verl Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connective Tense Correct use of past and presen tense. Adverbs Know what an adverbial phrase Fronted adverbials Comma after fronted adverbia	adverbials. Use inverted commas and other punctuation to indicate direct speech.  es.  t  e is.
(2.5 Weeks) brochare, writing for persuasion b	Solidie for OS state			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading	Variation in sentence structures e.g. While we were at the park As we arrived Use embedded/relative clauses	I believe that It seems to me that It is clear that Is it any wonder that	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by	Apostrophe to mark singular and plural possession. Commas after fronted adverbials.
Topic sentences	e.g. Mrs Holt, who was very angry	Furthermore	the addition of modifying	

The tiger, that was pacing	As I see it	adjectives, nouns and	Use inverted commas and
Include adverbs to show how often e.g.	Tremendous	prepositional phrases.	other punctuation to
additionally, frequently, rarely.	Implore you to consider	Verbs	indicate direct speech.
More complicated rhetorical questions	Extremely significant	Standard English forms for	
e.g. haven't you always longed for a?	Inevitably	verbs.	
	Finally	Adjectives	
	In conclusion	Choose appropriate	
	In summary	adjectives	
	The evidence presented	Connectives/conjunctions	
	Have you ever thought about?	Use a wide range of	
	Do you think that?	connectives.	
	Fed up with?	Tense	
		Correct use of past and	
		present tense.	
		Adverbs	
		Know what an adverbial	
		phrase is.	
		Fronted adverbials	
		Comma after fronted	
		adverbials.	

Year 3 Spring 1	Year 3 Spring 1				
Balanced Argument who would make the I	pest King in 1066?				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation	
Clear introduction and conclusion.	Variation in sentence structures e.g. While	This piece of writing will	Noun	Apostrophe to mark	
Links between key ideas in the letter.	we were at the park	feel convinced	Nouns and pronouns used for clarity and	singular and plural	
Paragraphs organised correctly into key	As we arrived	I intend to	cohesion.	possession.	
ideas.	Use embedded/relative clauses	On the other hand	Noun phrases expanded by the addition	Commas after	
Subheading	e.g. Mrs Holt, who was very angry	In addition	of modifying adjectives, nouns and	fronted adverbials.	
Topic sentences	The angry mob, who had broken the	It is surprising that	prepositional phrases.	Use inverted commas	
	barricade	On balance	Verbs	and other	
	Include adverbs to show how often e.g.	Finally I would like to add	Standard English forms for verbs.	punctuation to	
	additionally, frequently, rarely.	My next point concerns	Adjectives	indicate direct	
	More complicated rhetorical questions	Furthermore	Choose appropriate adjectives	speech.	
	e.g. Have you ever considered the impact	Having looked at both sides, I	Connectives/conjunctions		
	of?	thinkbecause	Use a wide range of connectives.		
		Having considered the arguments for	Tense		
		and against	Correct use of past and present tense.		
		Whilst	Adverbs		
			Know what an adverbial phrase is.		
			Fronted adverbials		
			Comma after fronted adverbials.		
Persuasive Writing: Job applications for	or the King				

Why do you want this job? In their role, imagine that they have to complete a job application for the role of king. Complete an application, filling in their details and a 'Why do you want this job?' section. Use the correct tense throughout their form, from past tense experiences, to present and future tense in 'other information' sections.

Application Deadline: Complete their job applications, building their vocabulary using words and phrases found in historical source materials, dictionaries and thesauri. Read their work aloud to make sure that it makes sense and that the correct tense has been used. Extend their sentences, using more than one clause and conjunctions to explain their ideas. Hand their applications in so that the Witan can make their decision.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.	Variation in sentence structures e.g. While	I believe that	Noun	Apostrophe to mark
Links between key ideas in the letter.	we were at the park	It seems to me that	Nouns and pronouns used for	singular and plural
Paragraphs organised correctly into key	As we arrived	It is clear that	clarity and cohesion.	possession.
ideas.	Use embedded/relative clauses	Is it any wonder that	Noun phrases expanded by the	Commas after fronted
Subheading	e.g. Mrs Holt, who was very angry	Furthermore	addition of modifying adjectives,	adverbials.
Topic sentences	The tiger, that was pacing	As I see it	nouns and prepositional phrases.	Use inverted commas and
	Include adverbs to show how often e.g.	Tremendous	Verbs	other punctuation to
	additionally, frequently, rarely.	Implore you to consider	Standard English forms for verbs.	indicate direct speech.
	More complicated rhetorical questions	Extremely significant	Adjectives	
	e.g. haven't you always longed for a?	Inevitably	Choose appropriate adjectives	
		Finally	Connectives/conjunctions	
		In conclusion	Use a wide range of connectives.	
		In summary	Tense	
		The evidence presented	Correct use of past and present	
		Have you ever thought about?	tense.	
		Do you think that?	Adverbs	
		Fed up with?	Know what an adverbial phrase is.	
			Fronted adverbials	
			Comma after fronted adverbials.	

## **Diary Writing**

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Clear introduction and conclusion.	Variation in sentence structures e.g. While	Later on	Noun
Links between sentences help to navigate	we watched the sea-lion show	Before long	Nouns and pronouns used for clarity and cohesion.
the reader from one idea to the next.	Use embedded/relative clauses	At that very moment	Noun phrases expanded by the addition of modifying adjectives,
Paragraphs organized correctly around key	e.g. Penguins, which are very agile,	At precisely	nouns and prepositional phrases.
events.	Include adverbs to show how often e.g.	When this was complete	Verbs
Elaboration is used to reveal the writer's	additionally, frequently, rarely.	I was gripped by	Standard English forms for verbs.
emotions and responses.	Sentences build from a general idea to more	I felt overwhelmed when	Adjectives
	specific.	I was personally affected by	Choose appropriate adjectives
	Use emotive language to show personal	This has changed how I feel about	Connectives/conjunctions
	response e.g. fabulous, showcase inspired		Use a wide range of connectives.
	me to		Tense
			Correct use of past and present tense.
			Adverbs
			Know what an adverbial phrase is.
			Fronted adverbials
			Comma after fronted adverbials.

#### Poetry - Kennings (1week)

<u>Features of Kennings</u> Use their understanding of kenning poems to create a features list. Work with a partner to choose an object from the Battle of Hastings and plan a kenning poem. Swap their kennings with other groups to see if they can identify their subject matter. Use dictionaries and thesauri to help improve their vocabulary.

