



St Mary's Catholic Academy

English Long-Term Plan, Genres and Writing Opportunities 2025-26*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	<p><u>Texts:</u></p> <p>Elmer</p> <p>Little Red Riding Hood</p> <p>Stick Man</p>	<p><u>Texts:</u></p> <p>Elves and The Shoe Maker</p> <p>Night Monkey, Day Monkey</p>	<p><u>Texts:</u></p> <p>Lost and Found</p> <p>Way Back Home</p> <p>The Snail & Whale</p>	<p><u>Texts:</u></p> <p>Cops & Robbers</p> <p>Gingerbread Man</p> <p>Way Back Home*</p>	<p><u>Texts:</u></p> <p>The Tiger who came to Tea</p> <p>The Jungle Book</p> <p>Monkey Puzzle</p>	<p><u>Texts:</u></p> <p>Where the Wild Things are</p> <p>The Owl & the Pussy Cat</p> <p>Charlie Cook's favourite book</p>
	<p><u>Genre/Writing outcomes</u></p> <p><i>Description - an object- Little Red Riding Hood</i></p> <ul style="list-style-type: none"> • Draw a picture of an object and label it using phonics (model an example) • Model how words can combine to make sentences • Separate words with spaces • Introduction to capital letters, full 	<p><u>Genre/Writing outcomes</u></p> <p><i>Re-write a familiar story - change character: Night Monkey, Day Monkey</i></p> <ul style="list-style-type: none"> • Orally imitate the story using story language, sentence patterns and sequencing words to organise events, (e.g.) then, next) • Innovate on patterns from the story orally 	<p><u>Genre/Writing outcomes</u></p> <p><i>Narrative Retell next to the pictures (Fantasy unit) Lost and Found</i></p> <ul style="list-style-type: none"> • Orally retell 'Lost and Found' and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event • Use story language, sentence patterns and sequencing words to organise events 	<p><u>Genre/Writing outcomes</u></p> <p><i>Instructions: The Ginger Bread Man</i></p> <ul style="list-style-type: none"> • Make... • Write a list of equipment • Write dictated sentences next to listed numbers. • Oral rehearsal of sentence structure • Continue to add sequenced sentences independently 	<p><u>Genre/Writing outcomes</u></p> <p><i>Re-tell part of the narrative 'The Tiger Who Came to Tea' point of view. Stories from a familiar setting</i></p> <ul style="list-style-type: none"> • Orally retell "Tiger who came to Tea" and recount events • Use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next) 	<p><u>Genre/Writing outcomes</u></p> <p><i>Re-write a familiar story - change the ending- Where the Wild Things Are</i></p> <ul style="list-style-type: none"> • Orally imitate the story using story language, sentence patterns and sequencing words to organise events, (e.g.) then, next) • Innovate on patterns from the story orally including some story language



	<p>stops, to demarcate sentences</p> <ul style="list-style-type: none"> • Oral rehearsal of sentence structure • Write dictated sentences • Capital letters for personal pronoun I • Sentence stems to support <p>Setting description from the story- traditional tales- Little Red Riding Hood</p> <ul style="list-style-type: none"> • Label together an image picture from the book with captions - focusing on key vocabulary • Model how words can combine to make sentences • Separate words with spaces • Use capital letters, full stops, to demarcate sentences • Add adjectives to nouns • Oral rehearsal of sentence structure • Write dictated sentences • Make nouns plural with the suffixes s and es. 	<p>including some story language</p> <ul style="list-style-type: none"> • Write sentences to describe a different character from the story • Separate words with spaces • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Join words and joining clauses using 'and' - expanding sentences • Use capital letters for names and 'I' • Write own version with a different character using a series of sentences to sequence events. • Use patterns and language from familiar stories in own writing • Write complete stories with a simple structure: beginning - middle - end <p>Information Text: The Elves and the Shoemaker</p>	<ul style="list-style-type: none"> • Recite part of the story supported by story boxes, pictures • Act out the story and portray characters and their motives • Oral rehearsal of sentence structure • Model write sentences next to a picture from the story. • Separate words with spaces • Use capital letters and full stops and question marks to demarcate sentences • Join words and joining clauses using 'and' - expanding sentences • Use of capital letters for names and the pronoun 'I' <p>Explanation Text: The Snail and the Whale: Atlas</p> <p>Write a series of sentences to explain a simple, process based on first-hand experience</p>	<ul style="list-style-type: none"> • Sentence stems given to support and key vocabulary • Joining words and joining clauses using 'and' and 'because' <p>Use capital letters and full stops to demarcate sentences</p> <p>Character Description - Fantasy- Way Back Home</p> <ul style="list-style-type: none"> • Retell class story and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event • Act out the story and portray characters and their motives • Model how words can combine to make sentences • Separate words with spaces • Use capital letters, full stops, to demarcate sentences • Add adjectives to nouns • Oral rehearsal of sentence structure • Write dictated sentences 	<ul style="list-style-type: none"> • Recite part of the story supported by story boxes, pictures • Act out the story and portray characters and their motives • Oral rehearsal of sentence structure • Separate words with spaces • Use capital letters and full stops and question marks to demarcate sentences • Join words and joining clauses using 'and' - expanding sentences • Use capital letters for names and 'I' • Write sentences from Gerald's point of view • Write a series of sentences to sequence events. • Use patterns and language <p>Setting description - Stories from Familiar Settings- The Tiger who Came to Tea</p> <ul style="list-style-type: none"> • Orally innovate on patterns from a familiar story orally including some story language - focus on the setting • Oral rehearsal of sentence structure 	<ul style="list-style-type: none"> • Write sentences to describe a different setting, character or ending • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Join words and joining clauses using 'and' - expanding sentences • Use capital letters for names and 'I' • Add suffixes to verbs • Use the prefix 'un' to change the meaning of verbs and adjectives • Write own version using a series of sentences to sequence events. • Use patterns and language from familiar stories in own writing • Write complete stories with a simple structure: beginning - middle - end • Use ideas from reading for some incidents and events. <p>Diary Entry: Charlie Cooks Favourite Book...</p> <ul style="list-style-type: none"> • Share examples of modelled diary
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		<ul style="list-style-type: none">• Label a picture of a...• Add adjectives to the nouns• Oral rehearsal of sentence structure• Write dictated sentences• Separate words with spaces• Use capital letters and full stops to demarcate sentences• Write simple sentences to describe a giraffe (word bank provided)• Join words and joining clauses using 'and' - expanding sentences• Sequence sentences to form short passages• Use of capital letters for names		<ul style="list-style-type: none">• Join words and clauses using 'and'.• Sequence sentences to form short narratives• Add suffixes to verbs. <p>Fact file- linked to seasons</p> <ul style="list-style-type: none">• Add captions to a picture of a desert/polar region• Add adjectives• Oral rehearsal of sentence structure• Write dictated sentences• Separate words with spaces• Use capital letters and full stops to demarcate sentences• Write simple sentences to describe a desert/polar region (word bank provided)• Join words and joining clauses using 'and' and 'because' expanding sentences• Use capital letters for names• Sequence sentences to form short passages	<ul style="list-style-type: none">• Model write sentences next to a picture from the story.• Use capital letters and full stops and exclamation marks to demarcate sentences• Join words and joining clauses using 'and' - expanding sentences• Use capital letters for names 'I'• Add suffixes to verbs• Use patterns and language from familiar stories in own writing <p>Retell, link to class trip</p> <ul style="list-style-type: none">• Story map the trip• Add captions to the pictures• Spell plural nouns adding the suffixes -s or -es• Oral rehearsal of sentence structure• Joining words and joining clauses using 'and' and 'because'• Model how to write in first person• Sequencing sentences to form short passages• Use capital letters and full stops to demarcate sentences	<p>entries (purpose and audience)</p> <ul style="list-style-type: none">• <i>Sequence images to form narrative order</i>• Add captions to the pictures from story in order to order narrative• Oral rehearsal of sentence structure• Joining words and joining clauses using 'and' and 'because'• Model how to write in first person• Sequence sentences to form short passages• Use capital letters and full stops to demarcate sentences• Use capital letters for names and the pronoun I <p>Descriptive writing (own or from the story) The Owl and the Pussycat</p> <ul style="list-style-type: none">• Label together a picture of ... with captions - focusing on key vocabulary• Model how words can combine to make sentences• Separate words with spaces
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					<ul style="list-style-type: none">• Use capital letters for names and the pronoun I	<ul style="list-style-type: none">• Use capital letters, full stops, to demarcate sentences• Add adjectives to nouns• Oral rehearsal of sentence structure• Write dictated sentences• Join words and clauses using 'and'.• Make nouns plural with the suffixes s and es.
