

St Theresa's Writing Genres Coverage and Progression

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

Year 1

Year 1 Autumn 1				
• Diary Writing				
Text Structure	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'.	
• Invitations				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	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'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Character Descriptions:				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Beginning or end of narrative signalled e.g. one day Ideas grouped together for similarity. Attempts at third person writing.	Simple sentences, starting with a pronoun and a verb e.g. He went home	Year 1 ambitious vocabulary used Range of size adjectives used e.g. big, small	Noun What a noun is. Regular plural nouns with 'er' Verbs	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks.

e.g. The wolf was hiding. Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...	Simple connectives are used to construct simple sentences e.g. and, but, then, so.	Range of colour adjectives used e.g. red, blue Range of emotion words used e.g. sad, angry, cross Pronouns: I, she, he, they. Conjunctions: and, but, then, or, this Prepositions: up, down, in, into, out, to, onto Time connectives: first, then, next Once upon a time, one day, happily ever after	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'.	Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
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Year 1 Spring 2				
Postcards				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Ideas grouped in sentences in time sequence.	Sentences using simple pronouns and connectives.	Dear From I like I went I saw It was My favourite They were There was Next Then First After And, but, so, when	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'.	Use spaces to separate words. Begin to use full stops. Begin to use exclamation marks. Begin to use exclamation marks. Capital letters for start of sentence, names, personal pronouns. Read words with contractions.
Weather Reports				
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'.
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Year 2 Summer 1

Recounts of a special school journey into London

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 poems and sequences of lines		Generate rhyming words/phrases Use a scaffolding frame for creating poems All the above could be created as a shared/group write Consider having a poem/rhyme each week to learn/enjoy
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Year 2

Year 2 Autumn 1				
<ul style="list-style-type: none"> Narrative Writing – Following The Pirates Next Door 				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>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</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
<ul style="list-style-type: none"> Diary Writing 				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organized in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced</p>	<p>Afterwards After that When Suddenly Just then</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs</p>	

Ideas organized in chronological order using connectives that signal time.	e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	Next Much later I found it interesting when I found it boring when I didn't expect	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.
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Year 2 Autumn 2				
Adverts – Writing for persuasion				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written In the present tense. Main ideas organised 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. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	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.
Poetry				
Listen, Discuss and Respond	Understanding	Composition	Vocabulary, grammar and Punctuation	Possible Outcomes

<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry</p> <ul style="list-style-type: none"> - 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 	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> - 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. 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - writing poetry <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - 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 <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - 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. 	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive)</p> <ul style="list-style-type: none"> - 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 co-ordination (using or, and, or but) 	<p>Performing Contemporary and classic poetry</p> <p>Lyrics (contractions)</p> <p>Poems with repeated patterns and patterned structure</p> <p>Question and answer poems</p> <p>Simple raps</p> <p>Creating</p> <p>Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive</p> <p>Poems that include commands</p> <p>List poems</p> <p>Question and answer poems</p> <p>Calligram words/phrases</p> <p>Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices</p> <p>Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones)</p> <p>Alliterative sentences</p> <p>Innovated patterned structures</p> <p>Analysing</p> <p>Poem review: likes/dislikes/puzzles/patterns</p> <p>Consider publication and presentation</p>
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Letters of Complaint

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written with an impersonal style</p> <p>Main ideas organised in groups.</p>	<p>Subject/verb sentences</p> <p>e.g. He was...</p> <p>They were...</p> <p>It happened...</p> <p>Some modal verbs introduced</p> <p>e.g. would, could, should.</p>	<p>I am going to...</p> <p>In fact...</p> <p>It seems...</p> <p>To sum this up...</p> <p>The opposite view of this is...</p> <p>Not everyone agrees with this...</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p>

	<p>Use simple adverbs e.g. yesterday, last week</p> <p>Use simple noun phrases e.g. angry mum</p> <p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>		<p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs 'ly' added to adjective to form adverb.</p>	<p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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Year 2 Spring 1				
Narrative The Clocktower Film Unit				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was...</p> <p>They were...</p> <p>It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>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</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but.</p> <p>Tense Correct and consistent use of past and present tense.</p> <p>Adverbs</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

			'ly' added to adjective to form adverb.	
Non- Chronological Report - Castles				
Text Level	Sentence Structure	Useful 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				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	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	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	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	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.

			Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
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Year 2 Spring 2

Instructions – How to make a paper crown

Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
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	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

Letter Writing to Prince Charles

Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organized in groups. Using sequencing techniques – time related words.	Subject/verb sentences e.g. I think... We want... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	And, then, but, so, when. Dear Mr/Mrs.. Dear Sir/Madam.. Yours Sincerely Yours faithfully Later Afterwards After that Eventually	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.	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.

		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.
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Biography 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 about...was... In my view... His/Her life was... I believe... He/She was He/She became...	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.	

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

<p>Main ideas organized in groups. Ideas organized in chronological order using connectives that signal time.</p>	<p>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.</p>	<p>Suddenly Just then Next Much later I found it interesting when I found it boring when I didn't expect</p>	<p>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.</p>	
<p>Poetry</p>				
<p>Listen, discuss, respond</p>	<p>Understanding</p>	<p>Composition</p>	<p>Vocabulary, grammar and punctuation</p>	<p>Possible outcomes</p>
<p>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</p>	<p>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.</p>	<p>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.</p>	<p>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 co-ordination (using or, and, or but)</p>	<p>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/humorous words and phrases/tongue</p>

				twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation
Narrative Based on Jim/James and the Beanstalk				
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 Whale.				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced	I am going to... In fact... It seems... To sum this up... The opposite view of this is...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly.

	<p>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.</p>	<p>Not everyone agrees with this...</p>	<p>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.</p>	<p>Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.</p>
<p>Narrative Based on Snail and the Whale</p>				
<p>Text Structure</p>	<p>Sentence Structure</p>	<p>Useful Vocabulary</p>	<p>Word Classes</p>	<p>Punctuation</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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.</p>

Year 3

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

		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.	
Narrative – Written in the Style of Roald Dahl				
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/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.

Year 3 Autumn 2				
Diary Writing as Stig				
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.	
Adventure Narratives in the style of Stig of the Dump Building Suspense Developing our Stories Reading Aloud:				
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/revise adverbs. Express time and cause; then, next, soon.	Introduce possessive 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 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.
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Year 3 Spring 1				
Persuasive Writing – Job applications from an 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 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.	Introduce possessive apostrophes for plural nouns. Introduce inverted commas.
Myths and Legends – Retelling of a Greek Myth				
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.

			Correct and consistent use of past and present tense. Adverbs Introduce/revise adverbs. Express time and cause; then, next, soon.	
Biography of a Greek Hero or Villain				
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 she arrived at the scene, the doctors told her exactly what happened.	During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...	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.	

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, next, soon.	
Poetry looking at the style of Benjamin Zephaniah				
Listen, Discuss and Respond,	Understanding,	Composition	Vocabulary, Grammar and Punctuation	Possible Outcomes
<p>Listen to and discuss a wide range of fiction, poetry</p> <ul style="list-style-type: none"> - 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. 	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> - 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 	<p>Plan writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - 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 <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency <p>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.</p>	<p>Use a wider range of conjunctions, including when, if, because, although</p> <ul style="list-style-type: none"> - 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 	<p>Performing</p> <p>Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener</p> <p>Perform narrative poems.</p> <p>Explore different voices for narrator and characters.</p> <p>Perform free verse poems</p> <p>Creating</p> <p>Narrative poems</p> <p>Free verse poems</p> <p>List poems</p> <p>Conversation poems</p> <p>Haiku</p> <p>Kenning</p> <p>Calligrams</p> <p>Special effects: similes, metaphors, personification etc.</p> <p>Song lyrics (apostrophes)</p> <p>Analysing</p> <p>Read/discuss a range of poems and discuss</p> <ul style="list-style-type: none"> - Types of poems they are and how you know. - Structure of the poem - Purpose of the poem <p>Poems could be sorted into different forms. Are they easy to sort or are some ambiguous?</p> <p>Summarise poems</p> <p>Poetry analysis/review:</p> <p>Themes/interesting words phrases/type of poem/response/questions you have</p>