<u>Creating our Kennings</u> Imagine that they have spoken to battle weary soldiers (from both sides) after their gruesome battle and that the soldiers want them to record their experience as kennings for the Anglo-Saxon Chronicle or Norman Times. Create their kennings about the object of war, feelings (such as fear, death, anger or pride) or the two leaders, William and Harold. Begin to plan their ideas and try out options, discussing these with a writing partner or classroom adult.

<u>Presenting Our Kennings</u> Use a calligraphy pen to handwrite their kennings for publication in the Anglo-Saxon Chronicle or Norman Times. Focus on neat joins, consistent letter sizes and general handwriting rules. Practise reading their poem aloud and perform it to others in the group with expression.

#### Year 4 Spring 2

Instructions

How to set up a camp, be an explorer

now to set up a camp, be an explorer	T	T		T
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
A set of ingredients and equipment needed	Variation in sentence structures e.g. While the	Continue by	Noun	Apostrophe to mark
are outlined clearly.	pastry cooks	Carry on	Nouns and pronouns used for clarity and	singular and plural
Sentences include precautionary advice e.g.	As the sauce thickens	Do this until	cohesion.	possession.
Be careful not to over whisk as it will turn into	Include adverbs to show how often e.g.	Stop when	Noun phrases expanded by the addition	Commas after fronted
butter.	additionally, frequently, rarely.	When you have done this	of modifying adjectives, nouns and	adverbials.
Friendly tips/suggestions are included to		Try not to	prepositional phrases.	Use inverted commas
heighten the engagement.		Avoid	Verbs	and other punctuation
e.g. This dish is served best with a dash of			Standard English forms for verbs.	to indicate direct
nutmeg.			Adjectives	speech
			Choose appropriate adjectives	
			Connectives/conjunctions	
			Use a wide range of connectives.	
			Tense	
			Correct use of past and present tense.	
			Adverbs	
			Know what an adverbial phrase is.	
			Fronted adverbials	
			Comma after fronted adverbials	

#### Explanation text – Water Cycle in Mountains

The Water Cycle: Watch an animated version of the water cycle, using whiteboards to jot down important facts and information. Make a list of technical vocabulary used in the animation and use dictionaries or information books to identify meanings. Add labels and captions to a diagram of the water cycle, using <a href="Skitch">Skitch</a> or other software as appropriate.

Developing our Explanations: After creating a model water cycle (see the activity 'Modelling the water cycle'), recap together, explaining what they did and what happened, using the correct

technical vocabulary. Work in pairs or individually to begin drafting an explanation of the water cycle, reading it aloud to check that their work makes sense.

<u>Clarity:</u> Imagine that they are writing an article for a children's science magazine or journal, explaining how the water cycle works. Think about how they can make their explanations as clear as possible, perhaps organising them according to the four main stages of the cycle: evaporation, condensation, precipitation and collection.

Completing our Explanations: Check their explanations, making sure that there are no spelling or grammatical errors and that their sentences make sense. Present their explanations using diagrams, labels, photographs and any other useful features.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes

Clear introduction and conclusion.	Variation in sentence structures e.g. While the	This report will	Noun
Links between sentences help to navigate the	eggs hatch female penguins	The following	Nouns and pronouns used for clarity and cohesion.
reader from one idea to the next.	Use embedded/relative clauses	Information	Noun phrases expanded by the addition of modifying adjectives,
Paragraphs organized correctly into key ideas.	e.g. Penguins, which are very agile,	Usually	nouns and prepositional phrases.
Sub-headings are used to organize	Include adverbs to show how often e.g.	Normally	Verbs
information. E.g. Qualities, body parts,	additionally, frequently, rarely.	Even though	Standard English forms for verbs.
behaviour.	Sentences build from a general idea to more	Despite the fact	Adjectives
	specific.	As a rule	Choose appropriate adjectives
	Use technical vocabulary to show the reader		Connectives/conjunctions
	the writer's expertise.		Use a wide range of connectives.
			Tense
			Correct use of past and present tense.
			Adverbs
			Know what an adverbial phrase is.
			Fronted adverbials
			Comma after fronted adverbials.

## Poetry - Calligrams

<u>Developing our ideas</u> - Look at a range of dramatic mountain images, snow capped summits, dramatic peaks with sunsets and lush green mountains with gurgling brooks and streams. Choose a favourite image and brainstorm words, phrases, metaphors, similes and personification that could be used in a mountain poem of their own. Perhaps think about sounds that they might hear. Use dictionaries and thesauri to help their thinking and share their ideas with others in the group.

Improving our Calligrams Use their words and phrases to draft a one verse poem, with or without a rhyming structure. Create their own or use a preplanned framework for their poems, creating a calligram. Talk with a partner to discuss their progress and make improvements and corrections where needed.

Picture Perfect: Produce their final, decorated poem using their best joined handwriting. Add colour to their writing using different pens.

## Year 4 Summer 1

Persuasive letter writing

They must persuade Vikings to go on the raid of a lifetime with 'Viking Voyages'.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Clear introduction and conclusion.	Variation in sentence structures e.g. While	I believe that	Noun	Apostrophe to mark
Links between key ideas in the letter.	we were at the park	It seems to me that	Nouns and pronouns used for clarity	singular and plural
Paragraphs organised correctly into key	As we arrived	It is clear that	and cohesion.	possession.
ideas.	Use embedded/relative clauses	Is it any wonder that	Noun phrases expanded by the	Commas after fronted
Subheading	e.g. Mrs Holt, who was very angry	Furthermore	addition of modifying adjectives,	adverbials.
Topic sentences	The tiger, that was pacing	As I see it	nouns and prepositional phrases.	Use inverted commas and
·	Include adverbs to show how often e.g.	Tremendous	Verbs	other punctuation to
	additionally, frequently, rarely.	Implore you to consider	Standard English forms for verbs.	indicate direct speech.
	More complicated rhetorical questions	Extremely significant	Adjectives	1
	e.g. haven't you always longed for a?	Inevitably	Choose appropriate adjectives	
		Finally	Connectives/conjunctions	

Narrative Unit ' How to be a Viking'		In conclusion In summary The evidence presented Have you ever thought about? Do you think that? Fed up with?	Use a wide range of connectives. Tense Correct use of past and present tense Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Myths and Legends (Norse Mythology)

Character Profiles
Work in groups to discuss and build up a character profile about King Arthur. Use a range of source materials to gather evidence and make assumptions about the type of man he was. Discuss why they and other historians are unable to prove or disprove his existence. Begin to organise short paragraphs that address different aspects of his character.