Year 2	<p><u>Texts:</u> Who's afraid of the Big Bad Book?</p> <p>Frog and Toad Together: Dragons and Giants</p>	<p><u>Texts:</u> Vlad and the Great Fire of London</p> <p>The Flower</p> <p>Pumpkin Soup</p>	<p><u>Texts:</u> The Owl Who was Afraid of the Dark</p> <p>Fantastic Mr Fox</p>	<p><u>Texts:</u> Charlie and the Chocolate Factory</p> <p>Meerkat Mail</p> <p>The Enormous Crocodile</p>	<p><u>Texts:</u> Gorilla</p> <p>Tuesday</p> <p>The Puffin Keeper</p>	<p><u>Texts:</u> Vlad and Florence Nightingale</p> <p>Not Now, Bernard</p> <p>Emily Brown and the thing</p>



	<p align="center"><u>Genre/Writing outcomes</u></p> <p><i>Character description - appearance of a character: Who's afraid of the Big Bad Book?</i></p>	<p align="center"><u>Genre/Writing outcomes</u></p> <p><i>Character feelings - Fiction- Historical fiction: Vlad and the Great Fire of London</i></p>	<p align="center"><u>Genre/Writing outcomes</u></p> <p><i>Retell the story - change character and setting - fantasy: The Owl Who was Afraid of the Dark (innovate)</i></p>	<p align="center"><u>Genre/Writing outcomes</u></p> <p><i>Setting description: Charlie and the Chocolate Factory -</i></p>	<p align="center"><u>Genre/Writing outcomes</u></p> <p><i>Recount - Gorilla</i></p>	<p align="center"><u>Genre/Writing outcomes</u></p> <p><i>Character feelings - Fiction- Historical fiction: Vlad and Florence Nightingale</i></p>
	<ul style="list-style-type: none"> -Role Play dialogue two fairy tale characters. -Begin to use noun phrases • Begin to use phrases drawn from story language to add interest. • Co-ordination (using or, and, but) • Make adjectives using suffixes such as 'ful' and 'less' • Begin to select correct choice and consistent use of present tense and past tense throughout writing • Use capital letters and full stops to demarcate sentences • Begin to use commas to separate items in a list • Begin to use apostrophes to mark where letters are missing in spelling 	<ul style="list-style-type: none"> • Character hot seating and conscience reflection • Use phrases drawn from story language to add interest with independence. • Use conjunctions for co-ordination and subordination in sentences • Make adjectives using suffixes such as 'ful' and 'less' • Use the suffixes 'er and 'est' in adjectives • Use expanded noun phrases for description and specification • Include statements, questions, commands and exclamations • Use capital letters and full stops, exclamation marks and question marks 	<ul style="list-style-type: none"> • Orally re-tell familiar stories using narrative structure and (recap) dialogue from the text • Dramatise parts of the story. • Plan a different character and setting for the story • Independently select phrases drawn from story language to add interest • Use subordination and co-ordination (using or, and, but) consistently. • Deploy expanded noun phrases for description and specification [• Write statements, question, exclamation and commands • Ensure correct choice and consistent use of present tense and past tense throughout writing • Begin to use the progressive form of verbs in the present and past tense to mark actions in progress 	<ul style="list-style-type: none"> Orally describe including relevant details and sustain the listener's interest • Use subordination (using when, if, that, because) independently • Use co-ordination (using or, and, but) independently. • Consistently create adjectives using suffixes such as 'ful' and 'less' • Deploy expanded noun phrases for description and specification • Correctly select and consistently use present tense and past tense throughout writing • Independently use capital letters and full stops to demarcate sentences • Use commas to separate items in a list in order to describe • Apostrophes to mark where letters are 	<ul style="list-style-type: none"> Explore functions of sentence types: question and exclamation • Independently deploy sentence types: question and exclamation • Independently use expanded noun phrases to describe and specify • Use coordinating and subordinating conjunctions independently. • Recognise first and third person • Accurately select and use present tense throughout writing • Use capital letters, full stops, question marks and exclamation marks independently. • Use commas to separate items in a list to sequence. • Use apostrophes for singular possession to determine character possession. <p><i>Non-Chronological Report - Tuesday</i></p>	<ul style="list-style-type: none"> • Character hot seating and conscience reflection • Select appropriate phrases drawn from story language to add interest. • Independently use conjunctions for co-ordination and subordination in sentences • Make adjectives using suffixes such as 'ful' and 'less' for a purpose. • Use the suffixes 'er and 'est' in adjectives for a purpose. • Use appropriate expanded noun phrases for description and specification • Include statements, questions, commands and exclamations to vary sentence type. • Use capital letters and full stops, exclamation marks and question marks to



	<p>Diary entry: Who's afraid of the Big Bad Book? Explore the functions of sentence - question</p> <ul style="list-style-type: none"> • Begin to use coordinating and subordinating conjunctions • Begin to write in "first person" (teacher modelled) • Correct choice and use of past tense throughout writing • Use capital letters, full stops begin to use and question marks • Use capital letters for proper nouns (names) <p>Narrative re-tell of the story: Frog and Toad Together: Dragons and Giants</p> <ul style="list-style-type: none"> • Orally re-tell familiar stories using narrative structure and dialogue from the text • Dramatise parts of the story. • Story map and retell • Use phrases drawn from story language to add interest • Use subordination and co-ordination (using or, and, but) 	<p>to demarcate sentences</p> <ul style="list-style-type: none"> • Use commas to separate items in a list • Apostrophes to mark singular possession in nouns • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Proof read work and corrections and make additions and revisions to writing <p>Instructions: Pumpkin Soup/The Flower -Use commas to separate items including 'materials/equipment needed' list</p> <ul style="list-style-type: none"> • Begin to write titles to show what the instructions are about • Begin to generate synonyms for over-used imperative verbs • Begin to create nouns which are compound • Understand the functions of 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list within a written context • Use apostrophes to mark where letters are missing in spelling • Use apostrophes to mark singular possession in nouns • Begin to write an innovative story with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story- to be supported. <p>Setting description: Fantastic Mr Fox/Charlie and the Chocolate Factory Orally describe including relevant details and sustain the listener's interest</p> <ul style="list-style-type: none"> • Use subordination (using when, if, that, because) • Co-ordination (using or, and, but) • Make adjectives using suffixes such as 'ful' and 'less' with independence • Deploy appropriate expanded noun phrases 	<p>missing in spelling within a setting description.</p> <ul style="list-style-type: none"> • Apostrophes to mark singular possession in nouns within a setting description. <p>Formal Letter - Meerkat Mail</p> <ul style="list-style-type: none"> • Introduce and explore sentence types: rhetorical questions and commands • Begin to use "Power of 3 adjectives" • Use coordinating and subordinating conjunctions to extend reasoning • Correct choice and use of present tense within a letter • Use imperative verbs • Use commas to separate list when giving reasons • Use apostrophes for singular possession for reference <p>Persuasive Leaflet - The Enormous Crocodile</p> <ul style="list-style-type: none"> • Explore and use various sentence types: statement, command, exclamation or question (rhetorical) 	<ul style="list-style-type: none"> • Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size • Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings • Explore the functions of sentence types: statement, command, exclamation or question (rhetorical) • Collect and use examples of noun phrases from text within own writing. • Independently create appropriate expanded noun phrases to describe and specify • Explore the difference between proper nouns and general nouns and identify their use in this text type • Begin to use collective nouns • Use coordinating (and,or, but) and subordinating conjunctions (when, if, that, because) 	<p>demarcate sentences with consistency.</p> <ul style="list-style-type: none"> • Commas to separate items in a list within a narrative to describe. • Apostrophes to mark singular possession in nouns to determine character possession • Use of the progressive form of verbs in the present and past tense to mark actions in progress • Proof read work and corrections and make additions and revisions to writing <p>Recount - Diary: Vlad and Florence Nightingale</p> <ul style="list-style-type: none"> • Formation of nouns by compounding • Recap functions of sentence types: statement, command, exclamation or question- deploy with consistency. • Independently deploy appropriate expanded noun phrases to describe and specify • Use coordinating and subordinating conjunctions to link ideas and actions.
