



## Our Lady of Grace Steps to Writing Progression

Yr	Non Fiction Text Types						Fiction Genres
<b>1</b>	<b>Persuasion</b> To argue a case from a particular point of view encouraging the reader/ listener to agree	<b>Explanation</b> To explain how or why	<b>Instructions</b> To ensure something is done correctly and a successful outcome achieved	<b>Recount</b> To retell events	<b>Non-Chronological Report/ Information Text</b> To provide detailed information about the way things are or were	<b>Discussion</b> To present a reasoned and balanced overview of an issue or controversial topic	<b>Narrative (Story/Descriptions)</b>
	Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective	Write a series of sentences to explain a simple, process based on first-hand experience	<b>(Cycle A) How to wash a woolly mammoth by Michelle Robinson - To write a set of instructions</b> <ul style="list-style-type: none"> <li>• Write a list of equipment</li> <li>• Write dictated sentences next to listed numbers.</li> <li>• Oral rehearsal of sentence structure</li> <li>• Continue to add sequenced sentences independently</li> <li>• Sentence stems given to support and key vocabulary</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• Use capital letters and full stops to demarcate sentences</li> </ul>	<b>(Cycle A) Retell from the main character's perspective - Who's Afraid of the Big Bad Book? - Lauren Child</b> <ul style="list-style-type: none"> <li>• Add captions to the pictures</li> <li>• Spell plural nouns adding the suffixes -s or -es</li> <li>• Oral rehearsal of sentence structure</li> <li>• Joining words and joining clauses using 'and' and 'because'</li> <li>• Model how to write in first person</li> <li>• Sequencing sentences to form short passages</li> <li>• Use capital letters and full stops to demarcate sentences</li> <li>• Use capital letters for names and the pronoun I</li> </ul> <b>(Cycle A) Informal letter using The Day</b>	<b>(Cycle A) Facts about Florence Nightingale - Non-chronological report</b> <ul style="list-style-type: none"> <li>• Identify facts about Florence</li> <li>• Add adjectives to the nouns</li> <li>• Oral rehearsal of sentence structure</li> <li>• Write dictated sentences</li> <li>• Separate words with spaces</li> <li>• Use capital letters and full stops to demarcate sentences</li> <li>• Write simple sentences to describe what Florence did. (word bank provided)</li> <li>• Join words and joining clauses using 'and' - expanding sentences</li> <li>• Sequence sentences to form short passages</li> <li>• Use of capital letters</li> </ul>	<b>(Cycle A) Character Description - Snail and the Whale by Julia Donaldson</b> <ul style="list-style-type: none"> <li>• Draw a picture of their favourite character from the story and label it using phonics (model an example)</li> <li>• Model how words can combine to make sentences</li> <li>• Separate words with spaces</li> <li>• Introduction to capital letters, full stops, to demarcate sentences</li> <li>• Oral rehearsal of sentence structure</li> <li>• Write dictated sentences</li> <li>• Capital letters for personal pronoun I</li> <li>• Sentence stems to support</li> </ul> <b>(Cycle A) Setting description (Chocolate factory) - Charlie and the Chocolate Factory by Roald Dahl</b> <p>Label together a factory picture from the book with captions - focusing on key vocabulary</p> <ul style="list-style-type: none"> <li>• Model how words can combine to make sentences</li> <li>• Separate words with spaces</li> <li>• Use capital letters, full stops, to demarcate sentences</li> <li>• Add adjectives to nouns</li> <li>• Oral rehearsal of sentence structure</li> <li>• Write dictated sentences</li> </ul>	



				<p><b>the Crayons Quit by Oliver Jeffers</b></p> <ul style="list-style-type: none"><li>• Share examples of informal letters. (purpose and audience)</li><li>• Add captions to the pictures from the story</li><li>• Oral rehearsal of sentence structure</li><li>• Joining words and joining clauses using 'and' and 'because'</li><li>• Model how to write in first person</li><li>• Sequence sentences to form short passages</li><li>• Use capital letters and full stops to demarcate sentences</li><li>• Use capital letters for names and the pronoun I</li></ul>	<p>for names</p> <p><b>(Cycle A) Desert/Polar fact file</b></p> <ul style="list-style-type: none"><li>• Add captions to a picture of a desert/polar region</li><li>• Add adjectives</li><li>• Oral rehearsal of sentence structure</li><li>• Write dictated sentences</li><li>• Separate words with spaces</li><li>• Use capital letters and full stops to demarcate sentences</li><li>• Write simple sentences to describe a desert/polar region (word bank provided)</li><li>• Join words and joining clauses using 'and' and 'because' expanding sentences</li><li>• Use capital letters for names</li><li>• Sequence sentences to form short passages</li></ul>	<ul style="list-style-type: none"><li>• Make nouns plural with the suffixes s and es.</li></ul> <p><b>(Cycle A) Character Description - Tiger - The Tiger who came to tea by Judith Kerr.</b></p> <ul style="list-style-type: none"><li>• Label together a picture of a tiger with captions - focusing on key vocabulary</li><li>• Model how words can combine to make sentences</li><li>• Separate words with spaces</li><li>• Use capital letters, full stops, to demarcate sentences</li><li>• Add adjectives to nouns</li><li>• Oral rehearsal of sentence structure</li><li>• Write dictated sentences</li><li>• Join words and clauses using 'and'.</li><li>• Make nouns plural with the suffixes s and es.</li></ul> <p><b>(Cycle A) Character Description in the form of a Wanted Poster - The Big Bad Wolf - The True Story of the Three Little Pigs by Jon Scieszka</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Act out the story and portray characters and their motives</li><li>• Model how words can combine to make sentences</li><li>• Separate words with spaces</li><li>• Use capital letters, full stops, to demarcate sentences</li><li>• Add adjectives to nouns</li><li>• Oral rehearsal of sentence structure</li><li>• Write dictated sentences</li><li>• Join words and clauses using 'and'.</li><li>• Sequence sentences to form short narratives</li><li>• Add suffixes to verbs.</li></ul>
--	--	--	--	---	---	--