Retelling a legend: Listen to or read a popular retelling of the legend of King Arthur. Retell the legend in their own words, presenting it as a comic strip. Plan what to include in each box and how many boxes to use. Use drawings, text, thought and speech bubbles to help retell the whole story. Discuss their plans or ideas with an adult or writing partner.

Fact or Fiction? : Refine and finish their individual stories, checking that they have followed the correct sequence. Read their story aloud to a partner or group of children and reflect upon how effectively they have retold the story.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Link between opening and resolution	Variation in sentence structures e.g. while,	Year 4 ambitious vocabulary used	Noun	Apostrophe to mark
Links between sentences help to navigate	although, until	Connectives: in addition, furthermore,	Nouns and pronouns used for clarity and	singular and plural
the reader from one idea to the next e.g.	Use embedded/relative clauses	consequently, in the end, much later on,	cohesion.	possession.
contrasts in mood	e.g. Marcus, who grinned slyly at the	moreover, in due course, eventually	Noun phrases expanded by the addition of	Commas after fronted
angry mother, disheartened Jack	teacher,		modifying adjectives, nouns and	adverbials.
			prepositional phrases.	

Paragraphs organised correctly to build up	Include adverbs to show how often or add	Verbs	Use inverted commas
to key event	subtlety of meaning e.g. exactly,	Standard English forms for verbs.	and other
Repetition avoided through using different	suspiciously	Adjectives	punctuation to
sentence structures and ellipsis	Tense changes appropriate; verbs may refer	Choose appropriate adjectives	indicate direct
	to continuous action e.g. will be thinking	Connectives/conjunctions	speech.
		Use a wide range of connectives.	
		Tense	
		Correct use of past and present tense.	
		Adverbs	
		Know what an adverbial phrase is.	
		Fronted adverbials	
		Comma after fronted adverbials.	

## Year 4 Summer 2

## Poetry James Reeves The Sea

: <u>Developing Vocabulary</u>: Work in pairs to choose a favourite sea creature seen at the aquarium. Place a picture or photograph of their sea creature in the centre of a piece of paper. Write words around it to describe how it looks and moves. Use their ideas to write sentences, using a rich vocabulary to personify their creature.

Completing our Poems: Continue to work in pairs to draft sentences to form the basis of a four to six line poem about their sea creature. Use examples of personification where appropriate, deciding whether they will write a rhyming or non-rhyming poem. After completion, write a presentation copy in joined handwriting and illustrate it with a picture of their creature.

Listen, discuss and respond	Understanding	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
Listen to and discuss a wide range of fiction, poetry  Read books (poems) that are structured in different ways and reading for a range of purposes  Identify themes and conventions in a wide range of books (poems)  Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action  Discuss words and phrases that capture the reader's interest and imagination  Recognise some different forms of poetry (for example, free verse, narrative poetry)  Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  - Ask questions to improve their understanding of a text  - Draw inferences and justifying inferences with evidence  - Identify main ideas drawn from more than one paragraph (verse) and summarising these  - Identify how language, structure, and presentation contribute to meaning	Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme Evaluate and edit by:	Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (verses) as a way to group related material	Performing Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener Perform narrative poems. Explore different voices for narrator and characters. Perform free verse poems Creating Narrative poems Free verse poems List poems Conversation poems Haiku Kennings Calligrams

	- assessing the effectiveness of their	- Expanded noun phrases	Special effects: similes, metaphors,
	own and others' writing and		personification etc.
	suggesting improvements		Song lyrics (apostrophes)
	- proposing changes to grammar		Analysing
	and vocabulary to improve		Read/discuss a range of poems and
	consistency		discuss
	Read aloud their own writing		- Types of poems they are and how
	(poem), to a group or the whole		you know.
	class, using appropriate intonation		- Structure of the poem
	and controlling the tone and		- Purpose of the poem
	volume so that the meaning is		Poems could be sorted into
	clear.		different forms. Are they easy to
			sort or are some ambiguous?
			Summarise poems
			Poetry analysis/review:
			Themes/interesting words
			phrases/type of
			poem/response/questions you have
Non – chronological reports of the great barrier reef			

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Clear introduction and conclusion.	Variation in sentence structures e.g. While	This report will	Noun
Links between sentences help to navigate the	the eggs hatch female penguins	The following	Nouns and pronouns used for clarity and cohesion.
reader from one idea to the next.	Use embedded/relative clauses	Information	Noun phrases expanded by the addition of modifying adjectives,
Paragraphs organized correctly into key ideas.	e.g. Penguins, which are very agile,	Usually	nouns and prepositional phrases.
Sub-headings are used to organize information.	Include adverbs to show how often e.g.	Normally	Verbs
E.g. Qualities, body parts, behaviour.	additionally, frequently, rarely.	Even though	Standard English forms for verbs.
	Sentences build from a general idea to more	Despite the fact	Adjectives
	specific.	As a rule	Choose appropriate adjectives
	Use technical vocabulary to show the reader		Connectives/conjunctions
	the writer's expertise.		Use a wide range of connectives.
			Tense
			Correct use of past and present tense.
			Adverbs
			Know what an adverbial phrase is.
			Fronted adverbials
			Comma after fronted adverbials.

#### Dilemma Stories:

Building Vocabulary: Watch video and film footage of divers exploring the deep waters of various seas and oceans. Collect adjectives and verbs as they watch, using the headings: colours, plants, movement, animals and light. Compare their words and build up their underwater word banks using a dictionary and thesaurus. Watch the clips again and see if their new words describe the scene more dramatically.

<u>Planning our dilemma stories:</u> Draft a plan for a dilemma story set in the ocean depths. Imagine that they are a lone diver or a member of a diving team exploring an amazing underwater world. Include their dilemma ideas in their plans, considering how this might be developed and resolved.

Adding a bit of tension: Develop their stories using their previous research and ideas. Read their work aloud as it develops to check that it makes sense. Experiment using shorter sentences to create tension, anticipation and to express a real sense of danger. Make sure that they include and resolve their dilemma.

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Links between opening and resolution Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack Paragraphs organised correctly to build up to key event Repetition avoided through using different sentence structures and ellipsis	Variation in sentence structures e.g. while, although, until Use embedded/relative clauses e.g. Marcus, who grinned slyly at the teacher, Include adverbs to show how often or add subtlety of meaning e.g. exactly, suspiciously Tense changes appropriate; verbs may refer to continuous action e.g. will be thinking	Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually	Noun Nouns and pronouns used for clarity and cohesion. Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. Verbs Standard English forms for verbs. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.