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	<ul style="list-style-type: none"> • Begin to use expanded noun phrases for description and specification with support • Begin to write statements, question, exclamation and commands • Ensure correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling • Understand how apostrophes are used to mark singular possession in nouns • Begin to include descriptions of characters and setting and some dialogue. 	<p>sentence types – command</p> <ul style="list-style-type: none"> • Explore and generate negative commands (e.g. Do not) • Include expanded noun phrases to describe and specify (use of adjectives before the noun or prepositional phrase after the noun) • Independently use present tense throughout <p>Retell the story – character and setting: Pumpkin Soup</p> <ul style="list-style-type: none"> • Orally re-tell familiar stories using narrative structure and dialogue from the text • Dramatise parts of the story. • Plan a different character and setting for the story • Independently use phrases drawn from story language to add interest 	<p>for description and specification</p> <ul style="list-style-type: none"> • Appropriately choose present tense and past tense throughout writing with consistency • Use capital letters and full stops to demarcate sentences with consistency. • Independently use commas to separate items in a list • Independently use apostrophes to mark where letters are missing in spelling • Independently use apostrophes to mark singular possession in nouns 	<ul style="list-style-type: none"> • Deploy expanded noun phrases to describe and specify • Use Power of 3 adjectives • Use coordinating and subordinating conjunctions to extend reasoning • Independently use present tense • Use progressive forms in present and past tense • Use imperative verbs • Use capital letters, full stops, question marks and exclamation marks to demarcate and vary sentences • Use commas to separate list when giving reasons • Apostrophes for singular possession for informal persuasion. • Use the suffixes er and est as adjectiv <p>Poetry (rhyme)</p>	<ul style="list-style-type: none"> • Correct choice and use of present tense and/or past tense throughout writing with consistency. • Use capital letters, full stops, question marks and exclamation marks to demarcate and vary sentences • Independently use commas to separate items in a list for detail • Independently use apostrophes for singular possession within a non-chronological report context • Explore and use capitalisation for common and proper nouns • Use simple headings for sections of the report • Use some features of written Standard English accurately. <p>Informal persuasive letter: Puffin Keeper</p> <ul style="list-style-type: none"> • Explore and independently create sentence types: statement, command, exclamation and question (rhetorical) 	<ul style="list-style-type: none"> • Begin to explore Subject/ verb agreements • Begin to explore use past progressive forms • Recap and consolidate capital letters, full stops, question marks and exclamation marks • Recap and consolidate commas to separate items in a list • Recap and consolidate apostrophes for singular possession <p>Not Now Bernard: After carrying out a practical activity, produce a flowchart or cyclical diagram ensuring content is clearly sequenced</p> <p>Write a series of sentences to explain the flowchart</p> <p>Poetry – performance poetry</p>
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		<ul style="list-style-type: none">• Deploy subordination and co-ordination (using or, and, but) with some independence.• Independently use expanded noun phrases for description and specification [• Choose appropriate statements, question, exclamation and commands• Ensure correct choice and consistent use of present tense and past tense throughout writing• Use of the progressive form of verbs in the present and past tense to mark actions in progress• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark where letters			<ul style="list-style-type: none">• Independently use power of 3 adjectives• Use coordinating and subordinating conjunctions to extend and link ideas• Use progressive forms in present and past tense• Use imperative verbs for persuasion.• Commas to separate list for persuasion.• Organise leaflet into sections with headings	
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		<p>are missing in spelling</p> <ul style="list-style-type: none"> • Apostrophes to mark singular possession in nouns • Write innovative story with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Include descriptions of characters and setting and some dialogue-supported. • Proof read work and corrections and make additions and revisions to writing <p>Poetry - shape poems</p>				
Year 3	<p><u>Texts:</u></p> <p>Stone Age Boy Hansel and Gretel</p> <p><u>Genre/Writing outcomes</u> Image description (Hansel and Gretel)</p>	<p><u>Texts:</u></p> <p>Cat Tales/Escape from Pompeii</p> <p><u>Genre/Writing outcomes</u> Setting Description (Cat Tales)</p>	<p><u>Texts:</u></p> <p>The Iron Man</p> <p><u>Genre/Writing outcomes</u> Character description (The Iron Man)</p>	<p><u>Texts:</u></p> <p>Battle of Bubble and Squeak</p> <p><u>Genre/Writing outcomes</u> Instructions- Link to Science- How to look after...</p>	<p><u>Texts:</u></p> <p>Aesop's Fables Greek Mythology</p> <p><u>Genre/Writing outcomes</u> Explanation- Aesop's Fables</p>	<p><u>Texts:</u></p> <p>The Lion, the Witch and the Wardrobe</p> <p><u>Genre/Writing outcomes</u> Instructions- The Lion, the witch and the wardrobe</p>



	<ul style="list-style-type: none"> Annotate an image of a character Begin to use vocabulary from the book Use "a" and "an" correctly Use noun phrases (determiner, adjective and noun) Write sentences to describe the annotated image Begin to use adverbs and prepositions in description Make simple additions, revisions and proof reading corrections to own writing. <p>Diary entry/recount - Hansel and Gretel</p> <ul style="list-style-type: none"> Recap using prepositions (during, in, because of, before, after) Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause Use rhetorical questions 	<p>Label an image of a chosen setting- pick out (recap nouns) that can be identified.</p> <ul style="list-style-type: none"> Use noun phrases from nouns identified (determiner, adjective and noun). Write sentences to describe the setting. Link ideas using co-ordinating conjunctions. Use adverbs and prepositions in description. Make additions, revisions and proof-reading corrections to own writing. <p>Write as if watching a narrative from above; Cat Tales</p> <ul style="list-style-type: none"> Plan and tell stories, varying voice and intonation to create effects and sustain interest. Role play include dialogue to set the scene and present characters 	<ul style="list-style-type: none"> Role Play / Freeze frames for the Iron Man Begin to explore dilemmas for characters using drama Consolidate and use vocabulary from the book Annotate a picture of the Iron Man Use a and an correctly Use noun phrases (determiner, adjective and noun) Write sentences with more than one clause using a range of co-ordinating and subordinating conjunctions Use adverbs and prepositions in description Make simple additions, revisions and proof reading corrections to own writing <p>Conversation between Hogarth and his dad (The Iron Man)</p> <ul style="list-style-type: none"> Role play (dialogue) and hot seating to show understanding of character Discuss writing models similar to those they will use in their own 	<p>Use prepositions (during, in, because of, before, after)</p> <ul style="list-style-type: none"> Use adverbs (next, soon, therefore) to sequence instructions Use of conjunctions (when, while, after, because, soon, while) to express time and cause Form subordinate clauses using subordinating conjunctions independently. Use present and past perfect verb forms effectively <p>Informal Letter</p> <ul style="list-style-type: none"> *Explore register of formal language and informal language. Analyse modelled examples *Modulate formal register to informal? Discuss- what is the difference? *Introduce colloquialisms to children- how do we speak? How do we write? *Analyse audience and purpose of letter 	<ul style="list-style-type: none"> Use prepositions and adverbs to express time, cause and place Use the simple present tense consistently. Use a range of co-ordinating and subordinating conjunctions independently. Use 'a' or 'an' correctly and where necessary. Use the apostrophe for singular possession with consistency. Use paragraphs to group related information Add headings and subheadings <p>Design a new fantasy land - art with detailed labelling: Aesop's Fables Greek Mythology</p> <ul style="list-style-type: none"> Use appropriate prepositions and adverbs to express time, cause and place Use co-ordinating and subordinating conjunctions to express time and cause 	<p>Use specific prepositions (during, in, because of, before, after)</p> <ul style="list-style-type: none"> Build up and use a wide range of prepositions used to indicate and clarify position Use adverbs (next, soon, therefore) to sequence instructions Use of conjunctions (when, while, after, because, soon, while) to express time and cause Explore instructions that have equipment needed, procedure, additional advice Form subordinate clauses using subordinating conjunctions to add detail to instructions. Use present and past perfect verb forms effectively within instructions. <p>Persuasive poster - The Lion, the witch and the wardrobe</p> <ul style="list-style-type: none"> Use expanded noun phrases to persuade Use prepositions, adverbs and conjunctions) to