							<p><b>(Cycle A) Narrative Retell next to the pictures - Lost and Found by Oliver Jeffers</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• Use story language, sentence patterns and sequencing words to organise events</li><li>• Recite part of the story supported by story boxes, pictures</li><li>• Act out the story and portray characters and their motives</li><li>• Oral rehearsal of sentence structure</li><li>• Model write sentences next to a picture from the story.</li><li>• Separate words with spaces</li><li>• Use capital letters and full stops and question marks to demarcate sentences</li><li>• Join words and joining clauses using 'and' - expanding sentences</li><li>• Use of capital letters for names and the pronoun 'I'</li></ul> <p><b>(Cycle A) Re-tell part of the narrative 'Esio Trot' from Mr Hoppy's point of view - Esio Trot by Roald Dahl</b></p> <ul style="list-style-type: none"><li>• Orally retell 'Esio Trot' and recount events</li><li>• Use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next)</li><li>• Recite part of the story supported by story boxes, pictures</li><li>• Act out the story and portray characters and their motives</li><li>• Oral rehearsal of sentence structure</li><li>• Separate words with spaces</li><li>• Use capital letters and full stops and question marks to demarcate sentences</li></ul>
--	--	--	--	--	--	--	---



						<ul style="list-style-type: none"><li>• Join words and joining clauses using 'and' - expanding sentences</li><li>• Use capital letters for names and 'I'</li><li>• Write sentences from Mr Hoppy's point of view</li><li>• Write a series of sentences to sequence events.</li><li>• Use patterns and language</li></ul> <p><b>(Cycle A) Setting description - The Royal Ball - Cinderella by Stan Cullimore</b></p> <ul style="list-style-type: none"><li>• Orally innovate on patterns from a familiar story orally including some story language - focus on the setting</li><li>• Oral rehearsal of sentence structure</li><li>• Model write sentences next to a picture from the story.</li><li>• Use capital letters and full stops and exclamation marks to demarcate sentences</li><li>• Join words and joining clauses using 'and' - expanding sentences</li><li>• Use capital letters for names 'I'</li><li>• Add suffixes to verbs</li><li>• Use patterns and language from familiar stories in own writing</li></ul> <p><b>(Cycle A) Re-write a familiar story - change character - The Tiger who came to Tea by Judith Kerr</b></p> <ul style="list-style-type: none"><li>• Orally imitate the story using story language, sentence patterns and sequencing words to organise events, (e.g.) then, next)</li><li>• Innovate on patterns from the story orally including some story language</li><li>• Write sentences to describe a different character from the story</li><li>• Separate words with spaces</li><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Join words and joining clauses using 'and' - expanding sentences</li><li>• Use capital letters for names and 'I'</li></ul>
--	--	--	--	--	--	---



						<ul style="list-style-type: none"><li>• Write own version with a different character using a series of sentences to sequence events.</li><li>• Use patterns and language from familiar stories in own writing</li><li>• Write complete stories with a simple structure: beginning - middle - end</li></ul> <p><b>(Cycle A) Story retell - Little Red Riding Hood by Stan Cullimore</b></p> <ul style="list-style-type: none"><li>• Orally retell 'Little Red Riding Hood' and recount events</li><li>• Use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next)</li><li>• Recite part of the story supported by story boxes, pictures</li><li>• Act out the story and portray characters and their motives</li><li>• Oral rehearsal of sentence structure</li><li>• Separate words with spaces</li><li>• Use capital letters and full stops and question marks to demarcate sentences</li><li>• Join words and joining clauses using 'and' - expanding sentences</li><li>• Use capital letters for names and 'I'</li><li>• Write sentences from Little Red Riding Hood's point of view</li><li>• Write a series of sentences to sequence events. Use patterns and language</li></ul> <p><b>(Cycle A) Re-write a familiar story - change the ending - Jack and the Beanstalk by Elizabeth Laird</b></p> <ul style="list-style-type: none"><li>• Orally imitate the story using story language, sentence patterns and sequencing words to organise events, (e.g.) then, next)</li><li>• Innovate on patterns from the story orally including some story language</li><li>• Write sentences to describe a different setting, character or ending</li></ul>
--	--	--	--	--	--	--