Year 5 Autumn 1			
<ul> <li>Playscript of story of Osiris</li> </ul>			
Develpoing the Story:			
Adding Details			
Performance Time			
Text Structure	Sentence Structure	Planning	Evaluation
Write own play script, applying	Stage directions clearly indicate to the actors how	Planning:	Evaluation:
conventions learned from	to portray characters feelings (action and	Identifying the audience and	Assessing the effectiveness of their
reading; include production	reaction) through gesture, facial expressions and	purpose of	own and others' writing.
notes.	tone of voice. • How tension can be built up		Proposing changes to vocabulary,

<ul> <li>A detailed paragraph to set each scene.</li> <li>Characters have clear function in script with lines allocated appropriately.</li> </ul>	through pace, silences and delivery. • Precise choice of verbs, adverbs and adjectives to generate the desired effect.	the writing, selecting the appropriate form and using other similar writing as models for their own.	grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb
? To evaluate the script and the performance for their dramatic		Noting and developing initial ideas,	agreement when using singular and plural, distinguishing between the
interest and impact.		drawing on reading and research	language of speech and writing.
Characters personality inferred		where	Proofread for spelling and punctuation
through choice of speech.		necessary.	errors.
		Planning frame – Story maps,	
		story	
		mountains, comic strip.	
<ul> <li>Non Chronological report on Pyramids</li> </ul>			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Developed introduction and conclusion using all	Sentence length varied e.g short/long.	The purpose of this	Noun
the layout features.	Active and passive voice used deliberately to	report/article is to	Locate and identify expanded noun phrases.
Description of the phenomenon is technical and	heighten engagement.	The information presented will	Verbs
accurate.	e.g. The eggs were removed from the beach.	Some experts believe	Use modal verbs.
Generalized sentences are used to categorise and	Wide range of subordinate connectives	This article is designed to	Prefixes for verbs; dis, de, mis, over, ise, ify.
sort information for the reader	e.g. whilst, until, despite.	Many specialists consider	Convert adjectives in verbs using suffixes; ate, ise, ify.
Purpose of the report is to inform the reader and		Firstly I will	Adjectives
to describe the way things are.		It can be difficult	Choose appropriate adjectives
Formal and technical language used throughout		will enable you to	Connectives/conjunctions
to engage the reader.		understand. Unlike	Use a wide range of connectives.
		Despite	Tense Change tense according to features of the genre.
		Although	Adverbs
		Like many	Know what an adverbial phrase is.
		LIKE IIIAIIY	Fronted adverbials
			Comma after fronted adverbials.
			Adverbials of time, place and number.
			Adversions of time, place and number.

Mystery Story Narrative <a href="Plotting our Stories">Plotting our Stories</a>:

Adding Suspense:

Story Endings:

Completing our Stories

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g.	Sentence length varied e.g short/long.	Year 5 ambitious vocabulary	Noun	Consolidate all previous
flashback	Active and passive voice used deliberately to	used	Locate and identify expanded	learning.
Opening and resolution shape the story	heighten engagement.		noun phrases.	Brackets

Structural features of narrative are included e.g.	e.g. the ring was removed from the drawer	Verbs	Dashes
repetition for effect	Wide range of subordinate connectives	Use modal verbs.	Colons
Paragraphs varied in length and structure.	e.g. whilst, until, despite.	Prefixes for verbs; dis, de, mis,	Semi colons
Pronouns used to hide the doer of the action e.g.	Embedded subordinate clauses are used for	over, ise, ify.	
it crept into the woods	economy or emphasis	Convert adjectives in verbs	
	Figurative language used to build description	using suffixes; ate, ise, ify.	
	(sometimes clichéd) e.g. the crowd charged like	Adjectives	
	bulls	Choose appropriate adjectives	
	Repetition is used for effect e.g. the boys ran and	Connectives/conjunctions	
	ran until they could run no more.	Use a wide range of	
		connectives.	
		Tense	
		Change tense according to	
		features of the genre.	
		Adverbs	
		Know what an adverbial phrase	
		is.	
		Fronted adverbials	
		Comma after fronted	
		adverbials.	
		Adverbials of time, place and	
		number.	

Year 5 Autumn 2							
Poetry – Riddles							
Class Riddles:							
Writing riddles							
<u>Tudor Handwiriting</u>							
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes			
Continue to read and discuss an increasingly wide range of poetry  - Read books (poems) that are structured in different ways and for a range of purposes  - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions  - Recommend books (poems) that they have read to their peers, giving reasons for their choices  - Identify and discuss themes and conventions in and across a wide range of writing (poetry)	Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context  - Ask questions to improve understanding  - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  - Identify how language, structure and presentation contribute to meaning	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by:	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by:	Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. Creating Blackout poems Structured grammar poem			

- Make comparisons within and across books (poems)  - Learn a wider range of poetry by heart  - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience  - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views.	- assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	- using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list  Layout devices	Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads Cinquain Comic verse Concrete poems Exploring and using unusual/surprising word combinations Kennings Model verb poems (if only) Consider layout and presentation Analysing Poetry reviews Poetry analysis Recommendations The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons Summarise poems
Newspaper Report of the execution of Anne	T	I		
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion	Sentence length varied e.g short/long.	Until this is resolved	Noun	Consolidate all previous
using all the newspaper's layout features.	Active and passive voice used deliberately to	Unfortunately	Locate and identify expanded	learning.
Paragraphs developed with prioritised	heighten engagement.	Chaos ensued	noun phrases.	Brackets
information into columns.	e.g. the café chairs were broken.	Many panicked when	Verbs	Dashes
Subheadings are used as an organisational	Wide range of subordinate connectives	He disputed	Use modal verbs.	Colons
device.	e.g. whilst, until, despite.	She refused to accept that	Prefixes for verbs; dis, de, mis,	Semi colons
Formal language used throughout to	Complex sentences that use well known	The parents agreed that	over, ise, ify.	
engage the reader.	economic expression.	Witnesses	Convert adjectives in verbs	
Quotations are succinct/emotive.	e.g Because of their courageous efforts, all	Pupils emphasized	using suffixes; ate, ise, ify.	
	the passengers were saved, which was	They spoke to	Adjectives	
	nothing short of a miracle.	In addition to this	Choose appropriate adjectives	
			Connectives/conjunctions	
			Use a wide range of	
			connectives.	
		I	Tense	

Persausive Writing: Letter as Anne Boyleyn to	Henry		Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  View point is transparent for reader.  Emotive language used throughout to engage the reader.	Sentence Structure  Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statement are used to change the readers opinion. E.g. you will never need to	It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would consider In addition Furthermore Moreover My evidence to support this is On balance Just think how Now you can For the rest of your life Unbelievable Outrageous Incredible	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