Year 3 Summer 1				
Newspaper report about mystery pollution in the local river.				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction. Points about the visit/issue Organised into paragraphs denoted by time/place. Topic sentences. Some newspaper layout features included. A bold eye-catching headline.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials e.g. As the police arrived, the crowd scattered.</p>	<p>While, if, as, when. Witnesses felt... He reported that... He also claimed that... She went on to state that... He continued by.. Hours later Unfortunately Fortunately</p>	<p>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.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>
<p>Balanced argument- Should new housing development be built on River Settlement Why are rivers important ? Flood For or Against Presenting our Arguments</p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction. Points about subject/issue Organised into paragraphs Sub-heading used to organize texts.</p>	<p>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.</p>	<p>Surely Obviously Clearly Don't you think... Firstly Secondly Thirdly My own view is My last point is My final point is Imagine Consider Enjoy</p>	<p>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</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>

			Introduce/revise adverbs. Express time and cause; then, next, soon.
Journals about visit to the river			
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.

Year 3 Summer 2			
Non Chronological reports on predators of their 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			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes

<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>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.</p>	<p>Last week During our school trip Soon Meanwhile To begin with I was pleased that I didn't expect that It was difficult to</p>	<p>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.</p>	
<p>Narrative Stories – Dilemma Stories Crocodile vs Alligator Setting the Scene: Writing a resolution:</p>				
<p>Text Structure</p>	<p>Sentence Structure</p>	<p>Useful Vocabulary</p>	<p>Word Classes</p>	<p>Punctuation</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>Introduce possessive apostrophes for plural nouns. Introduce inverted commas.</p>

Year 4 Autumn 1				
(4 weeks combined with letter writing) Diary of visiting a state on a roadtrip				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
<p>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.</p>	<p>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....</p>	<p>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...</p>	<p>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.</p>	
(4 weeks combined with diary writing) Letter Writing/Postcards from different states. (Linked to diary writing)				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organized correctly into key ideas. All letter layout features included.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
(2-3 Weeks) Brochure/Writing for persuasion brochure for US State				

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>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. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>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.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Year 4 Autumn2				
<p>(2-3weeks)Biography Writing of a Significant Roman figure.</p> <ul style="list-style-type: none"> • 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	
<p>Developed introduction and conclusion including elaborated personal response. Description of events are detailed and engaging. The information is organised chronologically with clear signals to the reader about time, place and personal response. Purpose of the recount an experience revealing the writer's perspective.</p>	<p>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.</p>	<p>In (insert year) at the age of.....he/she... The time came for... In his/her later years... Once he/she had... Nobody is sure why... In spite of... His/Her lasting legacy is that...</p>	<p>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</p>	

			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. <ul style="list-style-type: none"> • 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. 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 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.
(2 weeks)Play Script – Soliloquy of Roman Soldier <ul style="list-style-type: none"> • 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

<p>Suggested Layout: Introduction Scene title and description of setting. Main body Different scenes with different characters and stage directions. Opening, Build up, Problem, Resolution and Ending included. Conclusion Final line which concludes the story</p>	<p>Stage directions – written in brackets Sound effects/reactions of actors – written in brackets within sentences</p>	<p>Scene, character, Act</p>	<p>Powerful verbs and adverbs</p>
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Year 4 Spring 1

Balanced Argument who would make the best King in 1066?

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>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 angry mob, who had broken the barricade... Include adverbs to show how often e.g. additionally, frequently, rarely. More complicated rhetorical questions e.g. Have you ever considered the impact of...?</p>	<p>This piece of writing will... ...feel convinced... I intend to... On the other hand... In addition... It is surprising that... On balance... Finally I would like to add... My next point concerns... Furthermore Having looked at both sides, I think...because... Having considered the arguments for and against... Whilst...</p>	<p>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.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

Persuasive Writing: **Job applications for 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
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<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>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. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>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.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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Diary Writing

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
<p>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.</p>	<p>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....</p>	<p>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...</p>	<p>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.</p>

Poetry – Kennings (1week)

[Features of Kennings](#) 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.