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	<ul style="list-style-type: none"> • Introduce paragraphs as a way to group related information • Write concisely and to the point (consider diary purpose/audience) • Write finishing lines for a final paragraph that have a reflection on the day/events • Explore present and past perfect verb forms to reports events <p>Chronological report/Biography- Stone Age Boy</p> <ul style="list-style-type: none"> • Explore the language of comparison and contrast • Turn notes into sentences grouping information • Make notes from several sources • Collect and use examples of prepositional phrases to clarify physical features. • Begin to explore similes (using 'as' and 'like') • Begin to Form subordinate clauses using subordinating conjunctions 	<ul style="list-style-type: none"> • Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary. • Use vocabulary from the book • Express time, place and cause using conjunctions, adverbs or prepositions • Begin to use inverted commas to punctuate direct speech • For effect, use of the present perfect form of verbs instead of the simple past especially in direct speech • Plan and write their story which includes a problem and resolution • Organised narrative into paragraphs using adverbs of time. • Include description of a typical setting and characters. • Recap dialogue and define 	<p>writing to learn from its structure grammar and vocabulary.</p> <ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech • Use vocabulary of the characters in the story • Use co-ordinating and subordinating conjunctions • Use adverbs. • Use the present perfect form of verbs instead of the simple past specifically in direct speech • Make simple additions, revisions and proof reading corrections to own writing <p>Explanation- Link to Iron Man</p> <ul style="list-style-type: none"> • Use prepositions and adverbs to express time, cause and place • Form nouns using a range of prefixes • Use coordinating and subordinating conjunctions to express time and cause • Independently form subordinate clauses using subordinating conjunctions • Use present perfect in the explanation instead of simple past 	<ul style="list-style-type: none"> *Use contractions with correct apostrophe placement *Plan letter based on given purpose <p>Formal Letter -</p> <ul style="list-style-type: none"> • Use prepositions because, 'such as', 'like' • Use adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) • Form subordinate clauses using subordinating conjunctions within a formal letter • Use rhetorical questions in order to persuade. • Introduce paragraphs as a way to group related information- apply. • Explore the content of introductory paragraphs (What? Who? When? Where?) • Write finishing lines for a final paragraph that indicate the conclusion of the letter, and include a simple summary 	<ul style="list-style-type: none"> • Use the simple present tense effectively. • Use 'a' or 'an' correctly within context • Use commas to separate items in a list appropriately • Independently use the apostrophe for singular possession • Use paragraphs to group related and relevant information • Add headings and subheadings <p>Describe a new land and adventure that the children have created together? Inspired by Greek Mythology- describe new land.</p>	<p>express time, cause or place for given context.</p> <ul style="list-style-type: none"> • Include commands, exclamations and questions • Use present perfect instead of simple past- convert and then apply. • Write an introductory paragraph to the poster- summarise message. • Group related information on the poster with alliterative headings <p>Fact file/Non-chronological report</p> <ul style="list-style-type: none"> • Revisit "er" and "est" when formulating adjectives • Collect and use examples of prepositional phrases to clarify physical features. • Recap and begin using similes (using 'as' and 'like') • Form subordinate clauses using subordinating conjunctions to convey factual detail
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	<ul style="list-style-type: none">• Use of present perfect verb form• Introduce paragraphs as a way to group related information e.g. organise information about a topic into obvious groupings• Use sub headings to support organisation	<ul style="list-style-type: none">• Use written dialogue to move the plot on• Make simple additions, revisions and proof-reading corrections to own writing <p>Non-chronological report- <i>Escape from Pompeii</i></p> <ul style="list-style-type: none">• Explore the language of comparison and contrast• Turn notes into sentences grouping information• Make notes from several sources• Collect and use examples of prepositional phrases to clarify physical features.• Explore and recap similes (using 'as' and 'like')• Form subordinate clauses using subordinating conjunctions• Use of present perfect verb form• Introduce paragraphs as a way to group related information e.g.	<ul style="list-style-type: none">• Use paragraphs to group related information• How and Why questions as headings and subheadings• Conclude explanation effectively <p>Performance poetry.</p>			<ul style="list-style-type: none">• Use of present perfect verb form• Independently use paragraphs as a way to group related information• Use sub-headings to support organisation
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		<p>organise information about a topic into obvious groupings</p> <ul style="list-style-type: none"> • Use sub headings to support organisation 				
Year 4	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>
	Journey to Jo'burg	<p>Voices in the Park (picture book)</p> <p>Bill's New Frock</p>	The Secrets of a Sun King	Why the Whales Came	The Firework Maker's Daughter	Charlotte's Web
	<p style="text-align: center;"><u>Genre/Writing outcomes</u></p> <p><i>Formal persuasive letter- Journey to Jo-burg</i></p> <ul style="list-style-type: none"> • Begin to use connecting adverbs to link persuasive points together and provide further justification, • Begin to use adverbs which show cause and effect. • Begin to use paragraphs to organise ideas around a persuasive points, and counter-arguments 	<p style="text-align: center;"><u>Genre/Writing outcomes</u></p> <p><i>Diary - 2 perspectives- Voices in the Park</i></p> <ul style="list-style-type: none"> • Explore words and phrases which show the personalities of ...characters. • Record words to show how they would both feel about a person or situation in the story • Use a range of prepositions, adverbs and conjunctions to link ideas 	<p style="text-align: center;"><u>Genre/Writing outcomes</u></p> <p><i>Persuasive travel brochure-The Secrets of a Sun King</i></p> <ul style="list-style-type: none"> • Practice alliteration, word play, exaggeration to persuade • Plan sections of the travel brochure and organise ideas into each section • Use persuasive headings and subheadings (alliterative, rhetorical) • Apply of a wider range of subordinating conjunctions • Use connecting adverbs to link persuasive points 	<p style="text-align: center;"><u>Genre/Writing outcomes</u></p> <p><i>Explanation- Why the Whales Came</i></p> <ul style="list-style-type: none"> • Use standard forms of English verb inflections (They were/They did) • Use a wider range of subordinating conjunctions within an explanation context • Expand noun phrases further by adding adjectives and prepositions to modify the noun and develop description • Use prepositional phrases, subordinate 	<p style="text-align: center;"><u>Genre/Writing outcomes</u></p> <p><i>Instructions - Firework Makers Daughter</i></p> <ul style="list-style-type: none"> • Write detailed list of equipment • Use technical vocabulary and language of the time • Use subordinate clauses and adverbials to express time and cause • Effectively use of commas after fronted adverbial • Use the conjunction 'if' to start complex 	<p style="text-align: center;"><u>Genre/Writing outcomes</u></p> <p><i>Persuasive Advert- Charlotte's Web</i></p> <ul style="list-style-type: none"> • Independently use alliteration and exaggeration to persuade • Use prepositional phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency. • Independently expand noun phrases further by adding adjectives and prepositions to