							<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>• Join words and joining clauses using 'and' - expanding sentences</li> <li>• Use capital letters for names and 'I'</li> <li>• Add suffixes to verbs</li> <li>• Use the prefix 'un' to change the meaning of verbs and adjectives</li> <li>• Write own version using a series of sentences to sequence events.</li> <li>• Use patterns and language from familiar stories in own writing</li> <li>• Write complete stories with a simple structure: beginning - middle - end</li> <li>• Use ideas from reading for some incidents and events.</li> </ul>
Spoken Language		Ask questions to find out 'how' and 'why' when prompted.	Able to join sentences using 'and'.				<p>Able to concentrate on the person talking and to ignore background noise and movement which is irrelevant.</p> <p>Able to use early story language e.g. 'Once upon a time'.</p> <p>Produce speech that is clear and easy to understand, with few immaturities.</p>
HW	<p style="text-align: center;"><b>Autumn</b></p> <p>Use correct formation of capital letters.</p> <p><b>Autumn</b></p>	<p style="text-align: center;"><b>Spring</b></p> <p>Sit all letters on the line with correct orientation and spacing that reflects the size of the letters.</p> <p>Spring.</p>	<p style="text-align: center;"><b>Summer</b></p> <p>Form all lowercase letters cursively with correct size and direction in relation to each other.</p>				



2	<b>Persuasion</b> To argue a case from a particular point of view encouraging the reader/ listener to agree	<b>Explanation</b> To explain how or why	<b>Instructions</b> To ensure something is done correctly and a successful outcome achieved	<b>Recount</b> To retell events	<b>Non-Chronological Report/ Information Text</b> To provide detailed information about the way things are or were	<b>Discussion</b> To present a reasoned and balanced overview of an issue or controversial topic	<b>Narrative (Story/Descriptions)</b>
	<p><b>(Cycle B) Formal Letter</b>  <b>complaining about Mr Fox based on book (narrative) - Fantastic Mr Fox by Roald Dahl</b></p> <ul style="list-style-type: none"> <li>• Sentence types: rhetorical questions and commands</li> <li>• Power of 3 adjectives</li> <li>• Use coordinating and subordinating conjunctions to extend reasoning</li> <li>• Correct choice and use of present tense</li> <li>• Use imperative verbs</li> <li>• Commas to separate list when giving reasons</li> <li>• Apostrophes for singular possession</li> </ul>	<p>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><b>(Cycle B) Instructions - how to build a Sandcastle</b></p> <ul style="list-style-type: none"> <li>• Use commas to separate items in the 'materials/equipment needed' list</li> <li>• Write titles to show what the instructions are about</li> <li>• Generate synonyms for over-used imperative verbs</li> <li>• Make nouns which are compound</li> <li>• Functions of sentence types - command</li> <li>• Explore and generate negative commands (Do not)</li> <li>• Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun)</li> <li>• Correct choice and use of present tense throughout</li> </ul>	<p><b>(Cycle B) Diary entry from the perspective of Princess from The Princess and the Pea by Rachel Isadora</b></p> <ul style="list-style-type: none"> <li>• Functions of sentence - question</li> <li>• Use coordinating and subordinating conjunctions</li> <li>• Model how to write in first person</li> <li>• Correct choice and use of past tense throughout writing</li> <li>• Use capital letters, full stops and question marks</li> <li>• Use capital letters for proper nouns</li> </ul> <p><b>(Cycle B) Recount - Day in the life of the crow - The Crow's Tale by Naomi Howarth</b></p> <ul style="list-style-type: none"> <li>• Functions of sentence types: question and exclamation</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Use coordinating and</li> </ul>	<p><b>(Cycle B) Non Chronological Report - The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size</li> <li>• Explore the inappropriateness of 'empty' adjectives which do not help the reader to learn more about the topic e.g. pretty wings</li> <li>• Functions of sentence types: statement, command, exclamation or question (rhetorical)</li> <li>• Collect and use examples of noun phrases</li> <li>• Expanded noun phrases to describe and specify</li> <li>• Explore the difference between proper nouns and general nouns and identify their use in</li> </ul>		<p><b>(Cycle B) Character description - appearance The Enormous Crocodile by Roald Dahl</b></p> <ul style="list-style-type: none"> <li>• Role Play dialogue between the animals.</li> <li>• Use phrases drawn from story language to add interest.</li> <li>• Co-ordination (using or, and, but)</li> <li>• Make adjectives using suffixes such as 'ful' and 'less'</li> <li>• Noun phrases</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> <li>• Use of capital letters and full stops to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark where letters are missing in spelling</li> </ul> <p><b>(Cycle B) Narrative re-tell of a chapter - Fantastic Mr Fox by Roald Dahl (The Shooting)</b></p> <ul style="list-style-type: none"> <li>• Orally re-tell familiar stories using narrative structure and dialogue from the text</li> <li>• Dramatise parts of the story.</li> <li>• Story map and retell</li> <li>• Use phrases drawn from story language to add interest</li> <li>• Subordination and co-ordination (using or, and, but)</li> <li>• Expanded noun phrases for description and specification</li> <li>• Write statements, question, exclamation and commands</li> <li>• Ensure correct choice and consistent use of present tense and past tense throughout writing</li> </ul>