Year 5 Spring 1				
Instructions – How to build a bug hotel				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning.	Sentence length varied e.g short/long.	Don't forget to	Noun	Consolidate all
Can write accurate instructions for	Wide range of subordinate connectives	Be careful of	Locate and identify expanded noun phrases.	previous learning.
complicated processes.	e.g. whilst, until, despite.	Don't worry about	Verbs	Brackets
Can write imaginative instructions using flair		Concentrate on	Use modal verbs.	Dashes
and humour.		At this point	Prefixes for verbs; dis, de, mis, over, ise, ify.	Colons
				Semi colons

Persuasive Brochures for Bug hotels					Convert adjectives in verbs used, ise, ify. Adjectives Choose appropriate adjective. Connectives/conjunctions Use a wide range of connections Tense Change tense according to fegenre. Adverbs Know what an adverbial phrafronted adverbials Comma after fronted adverbials of time, place and	es ives. eatures of ase is. ials.	the
Text Structure  Developed introduction and conclusion usi all the argument or leaflet layout features. Paragraphs developed with prioritised information.  View point is transparent for reader. Emotive language used throughout to engathe reader.	Active and passive voice used delib heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connect	tives nown forts, all was hange the	Useful Vocabulary  It strikes me that There is no doubt that I am convinced that It appears In my opinion Surely only a fool would cons In addition Furthermore Moreover My evidence to support this On balance Just think how Now you can For the rest of your life Unbelievable Outrageous Incredible		Word Classes  Noun  Locate and identify expanded phrases. Verbs  Use modal verbs. Prefixes for verbs; dis, de, mit over, ise, ify. Convert adjectives in verbs usuffixes; ate, ise, ify. Adjectives Choose appropriate adjective. Connectives/conjunctions Use a wide range of connectiveses Change tense according to fee of the genre. Adverbs Know what an adverbial phrafronted adverbals Comma after fronted adverbals of time, place and number.	is, sing es ives. eatures ease is. ials.	Punctuation  Consolidate all previous learning. Brackets Dashes Colons Semi colons
Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information.	Sentence Structure Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives	Your conce	te were waiting	Word Class  Noun  Locate and phrases.  Verbs  Use modal	lidentify expanded noun	Punctu Consoli Bracket Dashes Colons Semi co	date all previous learning. ts

Purpose of letter clear and transparent	e.g. whilst, until, despite.	Despite speaking to the duty	Prefixes for verbs; dis, de, mis, over,	
for reader.	Complex sentences that use well	manager	ise, ify.	
Formal language used throughout to	known economic expression.	This is a disgrace	Convert adjectives in verbs using	
engage the reader.	e.g Because of their courageous	Unfortunately	suffixes; ate, ise, ify.	
	efforts, all the passengers were saved,	Many other people also	Adjectives	
	which was nothing short of a miracle.	I am delighted to inform you that	Choose appropriate adjectives	
			Connectives/conjunctions	
			Use a wide range of connectives.	
			Tense	
			Change tense according to features of	
			the genre.	
			Adverbs	
			Know what an adverbial phrase is.	
			Fronted adverbials	
			Comma after fronted adverbials.	
			Adverbials of time, place and number.	

## Year 5 Spring 2

## FREE Verse Poetry

**Zero Gravity:** 

Free Falling:

**Exploring Poems:** 

Gravity Rap:

Rap Performance

Listen, discuss, respond

Continue to read and discuss an increasingly wide range of poetry

- Read books (poems) that are structured in different ways and for a range of purposes
- Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions
- Recommend books (poems) that they have read to their peers, giving reasons for their choices
- Identify and discuss themes and conventions in and across a wide range of writing (poetry)
- Make comparisons within and across books (poems)
- Learn a wider range of poetry by heart
- Prepare poems to read aloud/perform, showing understanding through

Understanding

Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context

- Ask questions to improve understanding
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Identify how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Explain and discuss their understanding of what they have read, including through formal presentations and debates,

Composition
Plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary

Draft and write by:

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Vocabulary, grammar and punctuation

Use expanded noun phrases to convey complicated information concisely
Use modal verbs or adverbs to indicate degrees of possibility

Indicate grammatical and other features (as appropriate) by:

- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list

intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views.	Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Layout devices
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Myths and Legends

Inspired by the Moon: Once in a Blue Moon:

Adding Detail

Reading our Myths:

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for	Sentence length varied e.g short/long.	Year 5 ambitious vocabulary used	Noun	Consolidate all previou
effect e.g. flashback	Active and passive voice used deliberately to		Locate and identify expanded noun	learning.
Opening and resolution shape the story	heighten engagement.		phrases.	Brackets
Structural features of narrative are	e.g. the ring was removed from the drawer		Verbs	Dashes
included e.g. repetition for effect	Wide range of subordinate connectives		Use modal verbs.	Colons
Paragraphs varied in length and structure.	e.g. whilst, until, despite.		Prefixes for verbs; dis, de, mis,	Semi colons
Pronouns used to hide the doer of the	Embedded subordinate clauses are used for		over, ise, ify.	
action e.g. it crept into the woods	economy or emphasis		Convert adjectives in verbs using	
	Figurative language used to build description		suffixes; ate, ise, ify.	
	(sometimes clichéd) e.g. the crowd charged		Adjectives	
	like bulls		Choose appropriate adjectives	
	Repetition is used for effect e.g. the boys ran		Connectives/conjunctions	
	and ran until they could run no more.		Use a wide range of connectives.	
			Tense	
			Change tense according to features	
			of the genre.	
			Adverbs	
			Know what an adverbial phrase is.	
			Fronted adverbials	
			Comma after fronted adverbials.	
			Adverbials of time, place and	
			number.	

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for	Sentence length varied e.g short/long.	Year 5 ambitious vocabulary used	Noun	Consolidate all previous
effect e.g. flashback	Active and passive voice used deliberately to		Locate and identify expanded	learning.
Opening and resolution shape the story	heighten engagement.		noun phrases.	Brackets
Structural features of narrative are	e.g. the ring was removed from the drawer		Verbs	Dashes
included e.g. repetition for effect	Wide range of subordinate connectives		Use modal verbs.	Colons
Paragraphs varied in length and structure.	e.g. whilst, until, despite.		Prefixes for verbs; dis, de, mis,	Semi colons
Pronouns used to hide the doer of the	Embedded subordinate clauses are used for		over, ise, ify.	
action e.g. it crept into the woods	economy or emphasis		Convert adjectives in verbs	
	Figurative language used to build description		using suffixes; ate, ise, ify.	
	(sometimes clichéd) e.g. the crowd charged		Adjectives	
	like bulls		Choose appropriate adjectives	
	Repetition is used for effect e.g. the boys ran		Connectives/conjunctions	
	and ran until they could run no more.		Use a wide range of	
			connectives.	
			Tense	
			Change tense according to	
			features of the genre.	
			Adverbs	
			Know what an adverbial phrase	
			is.	
			Fronted adverbials	
			Comma after fronted	
			adverbials.	
			Adverbials of time, place and	
			number.	