	<ul style="list-style-type: none"> • Order points to link them together so that one follows from another • Write a closing statement which repeats and reinforces the original/opening statement or viewpoint • Explore appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Begin to use commas after fronted adverbials • Begin to use apostrophes for plural possession <p>Non-Chronological Report- Journey to Jo-burg</p> <ul style="list-style-type: none"> • Use Standard forms of English - verb agreements • Note how writing often moves from general to more specific detail through the use of determiners and subordination and coordination. 	<ul style="list-style-type: none"> • Use commas after fronted adverbials and in lists • Understand difference with 's' for plurals (books) and possessives (its) • Use pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Use apostrophes for plural possession • Use paragraphs to organise ideas around a theme - use the same structure in both diaries • Develop the final paragraph of each diary as a way of summarising the events of the day and writing a contrasting final reflection <p>Write a playscript - Voices in the Park</p> <ul style="list-style-type: none"> • Work in role to 'interview' story characters. 	<p>together and provide further justification</p> <ul style="list-style-type: none"> • Use adverbs which show cause and effect. • Use of commas in lists and after fronted adverbials for persuasion. • Begin to use apostrophes for plural possession in persuasive writing • Write expanded noun phrases by adding adjectives and prepositions to modify the noun • Begin to use statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments <p>Informal letter - character from the narrative- Secrets of a Sun King</p> <p>Standard forms of English verb inflections (we were I did)</p> <ul style="list-style-type: none"> • Use a wider range of prepositions, adverbs and subordinating conjunctions to express time and cause • Write sentences with subordinate clauses consistently. • Select some words and phrases that support 	<p>clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency</p> <ul style="list-style-type: none"> • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition. • Independently use commas after fronted adverbials • Plan the steps of the explanation • Effectively use paragraphs to organise ideas around a theme - introduction, stages of the process and conclusion. <p>Character Description - Why the Whales Came</p> <ul style="list-style-type: none"> • Work in role to 'interview' story characters. • Use some figurative language (similes) to build detail • Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases • Use commas after fronted adverbials 	<p>sentences which give additional advice</p> <ul style="list-style-type: none"> • Investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential • Write instructions that have clear sections, for example, equipment needed, procedure, additional advice, conclusions • Investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity <p>Own Fantasy setting description- Firework Maker's Daughter</p> <ul style="list-style-type: none"> • Explore images/short video clip settings which create atmosphere- use an stimulus • Use varied and rich vocabulary from the book which creates 	<p>modify the noun and develop description</p> <ul style="list-style-type: none"> • Independently commas in lists and after fronted adverbials • Independently use apostrophes for plural possession in persuasive writing • Use paragraphs to organise ideas together so that one follows from another-cohesion • Use statistics images, visual aids to reinforce persuasion <p>Recount Writing - Diary Entry- Charlotte's Web</p> <ul style="list-style-type: none"> • Find and use informal words and phrases which ... uses in the book • Standard forms of English verb inflections (I was/ I did) • Use possessive pronouns (my, his, her, their) as determiners • Independently select appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid
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	<ul style="list-style-type: none"> • Understand and identify determiners • Recognise determine and use standard English • Begin to use a wider range of subordinating conjunctions • Begin to use prepositional phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency • Recap, explore and deploy expanded noun phrases • Introduce paragraphs as a way to group related information e.g. organise information about a topic into obvious groupings- independently <p style="text-align: center;">Non-fiction: Biographies (Nelson Mandela)</p> <ul style="list-style-type: none"> • Explore the language of comparison and contrast • Turn notes into sentences grouping information • Make notes from several sources 	<ul style="list-style-type: none"> • Write in role as a character from a story. • Recap and write narrative dialogue as a script • Develop stage directions as adverbs • Write present tense verbs • Create mythical characters and settings • Plan and write a longer play where the central character faces a problem (dilemma) that needs to be resolved (resolution). • Use a clear story structure in their play • Monitor whether writing makes sense, acting out sections as it develops <p style="text-align: center;">Performance poetry*</p>	<p>the 'theme' of the recount</p> <ul style="list-style-type: none"> • Use commas in lists and after fronted adverbials • Explore and manage the shift between past and present tense in recounts - what has happened and what you want to happen • Use paragraphs to organise ideas around a theme • Develop a linked introductory paragraph and concluding paragraph attraction for years to come.' <p>Write own myth- Secrets of a Sun king</p> <ul style="list-style-type: none"> • Explore dilemmas using drama techniques - improvise alternative courses of action for a character. • Describe natural phenomenon using expanded noun phrases and figurative language • Plan a myth which explains how a natural phenomenon came to be • Use a clear story structure. • Use different ways to introduce or connect paragraphs 	<p>within a narrative context</p> <ul style="list-style-type: none"> • Use apostrophes for singular and plural possession • Check appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Include character descriptions designed to provoke sympathy or dislike in the reader • Edit and improve writing <p>Mystery narrative with dialogue - Why the Whales Came Create a story map for...</p> <ul style="list-style-type: none"> • Dramatise the poem using freeze frames • Write in role as a character from the poem • Plan writing into paragraphs being conscious of relevance and theme. • Independently use inverted commas and other punctuation to indicate direct speech 	<p>atmosphere and setting</p> <ul style="list-style-type: none"> • Independently use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Develop setting using adjectives and figurative language to evoke time, place and mood. • Use simple and progressive verb forms • Use fronted adverbials • Use commas after fronted adverbials in order to describe for a given purpose. • Use apostrophes for singular and plural possession • Edit and improve writing 	<p>cohesion and avoid repetition</p> <ul style="list-style-type: none"> • Use apostrophes for plural possession to reflect belonging to character. • Independently use a wide range of subordinating conjunctions • Use prepositions (during, in, because of, before, after) and adverbs (next, soon, therefore) within a recount context • Consistently use of the past tense • Use paragraphs to organise ideas around events from the day Develop the final paragraph as a way of summarising the events and adding a personal reflection <p style="text-align: center;">Poetry: Free Verse*</p>
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	<ul style="list-style-type: none"> • Collect and use examples of prepositional phrases to clarify physical features. • Begin to deploy similes (using 'as' and 'like') • Form subordinate clauses using subordinating conjunctions to link ideas • Use of consistent past tense verb form • Begin to use paragraphs to organise ideas around a theme with a linked introduction and conclusion • Use relevant sub headings to support organisation 		<ul style="list-style-type: none"> • Begin to develop setting using adjectives and figurative language to evoke time, place and mood. • Begin to include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Monitor whether their writing makes sense. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use inverted commas and other punctuation to indicate direct speech • Use apostrophes to mark character plural possession • Edit and improve 	<ul style="list-style-type: none"> • Use commas in lists and after fronted adverbials • Use different ways to introduce or connect paragraphs • Independently develop using adjectives and figurative language to evoke time, place and mood. • Include appropriate character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Proof read, edit and improve <p style="text-align: center;">Shakespeare Week</p>		
Year 5	<u>Texts:</u> Varjak Paw	<u>Texts:</u> Street Child	<u>Texts:</u> FARThER	<u>Texts:</u> WB	<u>Texts:</u> WB	<u>Texts:</u> WB



			Oranges in No Man's Land	The Explorer	The Tempest-SMW transition unit. The Explorer	Beowulf