	<p><b>(Cycle B)</b> <b>Informal persuasive letter</b> <b>- as The Gingerbread man by Gail Yerril</b></p> <ul style="list-style-type: none"><li>• Sentence types: statement, command, exclamation and question (rhetorical)</li><li>• Power of 3 adjectives</li><li>• Use coordinating and subordinating conjunctions to extend ideas</li><li>• Use progressive forms in present and past tense</li><li>• Use imperative verbs</li><li>• Commas to separate list</li><li>• Organise leaflet into sections with headings</li></ul> <p><b>(Cycle B)</b> <b>Persuasive Leaflet - Seaside visit. Tom and Lucy at the Seaside by Shirley Hughes</b></p> <ul style="list-style-type: none"><li>• Sentence types:</li></ul>			<p>subordinating conjunctions</p> <ul style="list-style-type: none"><li>• Recognise first and third person</li><li>• Correct choice and use of present tense throughout writing</li><li>• Use capital letters, full stops, question marks and exclamation marks</li><li>• Use commas to separate items in a list</li><li>• Use apostrophes for singular possession</li></ul> <p><b>(Cycle B) Recount - Diary as Plop - The Owl Who was afraid of the Dark by Jill Tomlinson</b></p> <ul style="list-style-type: none"><li>• Formation of nouns by compounding</li><li>• Functions of sentence types: statement, command, exclamation or question</li><li>• Expanded noun phrases to describe and specify</li><li>• Use coordinating and subordinating conjunctions</li><li>• Subject/ verb agreements</li><li>• Use past progressive forms</li><li>• Recap capital letters, full stops, question</li></ul>	<p>this text type</p> <ul style="list-style-type: none"><li>• Use collective nouns</li><li>• Use coordinating (and,or, but) and subordinating conjunctions (when, if, that, because)</li><li>• Correct choice and use of present tense or past tense throughout writing</li><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Commas to separate items in a list • Apostrophes for singular possession</li><li>• Explore and use capitalisation for common and proper nouns</li><li>• Use simple headings for sections of the report</li><li>• Use some features of written Standard English</li></ul>		<ul style="list-style-type: none"><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Commas to separate items in a list</li><li>• Apostrophes to mark where letters are missing in spelling</li><li>• Apostrophes to mark singular possession in nouns</li><li>• Include descriptions of characters and setting and some dialogue.</li></ul> <p><b>Setting description - Hansel and Gretel's home- Hansel and Gretel by Andrea Petrulik</b></p> <ul style="list-style-type: none"><li>• Orally describe including relevant details and sustain the listener's interest</li><li>• Subordination (using when, if, that, because)</li><li>• Co-ordination (using or, and, but)</li><li>• Make adjectives using suffixes such as 'ful' and 'less'</li><li>• Expanded noun phrases for description and specification</li><li>• Correct choice and consistent use of present tense and past tense throughout writing</li><li>• Use of capital letters and full stops to demarcate sentences</li><li>• Commas to separate items in a list</li><li>• Apostrophes to mark where letters are missing in spelling</li><li>• Apostrophes to mark singular possession in nouns</li></ul> <p><b>(Cycle B) Retell the story - change character and setting - Elmer by David McKee</b></p> <ul style="list-style-type: none"><li>• Orally re-tell familiar stories using narrative structure and dialogue from the text</li><li>• Dramatise parts of the story.</li><li>• Plan a different character and setting for the story</li><li>• Use phrases drawn from story language to add interest</li><li>• Subordination and co-ordination (using or, and,</li></ul>
--	---	--	--	--	---	--	---





	<p>statement, command, exclamation or question (rhetorical)</p> <ul style="list-style-type: none"><li>• Expanded noun phrases to describe and specify</li><li>• Power of 3 adjectives</li><li>• Use coordinating and subordinating conjunctions to extend reasoning</li><li>• Correct choice and use of present tense</li><li>• Use progressive forms in present and past tense</li><li>• Use imperative verbs</li><li>• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Commas to separate list when giving reasons</li><li>• Apostrophes for singular</li></ul>			<p>marks and exclamation marks</p> <ul style="list-style-type: none"><li>• Recap commas to separate items in a list</li><li>• Recap apostrophes for singular possession</li></ul>			<p>but)</p> <ul style="list-style-type: none"><li>• Expanded noun phrases for description and specification</li><li>• Write statements, question, exclamation and commands</li><li>• Ensure correct choice and consistent use of present tense and past tense throughout writing</li><li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress</li><li>• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li><li>• Commas to separate items in a list</li><li>• Apostrophes to mark where letters are missing in spelling</li><li>• Apostrophes to mark singular possession in nouns</li><li>• Write innovative story with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story.</li><li>• Include descriptions of characters and setting and some dialogue.</li><li>• Proof read work and corrections and make additions and revisions to writing</li></ul> <p><b>(Cycle B) Character feelings - Hannah - Gorilla by Anthony Browne</b></p> <ul style="list-style-type: none"><li>• Character hot seating and conscience ally</li><li>• Use phrases drawn from story language to add interest.</li><li>• Conjunctions for co-ordination and subordination in sentences</li><li>• Make adjectives using suffixes such as 'ful' and 'less'</li><li>• Use the suffixes 'er' and 'est' in adjectives</li><li>• Expanded noun phrases for description and specification</li><li>• Include statements, questions, commands and exclamations</li></ul>
--	--	--	--	---	--	--	---