## Year 5 Summer 1

Tin Forest Writing Unit

Recipes writing – ingredients from allotment	Recipes writing – ingredients from allotment						
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation			
Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Sentence length varied e.g short/long. Wide range of subordinate connectives e.g. whilst, until, despite.	Don't forget to Be careful of Don't worry about Concentrate on At this point	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.	Consolidate all previous learning. Brackets Dashes Colons Semi colons			

			Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
Poetry – <u>Descriptive Words:</u> <u>Planning our Poems:</u> Poetry Performance:				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punc	tuation
Continue to read and discuss an increasingly wide range of poetry  Read books (poems) that are structured in different ways and for a range of purposes  Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions  Recommend books (poems) that they have read to their peers, giving reasons for their choices  Identify and discuss themes and conventions in and across a wide range of writing (poetry)  Make comparisons within and across books (poems)  Learn a wider range of poetry by heart  Prepare poems to read aloud/perform,	Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context  - Ask questions to improve understanding  - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  - Identify how language, structure and presentation contribute to meaning  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  - Explain and discuss their understanding of what they have read, including through	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing or reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors	Use modal verbs or adversibility Indicate grammatical an appropriate) by: - using commas to clarif ambiguity in writing - using hyphens to avoic - using brackets, dashes parenthesis - using semi-colons, color to introd	n concisely erbs to indicate degrees  d other features (as  y meaning or avoid  I ambiguity or commas to indicate ons or dashes to mark dependent clauses
showing understanding through intonation/tone/volume so that the meaning is clear to an audience	formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Perform their own compositions, using appropriate intonation, volume, and movemen so that meaning is clear.	nt Layout devices	

- Participate in discussions about books	- Provide reasoned justifications for views.	
(poems) that are read to them and those		
they can read for themselves, building on		
their own and others' ideas and challenging		
views courteously		

Year 5 Summer 2				
Diary writing of a WW1 Soldier				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging.  The information is organized chronologically with clear signals to the reader about time, place and personal response.  Purpose of the recount an experience revealing the writer's perspective.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. Giraffes left the enclosure. Wide range of subordinate connectives e.g. whilst, until, despite.	As it happened As a result of Consequently Subsequently Unlike the rest of the group, I felt In a flash Presently Meanwhile In conclusion The experience overall	Noun Locate and identify expanded noun p Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, i Convert adjectives in verbs using suff Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and numbe	ise, ify. ixes; ate, ise, ify. of the genre.
Speeches, arguments about causes of WW1	I			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation

Developed introduction and conclusion using all the argument or leaflet layout features.  Paragraphs developed with prioritised information.  Both view points are transparent for reader.  Emotive language used throughout to engage the reader.	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the café chairs were broken. Wide range of subordinate connectives e.g. whilst, until, despite. Complex sentences that use well known economic expression. e.g Because of their courageous efforts, all the passengers were saved, which was nothing short of a miracle. Persuasive statements are used to change the reader's opinion. E.g. you will never need to	It strikes me that My intention is to To do this I will As I see it It appears to me Naturally It is precisely because Subsequently Doubtless Nevertheless In stark contrast Contrary to this position It would seem logical Let us consider the impact In conclusion The evidence presented leads me to conclude	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials of time, place and number.	Consolidate all previous learning. Brackets Dashes Colons Semi colons
Short Narrative based on WW1 Theme, descrip				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sequence of plot may be disrupted for effect e.g. flashback Opening and resolution shape the story Structural features of narrative are included e.g. repetition for effect Paragraphs varied in length and structure. Pronouns used to hide the doer of the action e.g. it crept into the woods	Sentence length varied e.g short/long. Active and passive voice used deliberately to heighten engagement. e.g. the ring was removed from the drawer Wide range of subordinate connectives e.g. whilst, until, despite. Embedded subordinate clauses are used for economy or emphasis	Year 5 ambitious vocabulary used	Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.	Consolidate all previous learning. Brackets Dashes Colons Semi colons

Figurative language used to build description	Convert adjectives in verbs
(sometimes clichéd) e.g. the crowd charged	using suffixes; ate, ise, ify.
like bulls Repetition is used for effect e.g. the boys ran	Adjectives
and ran until they could run no more.	Choose appropriate
	adjectives
	Connectives/conjunctions
	Use a wide range of
	connectives.
	Tense
	Change tense according to
	features of the genre.
	Adverbs
	Know what an adverbial
	phrase is.
	Fronted adverbials
	Comma after fronted
	adverbials.
	Adverbials of time, place
	and number.

## Year 6

Year 6 Autumn 1							
Non Chronoligical Report writing							
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes				
The report is well constructed and answers the	Verb forms are controlled and precise	They are unusually	Noun				
reader's questions.	e.g. It would be regrettable if the wild life funds	They are rarely	Expanded noun phrases to convey complicated information				
The writer understands the impact and thinks	come to an end.	They are never	concisely.				
about the response.	Modifiers are used to intensify or qualify	They are very	Verbs				
Information is prioritised according to	e.g. insignificant amount, exceptionally	Generally	Use modal verbs.				
importance and a frame of response set up for	Sentence length and type varied according to	Be careful if you	Prefixes for verbs; dis, de, mis, over, ise, ify.				
the reply.	purpose.	Frequently they	Convert adjectives in verbs using suffixes; ate, ise, ify.				
	Fronted adverbials use to clarify writers position	I will attempt to	Adjectives				
	e.g. As a consequence of their actions	This article will frame	Choose appropriate adjectives				
	Complex noun phrases used to add detail e.g. The	It can be difficult to	Connectives/conjunctions				
	fragile eggs are slowly removed from the large	Each paragraph	Use a wide range of connectives.				
	mother hen.	More than half	Tense				
	Prepositional phrases used cleverly.	Less then half	Change tense according to features of the genre.				
	e.g. In the event of a fire		Adverbs				