	<p><u>Genre/Writing outcomes</u></p> <p><i>Writing from a different character's perspective, Varjak Paw- Julius:</i> Use improvisation and role-play to explore events in the Contessa's house from a different character's viewpoint</p> <ul style="list-style-type: none"> Orally re-tell events from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. Use words and phrases from the text to show setting and character (language of the time) Sequence and write a brief character description for... Create atmosphere using similes, metaphors and personification 	<p><u>Genre/Writing outcomes</u></p> <p><i>Biography - Dr Barnardo, Victorian Street Child</i></p> <ul style="list-style-type: none"> Verb prefixes (bi, dis, de, mis-, over-, re) Introduce the use of relative clauses Use an impersonal tone Explore devices to build cohesion within a paragraph (then, after, that, this, firstly) Begin to adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs Use past perfect and past progressive verb forms Use brackets, dashes and commas to indicate parenthesis 	<p><u>Genre/Writing outcomes</u></p> <p><i>Formal letter- Oranges in No Man's Land- Appealing for ceasefire.</i></p> <ul style="list-style-type: none"> Identify formal and informal words and phrases Use persuasive words and phrases Use adverbs to indicate degrees of possibility. Recap use of brackets, dashes or commas to indicate parenthesis. Apply this within formal letter writing. Use commas to clarify meaning or avoid ambiguity within the context of a formal letter. Use paragraphs to organise ideas with a linked opening and closing paragraph Build cohesion within a paragraph (such as then, after that, this, firstly, as well as this) 	<p><u>Genre/Writing outcomes</u></p> <p><i>Contemporary narrative - Plot, character and setting- Farther, Sequel to narrative</i></p> <ul style="list-style-type: none"> Use improvisation and role-play to explore different characters' points of view. Plan and write the complete chapter into several paragraph units relating to story structure Link paragraphs in cohesive narrative using adverbs and adverbial phrases Vary pace by using direct and reported speech. Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun appropriately within a narrative. Select appropriate devices to build 	<p><u>Genre/Writing outcomes</u></p> <p><i>Persuasive leaflet- Looking After the Amazon Rainforest</i></p> <ul style="list-style-type: none"> Persuasive techniques - alliteration, exaggeration, rhetorical questions, powerful adjectives, facts Sentence types - commands and questions Use adverbs and modal verbs to indicate degrees of possibility Explore the use of direct speech for impact (sharing a pertinent view) Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact Explore the use of longer, complex sentences (with 	<p><u>Genre/Writing outcomes</u></p> <p><i>Playscript - The Tempest- SMW Transition Project</i></p> <ul style="list-style-type: none"> Write a cast list with character and a brief description and a setting Story map the play into scenes Write the character's name (who is speaking) in the margin and use : after their name. Include present tense stage directions in brackets. Use Enter and Exit for characters Develop the dialogue of characters. Effectively use commas, brackets, dashes and colons effectively Use Shakespearian language



	<ul style="list-style-type: none"> • Write events happening simultaneously (Meanwhile...) • Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases • Use dialogue to show character. • Introduce characterisation by showing the reader, not telling <p>Monologue - Varjak Lonely</p> <ul style="list-style-type: none"> • Recap and Explore first person pronouns and writing in the first person • Use examples to help understand the style of a monologue and how it is a single voice. • Plan monologue into a beginning, middle and end • Synonyms - Varjak's emotions about characters and events • Address the reader directly • Use the language and expressions of the time and of Varjak 	<ul style="list-style-type: none"> • Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both • Use of commas to clarify meaning or avoid ambiguity • Use relevant and engaging headings to organise chronological <p>Informal letter - from one of the children Street Child</p> <ul style="list-style-type: none"> • Use modal verbs to indicate degree of certainty, adverbs of degree • Precise use of prepositional phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. • Use devices to build cohesion within a paragraph 	<ul style="list-style-type: none"> • Apply and use rhetorical questions to emphasise viewpoint <p>Newspaper report - Oranges in No Man's Land, Newspaper Behind War</p> <ul style="list-style-type: none"> • Write catchy headlines, a lead sentence and an opening paragraph with the 5 W's. • Begin to organise writing into sequenced, chronological paragraphs. • Write captions and a final comment • Begin to include direct and reported speech • Explore the function of colons to introduce quotes- practise • Use dashes in speech • Show character through quotes • Use a wide range of cohesive devices to link ideas across paragraphs • Use commas to separate clauses and avoid ambiguity • Apply relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun to writing. 	<p>cohesion within a paragraph</p> <ul style="list-style-type: none"> • Effectively apply the use of brackets, dashes or commas to indicate parenthesis <p>Writing from an animal's perspective linked to deforestation (setting and character)</p> <p>Rainforest</p> <ul style="list-style-type: none"> • Research a rainforest animal (habitat, how they move, diet etc) • Use figurative language for the rainforest setting, including similes, metaphors, personification and onomatopoeia • Experiment with different ways of opening the story to hook the reader (If only, Before, life was ... etc) • Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure • Experiment with the order of chapters or 	<p>multiple clauses) to convey complex information</p> <ul style="list-style-type: none"> • Use adverbs of time and number to link sections of the leaflet • Tense choice to link ideas (perfect and progressive forms, simple past & present tense) <p>Use commas to avoid ambiguity</p> <p>Rainforest information text- explanation text</p> <ul style="list-style-type: none"> • Independently use relative clauses to add additional information within non-fiction texts • Independently use modal verbs appropriately to indicate degree of certainty • Effectively deploy commas to clarify meaning or avoid ambiguity within an explanation text • Independently apply brackets, dashes and commas to indicate parenthesis and organise information within context. 	<p>Fiction: Fables, myths, legends.</p>
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	<ul style="list-style-type: none"> • Include the voice of another character...as if Varjak is thinking what he'd be saying • Ask rhetorical questions or using language as if the reader is taking part in a conversation with the writer. <p>Formal persuasive Varjak Paw</p> <ul style="list-style-type: none"> • Identify the purpose and audience of the letter (provided choices) • Identify technical vocabulary relating to... • Use persuasive words and phrases • Use formal vocabulary • Identify and explore modal verbs • Explore the use of brackets, dashes or commas to indicate parenthesis • Explore comma use to clarify meaning • Explore using rhetorical questions to emphasise viewpoint • Write an introductory paragraph explaining the issue/concern and action needed 	<p>(then, after, that, this, firstly)</p> <ul style="list-style-type: none"> • Use of adverbs of time (soon, later, after), place (nearby) to link ideas across paragraphs • Tense choice to link ideas (perfect and progressive forms, simple past & present tense) • Use brackets, dashes and commas to indicate parenthesis within an informal context. <p>Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both</p> <ul style="list-style-type: none"> • Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader • Recap and use commas to clarify 	<ul style="list-style-type: none"> • Deploy modal verbs within writing to indicate possibility or certainty. • Deploy brackets, dashes and commas to indicate parenthesis, organising information. • Effectively use commas to clarify meaning or avoid ambiguity in the context of a Newspaper report. • Use preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency. • Explore the use of personal versus impersonal writing and decide when each is appropriate <p>Diary of a child caught in the Lebanese Civil War - Oranges in No Man's Land</p> <ul style="list-style-type: none"> • Explore vocabulary of the time - colloquial and technical • Independently use modal verbs to indicate degree of certainty, adverbs of degree • Precise use of preposition phrases, subordinate clauses and noun phrases as 	<p>paragraphs to achieve different effects.</p> <ul style="list-style-type: none"> • Use dialogue to build character. • Develop characterisation by effectively showing the reader, not telling • Use commas accurately in lists and to separate clauses • Link ideas across paragraphs using adverbials of time, place or tense choices • Use Brackets, dashes or commas to indicate parenthesis in order to create specificity e.g. in asides to the reader <p>Metaphor poetry - Amazon Rainforest</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] • Explore alliteration and onomatopoeia • Explore similes and metaphors for the rainforest (use ideas from the story) • Apply metaphors and similes within rainforest context 	<ul style="list-style-type: none"> • Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency <p>Effectively link ideas across paragraphs using adverbials of time, place and number or tense choices</p>