[Creating our Kennings](#) 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.

[Presenting Our Kennings](#) 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				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>A set of ingredients and equipment needed are outlined clearly.</p> <p>Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.</p> <p>Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.</p>	<p>Variation in sentence structures e.g. While the pastry cooks...</p> <p>As the sauce thickens...</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>Continue by...</p> <p>Carry on...</p> <p>Do this until...</p> <p>Stop when...</p> <p>When you have done this...</p> <p>Try not to..</p> <p>Avoid..</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Correct use of past and present tense.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials</p>	<p>Apostrophe to mark singular and plural possession.</p> <p>Commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech</p>
<p>• Explanation text – Water Cycle in Mountains</p> <p>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 Sketch or other software as appropriate.</p> <p>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.</p> <p>Clarity: 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.</p> <p>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.</p>				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organized correctly into key ideas.</p>	<p>Variation in sentence structures e.g. While the eggs hatch female penguins ...</p> <p>Use embedded/relative clauses e.g. Penguins, which are very agile,</p> <p>Include adverbs to show how often e.g. additionally, frequently, rarely.</p>	<p>This report will</p> <p>The following</p> <p>Information</p> <p>Usually</p> <p>Normally</p> <p>Even though</p>	<p>Noun</p> <p>Nouns and pronouns used for clarity and cohesion.</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.</p> <p>Verbs</p> <p>Standard English forms for verbs.</p>	

<p>Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.</p>	<p>Sentences build from a general idea to more specific. Use technical vocabulary to show the reader the writer's expertise.</p>	<p>Despite the fact As a rule</p>	<p>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.</p>
<p>Poetry - Calligrams Developing our ideas - 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.</p>			

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
<p>Clear introduction and conclusion. Links between key ideas in the letter. Paragraphs organised correctly into key ideas. Subheading Topic sentences</p>	<p>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. More complicated rhetorical questions e.g. haven't you always longed for a...?</p>	<p>I believe that It seems to me that It is clear that Is it any wonder that Furthermore As I see it Tremendous Implore you to consider Extremely significant Inevitably Finally In conclusion In summary The evidence presented... Have you ever thought about...? Do you think that..? Fed up with...?</p>	<p>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</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>

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

			Tense Correct use of past and present tense. Adverbs Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials.	
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Year 4 Summer 2				
<p>Poetry James Reeves The Sea : Developing Vocabulary: 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.</p> <p>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.</p>				
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	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

		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.		<ul style="list-style-type: none"> - Types of poems they are and how you know. - Structure of the poem - Purpose 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
Non – chronological reports of the great barrier reef				
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 into key ideas. Sub-headings are used to organize information. E.g. Qualities, body parts, behaviour.	Variation in sentence structures e.g. While the eggs hatch female penguins ... 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 technical vocabulary to show the reader the writer's expertise.	This report will The following Information Usually Normally Even though Despite the fact As a rule	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.	
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. Planning our dilemma stories : 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

<p>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</p>	<p>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</p>	<p>Year 4 ambitious vocabulary used Connectives: in addition, furthermore, consequently, in the end, much later on, moreover, in due course, eventually</p>	<p>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.</p>	<p>Apostrophe to mark singular and plural possession. Commas after fronted adverbials. Use inverted commas and other punctuation to indicate direct speech.</p>
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Year 5