			Link ideas across a				
Narrrative Writing	larrrative Writing						
Text Structure	Sentence	Useful Vocabualry	Word Class	Punctuation			
The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.			
Poetry							
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes			
Continue to read and discuss an increasingly wide range of poetry  - Read books (poems) that are structured in different ways and for a range of purposes  - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions  - Recommend books (poems) that they have read to their peers, giving reasons for their choices  - Identify and discuss themes and conventions in and across a wide range of writing (poetry)  - Make comparisons within and across books (poems)  - Learn a wider range of poetry by heart  - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience  - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context  - Ask questions to improve understanding  - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  - Identify how language, structure and presentation contribute to meaning  - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary  - Provide reasoned justifications for views.	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list Layout devices	Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. Creating Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads Cinquain Comic verse Concrete poems			

Proof-read for spelling and punctuation errors Perform their own composition using appropriate intonation, volume, and movement so that meaning is clear.	Kennings Model verb poems (if only) Consider layout and presentation Analysing Poetry reviews Poetry analysis Recommendations The above could include: Connections/devices used/structure/themes and
	used/structure/themes and conventions/memorable part/effect on reader/messages
	from the poem giving reasons Summarise poems

Year 6 Autumn 2				
Balanced Argument – Should Michael and his	family stay or go?			
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that	Verb forms are controlled and precise e.g. It	will present	Noun	Use a wide range of
answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	will be a global crisis if people do not take a stand against  Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.  Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions  Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths	Following that I will One argument for this is thatfundamentally flawedan easy answer that avoids I would counter this view It seems plausible to Moreover In point of fact The evidence I would use to support this is It surprises me that It is my conviction Finally I would like to add	Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives.	punctuation throughout the writing.
	Prepositional phrases used cleverly. e.g. In the event of a blackout	Even though there has been a long history of activists	Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	
Biogrpahy of Darwin	T	In the late	Lw. Lo	
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	

The report is well constructed and answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the	They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than Half Less than half	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.
Diary Entries as Charles Darwin			
Text Level	Sentence Structure	Useful Vocabulary	Word Classes
The report is well constructed and answers the readers questions. The writer understands the impact and thinks about the response. Information is prioritized according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire	They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half Less then half	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.

Year 6 Spring 1			
Letter Writing			
		T	T
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
The report is well	Verb forms are controlled and precise e.g. It	They are unusually They are rarely They are	Noun Expanded noun phrases to convey complicated information
constructed and answers	would be regrettable if the wild life funds	never They are very Generally Be careful	concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis,
the readers questions.	come to an end. Modifiers are used to	if you Frequently they I will attempt to	over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify.
The writer understands	intensify or qualify e.g. insignificant amount,	This article will frame It can be difficult	Adjectives Choose appropriate adjectives
the impact and thinks	exceptionally Sentence length and type	to Each paragraph More than half Less	Connectives/conjunctions Use a wide range of connectives. Tense
about the response.	varied according to purpose. Fronted	then half	

Information is prioritized according to importance and a frame of response set up for the reply.  Newspaper Report of the Blitz or VE Day	adverbials use to clarify writers position e.g. As a consequence of their actions Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire		Change tense according to feature ideas across a text using cohesive	
Text Structure  Newspapers well constructed that answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritised according to importance and a frame of response set up for the reply.  Headlines include puns.	Sentence Structure  Verb forms are controlled and precise e.g. It would be helpful if you could let me know as this will enable us to take further action.  Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of the accident Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous. Prepositional phrases used cleverly. e.g. In the event of a fire	Useful Vocabulary The impact of Despite continued efforts Subsequently The appointed spokesman In addition Mrs Hedges emphasized Tragic Crisis situation Epic proportions Many parents refused to accept The horror Politicians also spoke of how	Word Classes  Noun  Expanded noun phrases to convey complicated information concisely Verbs  Use modal verbs.  Prefixes for verbs; dis, de, mis, over, ise, ify.  Convert adjectives in verbs using suffixes; ate, ise, ify.  Adjectives  Choose appropriate adjectives  Connectives/conjunctions  Use a wide range of connectives.  Tense  Change tense according to feature of the genre.  Adverbs  Link ideas across a text using cohesive devices such as adverbial	writing.
War Poetry examples		<u> </u>	<u> </u>	
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
Continue to read and discuss an increasingly wide range of poetry - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage,	Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by:	Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation,

and books (poems) from other cultures and from their actions, and justifying inferences - noting and developing initial ideas, - using commas to clarify traditions with evidence drawing on reading and research where meaning or avoid ambiguity in - Recommend books (poems) that they - Summarise the main ideas drawn from necessary writing have read to their peers, giving reasons for more than one paragraph, identifying key Draft and write by: - using hyphens to avoid their choices - selecting appropriate grammar and details that support the main ideas ambiguity - Identify and discuss themes and - Identify how language, structure and vocabulary, understanding how such choices - using brackets, dashes or conventions in and across a wide range of presentation contribute to meaning can change and enhance meaning commas to indicate parenthesis - Discuss and evaluate how authors use Evaluate and edit by: - using semi-colons, colons or writing (poetry) - Make comparisons within and across language, including figurative language, - assessing the effectiveness of their own dashes to mark boundaries books (poems) considering the impact on the reader and others' writing between independent clauses - Learn a wider range of poetry by heart - Explain and discuss their understanding of - proposing changes to vocabulary, grammar - using a colon to introduce a - Prepare poems to read aloud/perform, what they have read, including through and punctuation to enhance effects and showing understanding through formal presentations and debates, clarify meaning Layout devices intonation/tone/volume so that the maintaining a focus on the topic and using Proof-read for spelling and punctuation meaning is clear to an audience notes where necessary - Participate in discussions about books - Provide reasoned justifications for views. Perform their own compositions, using (poems) that are read to them and those appropriate intonation, volume, and they can read for themselves, building on movement so that meaning is clear. their own and others' ideas and challenging views courteously

Persuasive Writing – Propoganda				
Text Structure	Sentence	Useful Vocabulary	Word Class	Punctuation
Arguments are well constructed that	Verb forms are controlled and precise	It appears that There can be no doubt	Noun Expanded noun phrases to	Use a wide range of punctuation
answer the reader's questions. The	e.g. It will be a global crisis if people do	that It is critical Fundamentally	convey complicated information	throughout the writing.
writer understands the impact or the	not take a stand against Modifiers are	How can anyone believe this to be	concisely. Verbs Use modal verbs.	
emotive language and thinks about the	used to intensify or qualify e.g.	true? Does anyone really believe that?	Prefixes for verbs; dis, de, mis, over,	
response. Information is prioritised	insignificant amount, exceptionally	As everyone knows I cite, for example	ise, ify. Convert adjectives in verbs	
according to the writer's point of view.	Sentence length and type varied	I would draw your attention to I	using suffixes; ate, ise, ify. Adjectives	
	according to purpose. Fronted	would refer to On the basis of the	Choose appropriate adjectives	
	adverbials used to clarify writer's	evidence presented Phenomenal	Connectives/conjunctions Use a wide	
	position e.g. As a consequence of your	Unique Unmissable You will be	range of connectives. Tense Change	
	actions Complex noun phrases used	Don't Take a moment to Isn't it time	tense according to features of the	
	to add detail e.g. the phenomenal	to? Worried about	genre. Adverbs Link ideas across a text	
	impact of using showers instead of			

volume, and movement so that

Structured grammar poem

Use figurative language:

similes, metaphors,

personification etc.