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	<ul style="list-style-type: none"> • Develop PEE paragraphs with a clear point, evidence and explain • Write a concluding paragraph which reiterates the action needed 	<p>meaning or avoid ambiguity</p> <p>Showing character through dialogue- Street Child</p> <p>Use hot seating to explore different characters' points of view.</p> <ul style="list-style-type: none"> • Orally re-tell the events at the Care Home from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. • Use adverbs and adverbial phrases to link paragraphs • In writing, portray events happening simultaneously (Meanwhile...) • Explore how pace can be varied by using direct and reported speech. • Use dialogue to build character. • Develop characterisation by 'showing' the reader, not telling • Practise using relative clauses beginning with who, 	<p>adverbials to indicate time, place, manner or frequency.</p> <ul style="list-style-type: none"> • Explore the use of reported speech in a diary- practise and apply • Apply prior knowledge of the use of personal versus impersonal writing and decide when each is appropriate within context • Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact • Devices to build cohesion within a paragraph (then, after, that, this, firstly) • Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs • Tense choice to link ideas (perfect and progressive forms, simple past & present tense) • Explore how dashes are less commonly used in more formal texts • Independently use commas to clarify meaning or avoid 	<ul style="list-style-type: none"> • Use of relative clauses, where appropriate, within a metaphor poem • Use adverbs to indicate degrees of possibility • Explore different poetic structures and the ways that poets group information • Explore and use semi-colons, colons or dashes to mark boundaries between independent clause <p style="text-align: center;">Performance poetry</p> <p style="text-align: center;">Shakespeare Week</p>		



		<p>which, where, when, whose, that, or an omitted relative pronoun</p> <ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs or modal verbs • Use brackets, dashes or commas to indicate parenthesis within a narrative context. <p>Poetry: Victorian Poems</p>	ambiguity within informal writing-context: diary entry.			
Year 6	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>	<u>Texts:</u>
	Journey to the River Sea	A Christmas Carol	Skellig	The Hobbit	The Iliad- SMW transition The Arrival (picture book) The Hobbit	Whistling in the Dark/Warhorse
	<u>Genre/Writing outcomes</u>	<u>Genre/Writing outcomes</u>	<u>Genre/Writing outcomes</u>	<u>Genre/Writing outcomes</u>	<u>Genre/Writing outcomes</u>	<u>Genre/Writing outcomes</u>
	<p><i>Narrative setting description - JTTRS</i></p> <ul style="list-style-type: none"> • Plan and talk through plan • Recap paragraph function and use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect 	<p><i>Non Chronological Report - Victorian Christmas</i></p> <ul style="list-style-type: none"> • Explore features of high-quality Non-chronological reports for VC • Research features of Victorian Christmas- make notes effectively. 	<p><i>Narrative setting description - Skellig, the garage</i> Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds</p>	<p><i>Narrative setting description and dialogue - The Hobbit</i></p> <ul style="list-style-type: none"> • Roleplay conversations between characters • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it 	<p><i>Formal letters from different perspectives The Hobbit</i></p> <ul style="list-style-type: none"> • Understand difference between formal and informal vocabulary and structures • Use precise, technical vocabulary 	<p><i>Narrative Flashback - The Piano/Or Warhorse</i></p> <ul style="list-style-type: none"> • Plan the short narrative effectively, with a flashback • Use tense to show shifts in time (simple, progressive and perfect form of the past and present tense)



	<ul style="list-style-type: none"> • Explore the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Begin to link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Recap semi-colon and colon functions • Begin to use the semi-colon, colon and dash to mark the boundary between independent clauses • Begin to use the colon to introduce a list and use of semi-colons within list • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds 	<ul style="list-style-type: none"> • Group similar information together • Explore technical and descriptive vocabulary • Compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout • Begin to use the passive to avoid personalisation; avoid naming the agent of a verb and maintain an appropriate level of formality for the context and purpose of writing • Use a wider range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase) • Use of a range of layout devices to structure text: headings, subheadings, columns, bullet points, tables and diagrams 	<ul style="list-style-type: none"> • Plan effectively and independently and talk through plan • Recap and independently use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect • Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing within a narrative context • Begin to link ideas across paragraphs specifically using: repetition of a word or phrase, grammatical connections and ellipsis • Use the semi-colon, colon and dash to mark the boundary between independent clauses within a narrative context • Use the colon to introduce a list and use of semi-colons within list within a narrative context. <p style="text-align: center;">Poetry: William Blake's 'Tyger' (linked to Skellig)</p>	<p>makes the character feel and adding detail of sights and sounds</p> <ul style="list-style-type: none"> • Use language of the time - technical and descriptive !9th Century • Plan effectively and talk through plan edit and improve with feedback • Use paragraphs to vary pace and emphasis within the context of a narrative setting description. • Vary sentence length to achieve a particular effect • Apply a variety of techniques to introduce characters and develop characterisation • Use dialogue at key points to move the story on or reveal new information. • Demonstrate the difference between structures typical of informal speech and structures appropriate for formal speech and writing within a narrative context • Make appropriate links across 	<ul style="list-style-type: none"> • Use the passive to gain support of an audience without dictating who should be responsible for making that action happen • Demonstrate the difference between structures typical of informal speech and structures appropriate for formal speech and writing within the context of a formal letter. • Appropriately use semi-colon, colon or dash to mark the boundary between independent clauses within the context of a formal letter. • Use a wider range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, use of a wider range of adverbials, ellipsis) • Apply persuasive skills in a range of contexts/ structures • Vary and manage paragraphs in a way that support whole structure of the text 	<ul style="list-style-type: none"> • Create a setting by using expressive or figurative language, describing how it makes the character feel, adding detail of sights and sound and creating mood • Use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect • Independently apply a variety of techniques to introduce characters and develop characterisation • Use dialogue at key points to move the story on or reveal new information. • Demonstrate independently and effectively the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word
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	<p>Narrative - Writing from a different character's perspective JTTRS</p> <ul style="list-style-type: none"> • Use improvisation and role play to explore the characters, setting and events in JTTRS • Recap techniques learned from reading to create a setting by using expressive or figurative language, including personification, pathetic fallacy, similes and metaphors • Introduce adjectives of intensity and select appropriate for given contexts • Create and plan a character "back story" (origin story) • Plan independently and talk through plan • Recap and begin to use paragraphs to vary pace and emphasis. • Recap dialogue and begin to use dialogue to show character • Recap and explore the difference between structures typical of informal speech and structures 	<ul style="list-style-type: none"> • Independently use relative clauses to expand sentences • Use the semi-colon, colon or dash to mark the boundary between independent clauses • Use hyphens <p>Narrative setting description and dialogue - A Christmas Carol</p> <ul style="list-style-type: none"> • Roleplay conversations between characters • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds • Use language of the time - technical and descriptive 19th Century • Plan effectively and talk through plan in context • Use paragraphs to vary pace and emphasis in narrative context. 	