	<p>possession</p> <ul style="list-style-type: none"> <li>• Use the suffixes er and est as adjectives</li> </ul>						<ul style="list-style-type: none"> <li>• Use of capital letters and full stops, exclamation marks and question marks to demarcate sentences</li> <li>• Commas to separate items in a list</li> <li>• Apostrophes to mark singular possession in nouns</li> <li>• Use of the progressive form of verbs in the present and past tense to mark actions in progress</li> <li>• Proof read work and corrections and make additions and revisions to writing</li> </ul>
<p><b>Spoken Language</b></p>	<p>Describe in 2-3 sentences how to solve a problem. Gingerbread man (book style)</p>	<p>Ask a range of different types of questions to find out specific information including 'how' and 'why'. Describe in 2-3 sentences how to solve a problem.</p>		<p>Use simple conjunctions to justify or explain something.</p> <p>Able to use conjunctions to increase the length and grammatical complexity of sentences.</p>			<p>Recognise when a message is not clear and be able to provide some information about why. (Character Feelings) Tell a story including setting the scene, a basic story plot and the sequence of events generally in the right order. Retell the story - change character and setting - Elmer Accurately predict what will happen next in a story or retelling of an event. Take turns to talk, listen and respond in two way conversations and groups. Produce speech that is consistently clear and easy to understand, with very few immaturities. Usually able to keep to a topic in conversation. Can easily be prompted to move on if they become 'stuck' in an explanation or description.</p>
<p><b>HW</b></p>	<p>Form all lowercase letters cursively with correct size and direction in relation to each other - Linked to Phonics Phase.</p>					<p>Understand not to join capital letters to other letters.</p> <p>Begin to join letters with a continuous cursive style showing evidence of diagonal and horizontal strokes to join. ADD EXAMLES</p>	



<p>3</p>	<p><b>Persuasion</b> To argue a case from a particular point of view encouraging the reader/ listener to agree</p> <p><b>Cycle A:</b> Persuasive Poster Stone Age Boy (Satoshi Kitamura)</p> <p><b>Cycle B:</b> Persuasive Poster (Journey to Jo'burg Beverley Nadoo)</p>	<p><b>Explanation</b> To explain how or why</p> <p><b>Cycle A: Instructions-</b> How to put the Iron Man back together (The Iron Man)</p> <p><b>Cycle A: Informal letter</b> Character in the story (The Iron Man)</p>	<p><b>Instructions</b> To ensure something is done correctly and a successful outcome achieved</p> <p><b>Cycle A: Instructions</b> (Secrets of a Sun King)</p>	<p><b>Recount</b> To retell events</p> <p><b>Cycle A: Mystery with Dialogue-</b> Secrets of a Sun King. (Secrets of a Sun King)</p> <p>Write a recount of a school trip</p> <p><b>Cycle B: An informal letter</b> (Charlotte's Web E.B White)</p>	<p><b>Non-Chronological Report/ Information Text</b> To provide detailed information about the way things are or were</p> <p><b>Cycle A: Non Chronological Report</b> (The Abominables) <b>Cycle A: Explanation Text</b> (The Battle of Bubble and Squeak)</p> <p><b>Cycle B: Fact file</b> Why the Whales Came Michael Morpurgo)</p>	<p><b>Discussion</b> To present a reasoned and balanced overview of an issue or controversial topic</p> <p><b>Cycle A: Persuasive letter</b> (The Battle of Bubble and Squeak Philippa Pearce)</p>	<p><b>Narrative (Story/Descriptions)</b></p> <p><b>Cycle A: Character Description</b> (The Iron Man)</p>
	<ul style="list-style-type: none"> <li>• Use prepositions, adverbs and conjunctions) to express time, cause or place</li> <li>• Use noun phrases to persuade</li> <li>• Include commands, exclamations and questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use prepositions and adverbs to express time, cause and place</li> <li>• Use the simple present tense</li> <li>• Use a range of co-ordinating and subordinating conjunctions</li> <li>• Use 'a' or 'an' correctly</li> <li>• Use the apostrophe for singular</li> </ul>	<ul style="list-style-type: none"> <li>• Use prepositions (during, in, because of, before, after)</li> <li>• Use adverbs (next, soon, therefore) to sequence instructions</li> <li>• Use of conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Form subordinate clauses using subordinating</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the purpose and audience of the letter</li> <li>• Consider how the character would speak and identify words and phrases from the book which they would use</li> <li>• Recap use of 'a' or 'an'</li> <li>• Use prepositions (during, in, because of, before, after),</li> <li>• Form subordinate</li> </ul>	<ul style="list-style-type: none"> <li>• Revisit er and est when formulating adjectives</li> <li>• Collect and use examples of prepositional phrases to clarify physical features.</li> <li>• Explore similes (using 'as' and 'like')</li> <li>• Form subordinate clauses using subordinating</li> </ul>		<ul style="list-style-type: none"> <li>• Role Play / Freeze frames for the Iron Man</li> <li>• Explore dilemmas for characters using drama</li> <li>• Consolidate and use vocabulary from the book</li> <li>• Annotate a picture of the Iron Man</li> <li>• Use a and an correctly</li> <li>• Use noun phrases (determiner, adjective and noun)</li> <li>• Write sentences with more than one clause using a range of co-ordinating and subordinating conjunctions</li> </ul>