Year 5 Autumn 1			
<ul style="list-style-type: none"> Playscript of story of Osiris Developing the Story: Adding Details Performance Time 			
Text Structure	Sentence Structure	Planning	Evaluation
<p>Write own play script, applying conventions learned from reading; include production notes. ☑ A detailed paragraph to set each scene. ☑ Characters have clear function in script with lines allocated appropriately. ☑ To evaluate the script and the</p>	<p>Stage directions clearly indicate to the actors how to portray characters feelings (action and reaction) through gesture, facial expressions and tone of voice. • How tension can be built up through pace, silences and delivery. • Precise choice of verbs, adverbs and adjectives to generate the desired effect.</p>	<p>Planning: Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas,</p>	<p>Evaluation: Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, 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 agreement when using singular and</p>

performance for their dramatic interest and impact. ☒ Characters personality inferred through choice of speech.		drawing on reading and research where necessary. Planning frame – Story maps, story mountains, comic strip.	plural, distinguishing between the language of speech and writing. Proofread for spelling and punctuation errors.	
• Non Chronological report on Pyramids				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
Developed introduction and conclusion using all the layout features. Description of the phenomenon is technical and accurate. Generalized sentences are used to categorise and sort information for the reader Purpose of the report is to inform the reader and to describe the way things are. Formal and technical 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 eggs were removed from the beach. Wide range of subordinate connectives e.g. whilst, until, despite.	The purpose of this report/article is to.. The information presented will... Some experts believe... This article is designed to Many specialists consider Firstly I will... It can be difficult __ will enable you to understand. Unlike Despite Although Like many	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.	
Mystery Story Narrative Plotting our Stories: 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. 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. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives	Consolidate all previous learning. Brackets Dashes Colons Semi colons

	<p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>		<p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	
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Year 5 Autumn 2				
Poetry – Riddles Class Riddles: Writing riddles Tudor Handwriting				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
<p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> - 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 	<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> - 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 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others’ writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (<i>as appropriate</i>) by:</p> <ul style="list-style-type: none"> - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity 	<p>Performing</p> <p>Perform and read aloud a wide range of poems.</p> <p>Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Structured grammar poem</p> <p>Use figurative language: similes, metaphors, personification etc.</p> <p>Free verse based on themes/issues etc.</p> <p>Ballads</p> <p>Cinquain</p>

<p>- 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</p>	<p>- Provide reasoned justifications for views.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>- 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</p> <p>Layout devices</p>	<p>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</p>
<p>Newspaper Report of the execution of Anne</p>				
<p>Text Structure</p>	<p>Sentence Structure</p>	<p>Useful Vocabulary</p>	<p>Word Classes</p>	<p>Punctuation</p>
<p>Developed introduction and conclusion using all the newspaper's layout features. Paragraphs developed with prioritised information into columns. Subheadings are used as an organisational device. Formal language used throughout to engage the reader. Quotations are succinct/emotive.</p>	<p>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.</p>	<p>Until this is resolved... Unfortunately... Chaos ensued... Many panicked when... He disputed... She refused to accept that... The parents agreed that... Witnesses... Pupils emphasized... They spoke to... In addition to this...</p>	<p>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</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>

			Comma after fronted adverbials. Adverbials of time, place and number.	
Persuasive Writing: Letter as Anne Boyleyn to Henry				
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 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. 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. Tense	Consolidate all previous learning. Brackets Dashes Colons Semi colons

			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.	
Persuasive Brochures for Bug hotels				
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 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
Letters of Complaint to Bug Hotels				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Developed introduction and conclusion using all the letter layout features. Paragraphs developed with prioritized information. Purpose of letter clear and transparent for reader. Formal 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.	I appreciate... Whilst we were waiting... Your concern... Until this is resolved... Despite speaking to the duty manager... This is a disgrace... Unfortunately... Many other people also... I am delighted to inform you that...	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	Consolidate all previous learning. Brackets Dashes Colons Semi colons

			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.	
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Year 5 Spring 2			
FREE Verse Poetry Zero Gravity: Free Falling: Exploring Poems: Gravity Rap: Rap Performance			
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (<i>as appropriate</i>) 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

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 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 Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls Repetition is used for effect e.g. the boys ran and ran until they could run no more.	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. 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
Descriptive writing of aliens and space stimulus				
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 Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls	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. Convert adjectives in verbs using suffixes; ate, ise, ify. Adjectives Choose appropriate adjectives Connectives/conjunctions	Consolidate all previous learning. Brackets Dashes Colons Semi colons

	Repetition is used for effect e.g. the boys ran 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.	
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Year 5 Summer 1

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 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.