<p>Informal letter - Michael to his mum (Skellig)</p> <ul style="list-style-type: none"> • Difference between formal and informal vocabulary and structures • Independently use rhetorical questions, question tags, exclamations • Use appropriate idioms to show character and match the context • Use semi-colons, colons or dashes to mark the boundary between independent clauses within an informal letter. • Organise letter into paragraphs with an impersonal opening and closing - matching the audience (Mom) and purpose (to reassure) • Use a wide range of cohesive devices to link ideas across paragraphs 	<p>paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p> <ul style="list-style-type: none"> • Independently use the semi-colon, colon and dash to mark the boundary between independent clauses within a narrative context • Independently use the colon to introduce a list and use of semi-colons within lists within a narrative context. <p>Discursive writing - Debate (Contractual agreement- The Hobbit)</p> <ul style="list-style-type: none"> • Hold a class debate - for/against and questions to ask. Sentence stems provided to support • Conjunctions and connecting adverbs to introduce, conclude, for and against • Use formal vocabulary and structures • Use modal verbs to indicate degree of certainty 	<p>News Bulletin - How the Trojan War ended (SMWCA Iliad transition unit)</p> <ul style="list-style-type: none"> • Show the difference between formal and informal vocabulary and structures • Recognise and show the difference between the language of speech and writing • Use the subjunctive form for formal speech and structures • Independently write opening and closing lines of paragraphs support movement across the text • Explore how colons can be used to lead to important information or a 'big reveal' • Use engaging and precise vocabulary and phrases to engage the audience <p>Persuasive and informative Leaflet -</p> <ul style="list-style-type: none"> • persuasive techniques • Sentence types - command, exclamation, statement and question • Comparative and superlative adjectives 	<p>or phrase, grammatical connections and ellipsis</p> <ul style="list-style-type: none"> • Effectively deploy the semi-colon, colon and dash to mark the boundary between independent clauses within writing as an element of the narrative/flashback context • Effectively deploy the colon to introduce a list and use semi-colons within lists where appropriate • Use commas, brackets and hyphens effectively. • When editing, reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. <p>Monologue - Warhorse</p> <ul style="list-style-type: none"> • Use synonyms to capture ... emotions • Plan monologue to show ... conflicting inner thoughts • Address the reader directly • Use appropriate expressions and
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	<p>appropriate for formal speech and writing within narrative.</p> <ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and grammatical connections • Use commas precisely • Recap and use the semi-colon, colon and dash to mark the boundary between independent clauses <p>Diary - JTTRS</p> <ul style="list-style-type: none"> • Understand the difference between formal and informal vocabulary and structures • Use apostrophes for possession and contraction • Recap, recognise and use rhetorical questions, and exclamations • Explore idioms and expressions to show feelings • Recap and write sentences with relative clauses and commas for parenthesis 	<ul style="list-style-type: none"> • Vary sentence length to achieve a particular effect • Explore a variety of techniques to introduce characters and develop characterisation • Use dialogue at key points to move the story on or reveal new information. • Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Independently use the semi-colon, colon and dash to mark the boundary between independent clauses • Independently use the colon to introduce a list and 		<ul style="list-style-type: none"> • Use the passive voice • Use the subjunctive form • Independently use of a wider range of cohesive devices to link ideas across paragraphs within discursive writing, • Independently use the semi-colon, colon and dash to mark the boundary between independent clauses within a discursive context • Develop P.E.E paragraphs, expanding viewpoints • Write detailed introductions and linked conclusions summarising points made. <p>Journalistic Writing - Newspaper report - The Hobbit</p> <ul style="list-style-type: none"> • Use play on words for headlines • Write a lead sentence and an opening paragraph with the 5 W's. • Organise writing into sequenced, chronological paragraphs. • Write captions and a final comment 	<ul style="list-style-type: none"> • Formal and informal vocabulary and structures • Direct address and quotes • Adverbs and modal verbs to indicate degrees of possibility • Bullet points, colons and semi colons to punctuate a list • Introduction, organised paragraphs which flow and a conclusion. • Develop alliterative and word play headings • • 	<p>idioms which ... would use to show characterisation.</p> <ul style="list-style-type: none"> • Ensure control over level of formality • Include the subjunctive form • Use the simple, progressive and perfect verb forms for effect • Independently ask rhetorical questions and include question tags in order to convey a point of view. • Include full range of punctuation within sentences for effect - commas, dashes, hyphens, ellipsis, colons and semi colons <p>Journalistic Writing - Newspaper report - The Blitz, The Hobbit</p> <ul style="list-style-type: none"> • Research appropriate play on words for headlines that are fitting within the context. • Independently create a lead sentence and an opening paragraph with the 5 W's. • Organise writing appropriately into sequenced,
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	<ul style="list-style-type: none">• Use a range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, wide range of adverbials for effect and ellipsis).• Explore how opening and closing lines of paragraphs support movement across the text• Recap and explore the organisation of writing into sequenced paragraphs with an introduction and conclusion	<p>use of semi-colons within lists</p> <p>Contrasting Diary - A Christmas Carol</p> <ul style="list-style-type: none">• Identify words and phrases from the text which show both character's personalities• Use literary language• Understand the difference between formal and informal vocabulary and structures• Use rhetorical questions, and exclamations• Use idioms and expressions to show feelings and character• Use a range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, wide range of adverbials for effect and ellipsis).• Begin to write opening and closing lines of paragraphs support movement across the text		<ul style="list-style-type: none">• Explore how to write impersonally• Demonstrate some control over formality• Use the passive voice in journalistic writing.• Begin to write succinctly using nominalisation• Use the subjunctive form• Include direct and reported speech• Recap and use colons to introduce quotes• Use dashes in speech• Begin to show character through quotes• Use a wide range of cohesive devices to link ideas across paragraphs within the context of a Newspaper report.• Use commas to separate clauses and avoid ambiguity• Begin to include a level of bias in writing <p>Shakespeare Week</p>		<p>chronological paragraphs.</p> <ul style="list-style-type: none">• Write captions and a final comment that are appropriate for journalistic writing.• Apply knowledge of impersonal write impersonally• Maintain control over formality and journalistic style.• Effectively use the passive voice for reporting style.• Write succinctly using nominalisation• Effectively use the subjunctive form• Include direct and reported speech without affecting cohesion.• Apply knowledge of colons highlighting important information in order to introduce quotes• Use dashes in speech where appropriate• Show characterisation and character voice through quotes• Effectively apply a wide range of cohesive devices to link ideas across paragraphs
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		<ul style="list-style-type: none">• Write a concluding comment which shows character emotions on the same situation. <p>A Christmas Carol Poetry</p>				<ul style="list-style-type: none">• Effectively deploy commas to separate clauses and avoid ambiguity• Demonstrate an awareness and application of bias in writing <p>Biography - Winston Churchill</p> <ul style="list-style-type: none">• Use adverbs of time to link ideas across paragraphs• Use simple, progressive and perfect forms of the past tense.• Use brackets, dashes and commas to indicate parenthesis• Use commas to clarify meaning or avoid ambiguity• Organise notes into paragraphs with similar themes/events• Use relevant and engaging headings to organise chronological writing• Include a quote to engage the reader and show character• Repeat words or phrase to build cohesion• Use conjunctions to create contrast
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						<p>concisely summarising the complexity of certain situations</p> <ul style="list-style-type: none">• Write effective opening and closing lines of paragraphs support movement across the text• Use a range of layout devices to structure text, including headings, subheadings and captions• Use the semi-colon, to mark the boundary between independent clauses• Explore how colons can be used to increase the impact of key quotations which give an insight into a person's life choices e.g...• Apply knowledge of how colons can be used to lead to a 'big reveal' of a person's actions
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