	<ul style="list-style-type: none"> <li>• Use present perfect instead of simple past</li> <li>• Write an introductory paragraph to the poster</li> <li>• Group related information on the poster with alliterative headings</li> </ul>	<p>possession</p> <ul style="list-style-type: none"> <li>• Use paragraphs to group related information</li> <li>• Add headings and subheadings</li> </ul> <p><b>Cycle A: Design a new dream home (The Battle of Bubble and Squeak)</b></p> <ul style="list-style-type: none"> <li>• and adverbs to express time, cause and place</li> <li>• Use coordinating and subordinating conjunctions to express time and cause</li> <li>• Use the simple present tense</li> <li>• Use 'a' or 'an' correctly</li> <li>• Use commas to separate items in a list</li> <li>• Use the apostrophe for singular possession</li> <li>• Use paragraphs to group related information</li> <li>• Add headings and subheadings</li> </ul> <ul style="list-style-type: none"> <li>• Use prepositions and adverbs to express</li> </ul>	<p>conjunctions</p> <ul style="list-style-type: none"> <li>• Use present and past perfect verb forms effectively</li> </ul> <p><b>Cycle A: Instructions- (Secrets of a Sun King)</b></p> <p><b>Cycle B: Instructions how to get to Mount Marapi (The Firework Maker's Daughter)</b></p> <ul style="list-style-type: none"> <li>• Use of prepositions (during, in, because of, before, after)</li> <li>• Build up and use a wide range of prepositions used to indicate and clarify position</li> <li>• Use adverbs (next, soon, therefore) to sequence instructions</li> <li>• Use of conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Form subordinate clauses using subordinating conjunctions</li> <li>• Explore instructions that have equipment needed, procedure,</li> </ul>	<p>clauses using subordinating conjunctions</p> <ul style="list-style-type: none"> <li>• Use rhetorical questions</li> </ul> <p><b>Recount writing -</b></p> <ul style="list-style-type: none"> <li>• Recap using prepositions (during, in, because of, before, after)</li> <li>• Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li> <li>• Use rhetorical questions</li> <li>• Introduce paragraphs as a way to group related information</li> <li>• Write concisely and to the point (consider diary purpose/audience)</li> <li>• Write finishing lines for a final paragraph that have a reflection on the day/events</li> <li>• Use present and past perfect verb forms to reports event</li> </ul> <p><b>Cycle A: Formal letter Character in the story (The Abominables)</b></p>	<p>conjunctions</p> <ul style="list-style-type: none"> <li>• Use of present perfect verb form</li> <li>• Introduce paragraphs as a way to group related information</li> <li>• Use sub headings to support organisation</li> </ul> <p><b>Non-Chronological report - Lion</b></p> <ul style="list-style-type: none"> <li>• Explore the language of comparison and contrast</li> <li>• Turn notes into sentences grouping information</li> <li>• Make notes from several sources</li> <li>• Collect and use examples of prepositional phrases to clarify physical features.</li> <li>• Explore similes (using 'as' and 'like')</li> <li>• Form subordinate clauses using subordinating conjunctions</li> <li>• Use of present perfect verb form</li> <li>• Introduce paragraphs as a way to group related information e.g. organise information about a topic into obvious groupings</li> <li>• Use sub headings to</li> </ul>	<ul style="list-style-type: none"> <li>• Use adverbs and prepositions in description</li> <li>• Make simple additions, revisions and proof reading corrections to own writing</li> </ul> <p><b>Conversation between Hogarth and his dad</b></p> <p><b>Cycle B: Conversation between Daniel and Gracie (Why the Whales Came)</b></p> <ul style="list-style-type: none"> <li>• Role play (dialogue) and hot seating to show understanding of character</li> <li>• Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary.</li> <li>• Use inverted commas to punctuate direct speech</li> <li>• Use vocabulary of the characters in the story</li> <li>• Use co-ordinating and subordinating conjunctions</li> <li>• Use adverbs .</li> <li>• Use the present perfect form of verbs instead of the simple past specifically in direct speech</li> <li>• Make simple additions, revisions and proof reading corrections to own writing</li> </ul> <p><b>Cycle B: Write as if you are one of the characters watching from the outside (Voices in the Park)</b></p> <ul style="list-style-type: none"> <li>• Plan and tell stories, varying voice and intonation to create effects and sustain interest.</li> <li>• Role play include dialogue to set the scene and present characters</li> <li>• Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary.</li> <li>• Use vocabulary from the book</li> <li>• Express time, place and cause using conjunctions, adverbs or prepositions</li> <li>• Use inverted commas to punctuate direct speech</li> </ul>
--	---	--	--	---	--	---