Free verse based on themes/issues etc.

meaning is clear.

Blackout poems

Creating

Ballads

Cinquain

Comic verse

Concrete poems

combinations

Kennings

Exploring and using

Consider layout and presentation
Analysing
Poetry reviews
Poetry analysis
Recommendations
The above could include:
Connections/devices
used/structure/themes and
conventions/memorable
part/effect on reader/messages
from the poem giving reasons

Summarise poems

unusual/surprising word

Model verb poems (if only)

baths Prepositional phrases used	using cohesive devices such as	
cleverly. e.g. In the event of a	adverbials.	
blackout		

Year 6 Spring 2				
Narratives – Retelling and writing their own my	yths			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, Convert adjectives in verbs using suff ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of genre. Adverbs Link ideas across a text using cohesiv devices such as adverbials.	of the
Recipes and Instructions of Mayan Food and In Text Structure	ventions Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.	Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally. Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. If the temperature gets too high Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals. Prepositional phrases used cleverly e.g. In the event of overcooking	Whilst that is Focus on Try to make sure that When you do, don't I would suggest Many people at this stage	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions	Use a wide range of punctuation throughout the writing.
			Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs	

	Link ideas across a text using	
	cohesive devices such as	
	adverbials.	

Year 6 Summer 1				
Historical Fiction				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
The story is well constructed and raises intrigue. Dialogue is used to move the action on who heighten empathy for central character Deliberate ambiguity is set up in the mind of the reader until later in the text	Viewpoint is well controlled and precise e.g. Maggie stared dejectedly at the floor; her last chance had slipped from her grasp. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials used to clarify writer's position e.g. As a consequence of his selfish actions Figurative language used to build up description e.g. everyone charged like a deer pack under threat Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand. Prepositional phrases used cleverly. e.g. In the messy scramble for the bag.	Year 6 ambitious vocabulary used.	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	Use a wide range of punctuation throughout the writing.
Letter writing to a monach in Victorian times			devices such as adversials.	
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Arguments are well constructed that answer the reader's questions. The writer understands the impact or the emotive language and thinks about the response. Information is prioritised according to the writer's point of view.	Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against  Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose.  Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions  Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths  Prepositional phrases used cleverly. e.g. In the event of a blackout	I will present Following that I will One argument for this is thatfundamentally flawedan easy answer that avoids I would counter this view It seems plausible to Moreover In point of fact The evidence I would use to support this is It surprises me that It is my conviction Finally I would like to add Even though there has been a long history	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features	Use a wide range of punctuation throughout the writing.

	Adverbs	
	Link ideas across a text using cohesive devices such as	
	adverbials.	

Year 6 Summer 2				
Explanantion Text – Linked to art style or moven	nent			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
The report is well constructed and answers the reader's questions.  The writer understands the impact and thinks about the response.  Information is prioritised according to importance and a frame of response set up for the reply.	Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end. Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally Sentence length and type varied according to purpose. Fronted adverbials use to clarify writers position e.g. As a consequence of their actions Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen. Prepositional phrases used cleverly. e.g. In the event of a fire	They are unusually They are rarely They are never They are very Generally Be careful if you Frequently they I will attempt to This article will frame It can be difficult to Each paragraph More than half Less then half	Noun Expanded noun phrases to convey complicated information concisely. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions Use a wide range of connectives. Tense Change tense according to features of the genre. Adverbs Link ideas across a text using cohesive devices such as adverbials.	
Poetry based upon Art Piece of stimulus.				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
Continue to read and discuss an increasingly wide range of poetry  - Read books (poems) that are structured in different ways and for a range of purposes  - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions  - Recommend books (poems) that they have read to their peers, giving reasons for their choices  - Identify and discuss themes and conventions in and across a wide range of writing (poetry)	Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context  - Ask questions to improve understanding  - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas  - Identify how language, structure and presentation contribute to meaning	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by: - using commas to clarify meaning or avoid ambiguity in writing	Performing Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience Perform own composition using appropriate intonation, volume, and movement so that meaning is clear. Creating Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc.

- Make comparisons within and across books	- Discuss and evaluate how authors use	such choices can change and	- using hyphens to avoid	Free verse based on themes/issues
(poems)	language, including figurative language,	enhance meaning	ambiguity	etc.
- Learn a wider range of poetry by heart	considering the impact on the reader	Evaluate and edit by:	- using brackets, dashes or	Ballads
<ul> <li>Prepare poems to read aloud/perform,</li> </ul>	- Explain and discuss their understanding of	- assessing the effectiveness of their	commas to indicate	Cinquain
showing understanding through	what they have read, including through formal	own and others' writing	parenthesis	Comic verse
intonation/tone/volume so that the meaning is	presentations and debates, maintaining a focus	- proposing changes to vocabulary,	- using semi-colons, colons	Concrete poems
clear to an audience	on the topic and using notes where necessary	grammar and punctuation to	or dashes to mark	Exploring and using
- Participate in discussions about books	- Provide reasoned justifications for views.	enhance effects and clarify meaning	boundaries between	unusual/surprising word
(poems) that are read to them and those they		Proof-read for spelling and	independent clauses	combinations
can read for themselves, building on their own		punctuation errors	- using a colon to introduce	Kennings
and others' ideas and challenging views		Perform their own compositions,	a list	Model verb poems (if only)
courteously		using appropriate intonation,	Layout devices	Consider layout and presentation
		volume, and movement so that		Analysing
		meaning is clear.		Poetry reviews
				Poetry analysis
				Recommendations
				The above could include:
				Connections/devices
				used/structure/themes and
				conventions/memorable part/effect
				on reader/messages from the poem
				giving reasons
				Summarise poems