Speeches, arguments about causes of WW1

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
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<p>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.</p>	<p>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...</p>	<p>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...</p>	<p>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.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>
<p>Short Narrative based on WW1 Theme, descriptive writing</p>				
<p>Text Structure</p>	<p>Sentence Structure</p>	<p>Useful Vocabulary</p>	<p>Word Classes</p>	<p>Punctuation</p>
<p>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</p>	<p>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</p>	<p>Year 5 ambitious vocabulary used</p>	<p>Noun Locate and identify expanded noun phrases. Verbs Use modal verbs. Prefixes for verbs; dis, de, mis, over, ise, ify.</p>	<p>Consolidate all previous learning. Brackets Dashes Colons Semi colons</p>

	<p>Figurative language used to build description (sometimes clichéd) e.g. the crowd charged like bulls</p> <p>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</p>		<p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Know what an adverbial phrase is.</p> <p>Fronted adverbials</p> <p>Comma after fronted adverbials.</p> <p>Adverbials of time, place and number.</p>	
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Year 5 Summer 2

[Tin Forest Writing Unit](#)

Recipes writing – ingredients from allotment

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

			Know what an adverbial phrase is. Fronted adverbials Comma after fronted adverbials. Adverbials of time, place and number.	
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Poetry –
[Descriptive Words:](#)
[Planning our Poems:](#)
[Poetry Performance:](#)

Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation
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	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 Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (<i>as appropriate</i>) 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

their own and others' ideas and challenging views courteously			
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Year 6

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

			using cohesive devices such as adverbials.	
Poetry				
Listen, discuss, respond	Understanding	Composition	Vocabulary, grammar and punctuation	Possible outcomes
<p>Continue to read and discuss an increasingly wide range of poetry</p> <ul style="list-style-type: none"> - 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 	<p>Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> - 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. 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - 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 <p>Draft and write by:</p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Indicate grammatical and other features (as appropriate) by:</p> <ul style="list-style-type: none"> - 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 <p>Layout devices</p>	<p>Performing</p> <p>Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience</p> <p>Perform own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating</p> <p>Blackout poems</p> <p>Structured grammar poem</p> <p>Use figurative language: similes, metaphors, personification etc.</p> <p>Free verse based on themes/issues etc.</p> <p>Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p> <p>Exploring and using unusual/surprising word combinations</p> <p> kennings</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis</p> <p>Recommendations</p> <p>The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>

Year 6 Autumn 2				
Balanced Argument – Should Michael and his family stay or go?				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Arguments are well constructed that answer the reader's questions.</p> <p>The writer understands the impact or the emotive language and thinks about the response.</p> <p>Information is prioritised according to the writer's point of view.</p>	<p>Verb forms are controlled and precise e.g. It will be a global crisis if people do not take a stand against...</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials used to clarify writer's position e.g. As a consequence of your actions...</p> <p>Complex noun phrases used to add detail e.g. the phenomenal impact of using showers instead of baths...</p> <p>Prepositional phrases used cleverly. e.g. In the event of a blackout...</p>	<p>will present..</p> <p>Following that I will...</p> <p>One argument for this is that... ...fundamentally flawed... ...an easy answer that avoids... I would counter this view....</p> <p>It seems plausible to...</p> <p>Moreover...</p> <p>In point of fact...</p> <p>The evidence I would use to support this is...</p> <p>It surprises me that...</p> <p>It is my conviction...</p> <p>Finally I would like to add...</p> <p>Even though there has been a long history of activists...</p>	<p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
Biography of Darwin				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
<p>The report is well constructed and answers the reader's questions.</p> <p>The writer understands the impact and thinks about the response.</p> <p>Information is prioritised according to importance and a frame of response set up for the reply.</p>	<p>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</p> <p>Modifiers are used to intensify or qualify e.g. insignificant amount, exceptionally</p> <p>Sentence length and type varied according to purpose.</p> <p>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions...</p> <p>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen.</p> <p>Prepositional phrases used cleverly. e.g. In the</p>	<p>They are unusually</p> <p>They are rarely</p> <p>They are never..</p> <p>They are very...</p> <p>Generally</p> <p>Be careful if you</p> <p>Frequently they...</p> <p>I will attempt to...</p> <p>This article will frame...</p> <p>It can be difficult to...</p> <p>Each paragraph...</p> <p>More than</p> <p>Half</p> <p>Less than half...</p>	<p>Noun</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Verbs</p> <p>Use modal verbs.</p> <p>Prefixes for verbs; dis, de, mis, over, ise, ify.</p> <p>Convert adjectives in verbs using suffixes; ate, ise, ify.</p> <p>Adjectives</p> <p>Choose appropriate adjectives</p> <p>Connectives/conjunctions</p> <p>Use a wide range of connectives.</p> <p>Tense</p> <p>Change tense according to features of the genre.</p> <p>Adverbs</p> <p>Link ideas across a text using cohesive devices such as adverbials.</p>	
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				
Text Structure	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.	
Newspaper Report of the Blitz or VE Day				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation

<p>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.</p>	<p>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...</p>	<p>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...</p>	<p>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</p>	<p>Use a wide range of punctuation throughout the writing.</p>
<p>War Poetry examples</p>				
<p>Listen, discuss, respond</p>	<p>Understanding</p>	<p>Composition</p>	<p>Vocabulary, grammar and punctuation</p>	<p>Possible outcomes</p>
<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>

<p>- Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience</p> <p>- 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</p>	<p>- 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</p> <p>- Provide reasoned justifications for views.</p>	<p>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>- using a colon to introduce a list</p> <p>Layout devices</p>	<p>Ballads</p> <p>Cinquain</p> <p>Comic verse</p> <p>Concrete poems</p> <p>Exploring and using unusual/surprising word combinations</p> <p>Kenning</p> <p>Model verb poems (if only)</p> <p>Consider layout and presentation</p> <p>Analysing</p> <p>Poetry reviews</p> <p>Poetry analysis</p> <p>Recommendations</p> <p>The above could include:</p> <p>Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>
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Persuasive Writing – Propoganda				
Text Structure	Sentence	Useful Vocabulary	Word Class	Punctuation
<p>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.</p>	<p>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</p> <p>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...</p>	<p>It appears that... There can be no doubt that.. It is critical.. Fundamentally...</p> <p>How can anyone believe this to be true? Does anyone really believe that?</p> <p>As everyone knows I cite, for example...</p> <p>I would draw your attention to... I would refer to... On the basis of the evidence presented... Phenomenal Unique Unmissable You will be...</p> <p>Don't.. Take a moment to... Isn't it time to...? Worried about...</p>	<p>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</p> <p>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.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Year 6 Spring 2				
Narratives – Retelling and writing their own myths				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation

<p>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</p>	<p>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.</p>	<p>Year 6 ambitious vocabulary used.</p>	<p>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.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
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Recipes and Instructions of Mayan Food and Inventions

Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Consolidate work from previous learning. Can write accurate instructions for complicated processes. Can write imaginative instructions using flair and humour.</p>	<p>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...</p>	<p>Whilst that is... Focus on... Try to make sure that... When you do, don't.. I would suggest... Many people at this stage...</p>	<p>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.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

Year 6 Summer 1				
Historical Fiction				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation

<p>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</p>	<p>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.</p>	<p>Year 6 ambitious vocabulary used.</p>	<p>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.</p>	<p>Use a wide range of punctuation throughout the writing.</p>
<p>Letter writing to a monk in Victorian times</p>				
<p>Text Structure</p>	<p>Sentence Structure</p>	<p>Useful Vocabulary</p>	<p>Word Classes</p>	<p>Punctuation</p>
<p>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.</p>	<p>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...</p>	<p>I will present.. Following that I will... One argument for this is that... ...fundamentally flawed... ...an 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 of activists...</p>	<p>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.</p>	<p>Use a wide range of punctuation throughout the writing.</p>

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 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.	
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) - 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	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	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

<p>- 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</p>		<p>Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>- using a colon to introduce a list Layout devices</p>	<p>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</p>
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