		<p>time, cause and place</p> <ul style="list-style-type: none"><li>• Form nouns using a range of prefixes</li><li>• Use coordinating and subordinating conjunctions to express time and cause</li><li>• Form subordinate clauses using subordinating conjunctions</li><li>• Use present perfect in the explanation instead of simple past</li><li>• Use paragraphs to group related information</li><li>• How and Why questions as headings and subheadings</li><li>• Conclude explanation effectively</li></ul>	<p>additional advice</p> <ul style="list-style-type: none"><li>• Use present and past perfect verb forms effectively</li></ul>	<p><b>Cycle B: Formal letter from the point of view of an integral character petitioning for a job. (Voices in the Park)</b></p> <p>Use prepositions because, 'such as', 'like'</p> <ul style="list-style-type: none"><li>• Use adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while)</li><li>• Form subordinate clauses using subordinating conjunctions</li><li>• Use rhetorical questions</li><li>• Introduce paragraphs as a way to group related information</li><li>• Explore the content of introductory paragraphs (What? Who? When? Where?)</li><li>• Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary</li></ul> <p><b>Cycle A: Diary - Write a diary entry</b></p>	<p>support organisation</p>	<ul style="list-style-type: none"><li>• For effect, use of the present perfect form of verbs instead of the simple past especially in direct speech</li><li>• Plan and write their story which includes a problem and resolution</li><li>• Organised narrative into paragraphs using adverbs of time.</li><li>• Include description of a typical setting and characters.</li><li>• Use written dialogue to move the plot on</li><li>• Make simple additions, revisions and proof-reading corrections to own writing</li></ul>
--	--	--	--	---	-----------------------------	---



				<p><b>About these events from the perspective of Tulip. (Secrets of a Sun King)</b></p> <p><b>Cycle B: Diary one of the characters (Voices in the Park)</b></p> <ul style="list-style-type: none"><li>• Recap use of 'a' or 'an'</li><li>• Use prepositions (during, in, because of, before, after, such as', 'like'</li><li>• Use of adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause</li><li>• Use rhetorical questions</li><li>• Introduce paragraphs as a way to group related information</li><li>• Include this information concisely in own recounts.</li><li>• Write finishing lines for a final paragraph which reflect on the day's events</li><li>• Use present and past perfect verb forms to report events</li></ul>			
--	--	--	--	--	--	--	--



Spoken Language		Ask a range of different types of questions to find out specific information including 'how' and 'why'.	Discuss how a character might be feeling and why. Diary Entry. Able to use conjunctions to increase the length and grammatical complexity of a sentence.		Give reasons and explanations for choices and viewpoints in class discussions. Respond to the opinions of others within the group. Able to understand another's point of view and state, with a reason, whether they agree or disagree. Able to understand another's point of view and state, with a reason, whether they agree or disagree.	Experiment with new vocabulary in different contexts to test out understanding and to learn from mistakes. Tell a story with a clear structure including the setting and ideas linked in different ways. Able to use exaggeration to make story more interesting. Produce speech that is consistently clear and easy to understand. Able to say words of any length with accuracy.
HW	<b>Autumn</b> Recap from Summer 2 Year 2: All diagonal and horizontal strokes are formed correctly.		A fluent continuous cursive handwriting style is developing through increased legibility, consistency and quality of presentation. Increase in legibility, consistency and fluency.			

4	<p><b>Persuasion</b> To argue a case from a particular point of view encouraging the reader/ listener to agree</p> <p>Cycle A: Formal persuasive letter from the children (The Battle of Bubble and Squeak)</p> <p>Cycle B: Formal</p>	<p><b>Explanation</b> To explain how or why</p> <p>Cycle A: Explanation (The Abominable)</p> <p>Cycle B: Explanation (Charlotte's Web)</p>	<p><b>Instructions</b> To ensure something is done correctly and a successful outcome achieved</p> <p>Cycle A: Write instructions on how to embalm a pharaoh (Secrets of a Sun King)</p> <p>Cycle B: Instructions (Why the Whales Came)</p>	<p><b>Recount</b> To retell events</p> <p>Cycle A: Formal letter from Hogarth (The Iron Man)</p> <p>Cycle B: Informal letter (Voices in the</p>	<p><b>Non-Chronological Report/ Information Text</b> To provide detailed information about the way things are or were</p>	<p><b>Discussion</b> To present a reasoned and balanced overview of an issue or controversial topic</p>	<p><b>Narrative (Story/Descriptions)</b></p>
---	--	--	---	---	---	---	--



	<p><b>persuasive letter Journey to Jo'Burg))</b></p>			<p><b>Park)</b></p>			
<ul style="list-style-type: none"> <li>• Use connecting adverbs to link persuasive points together and provide further justification,</li> <li>• Use adverbs which show cause and effect.</li> <li>• Use paragraphs to organise ideas around a persuasive points, and counter-arguments</li> <li>• Order points to link them together so that one follows from another</li> <li>• Write a closing statement which repeats and reinforces the original/opening statement or viewpoint</li> <li>• Recap appropriate choice of</li> </ul>	<p><b>Cycle B: Instructions how to get to the Big House (Journey to Jo'Burg)</b></p> <ul style="list-style-type: none"> <li>• Use standard forms of English verb inflections (They were/They did)</li> <li>• Use a wide range of subordinating conjunctions</li> <li>• Write expanded noun phrases by adding adjectives and prepositions to modify the noun</li> <li>• Use prepositional phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency</li> <li>• Choose pronouns or nouns within and across sentences to aid cohesion and avoid repetition.</li> <li>• Use commas after fronted adverbials</li> <li>• Plan the steps of the explanation</li> <li>• Use paragraphs to</li> </ul>	<p>Write detailed list of equipment</p> <ul style="list-style-type: none"> <li>• Use technical vocabulary and language of the time</li> <li>• Use subordinate clauses and adverbials to express time and cause</li> <li>• Use of commas after fronted adverbial</li> <li>• Use the conjunction 'if' to start complex sentences which give additional advice</li> <li>• 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</li> <li>• Write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions</li> <li>• Investigate the use of nouns and pronouns in instructional texts</li> </ul>	<p><b>Recount Writing Cycle A:Diary Entry as one of the characters (Hansel and Gretel) Cycle B: Diary (The Snow Walker's Son)</b></p> <ul style="list-style-type: none"> <li>• Find and use informal words and phrases which Harry uses in the book</li> <li>• Standard forms of English verb inflections (I was/ I did)</li> <li>• Use possessive pronouns (my, his, her, their) as determiners</li> <li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li> <li>• Apostrophes for plural possession</li> <li>• Use a wider range of subordinating conjunctions</li> <li>• Use prepositions (during, in, because</li> </ul>	<p><b>Cycle A:Non-Chronological Report (The Battle of Bubble and Squeak) Cycle B:Non - Chronological Report (Charlotte's Web)</b></p> <ul style="list-style-type: none"> <li>• Use Standard forms of English - verb agreements</li> <li>• Note how writing often moves from general to more specific detail through the use of determiners and subordination and coordination.</li> <li>• Understand and identify determiners</li> <li>• Use standard English</li> <li>• Use of a wider range of subordinating conjunctions</li> <li>• Use preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency</li> <li>• Explore expanded noun phrases</li> </ul>		<p><b>Character Description - Cycle A: (The Iron Man) Cycle B: (The Firework Maker's Daughter)</b></p> <ul style="list-style-type: none"> <li>• Work in role to 'interview' story characters.</li> <li>• Use some figurative language (similes) to build detail</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Use fronted adverbial</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes for singular and plural possession</li> <li>• Check appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Include character descriptions designed to provoke sympathy or dislike in the reader</li> <li>• Edit and improve writing</li> </ul> <p>Own Fantasy setting description</p> <p><b>Cycle A: Fantasy Setting Description (Secrets of a Sun King) Cycle B:Fantasy Setting (Journey to Jo'burg)</b></p> <ul style="list-style-type: none"> <li>• Use images/short video clip settings which create atmosphere</li> <li>• Use varied and rich vocabulary from the book which creates atmosphere and setting</li> <li>• Use noun phrases expanded by the addition of</li> </ul>	





	<p>pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</p> <ul style="list-style-type: none"> <li>• Use commas after fronted adverbials</li> <li>• Apostrophes for plural possession</li> </ul> <p><b>Persuasive advert - Greek food (written and oral)</b></p> <ul style="list-style-type: none"> <li>• Use alliteration and exaggeration</li> <li>• Use preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency.</li> <li>• Expanded noun phrases further expanded by adding adjectives and prepositions to modify the noun and really</li> </ul>	<p>organise ideas around a theme - introduction, stages of the process and conclusion.</p>	<p>and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity</p>	<p>of, before, after) and adverbs (next, soon, therefore)</p> <ul style="list-style-type: none"> <li>• Consistent use of the past tense</li> <li>• Use paragraphs to organise ideas around events from the day</li> <li>• Develop the final paragraph as a way of summarising the events and adding a personal reflection</li> </ul> <p><b>Cycle A: Informal Letter (Hansel and Gretel)</b> <b>Cycle B: Informal Letter (Charlotte's Web)</b></p> <ul style="list-style-type: none"> <li>• Standard forms of English verb inflections (we were I did)</li> <li>• Use a wider range of prepositions, adverbs and subordinating conjunctions to express time and cause</li> <li>• Write sentences with subordinate clauses</li> <li>• Select some words and phrases that support the 'theme' of the recount</li> <li>• Use commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>• Use of paragraphs to organise ideas around a theme with a linked introduction and conclusion</li> </ul>		<p>modifying adjectives, nouns and preposition phrases</p> <ul style="list-style-type: none"> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Use simple and progressive verb forms</li> <li>• Use fronted adverbial</li> <li>• Use commas after fronted adverbials</li> <li>• Use apostrophes for singular and plural possession</li> <li>• Edit and improve writing</li> </ul> <p><b>Cycle A: Mystery with dialogue (Secrets of a Sun King)</b> <b>Cycle B: Mystery with dialogue (Journey to Jo'burg)</b></p> <ul style="list-style-type: none"> <li>• Create a story map</li> <li>• Dramatise the poem using freeze frames</li> <li>• Write in role as a character from the text</li> <li>• Plan writing into paragraphs</li> <li>• Use inverted commas and other punctuation to indicate direct speech</li> <li>• Use commas in lists and after fronted adverbials</li> <li>• Use different ways to introduce or connect paragraphs</li> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.</li> <li>• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Proof read, edit and improve</li> </ul> <p><b>Cycle A: Write own myth on a mythical creature Secrets of a Sun King</b></p>
--	---	--	---	---	--	--	--



<p>develop description</p> <ul style="list-style-type: none"> <li>• Use commas in lists and after fronted adverbials</li> <li>• Apostrophes for plural possession</li> <li>• Use paragraphs to organise ideas together so that one follows from another</li> <li>• Use statistics images, visual aids to reinforce persuasion</li> </ul> <p><b>Cycle A: Persuasive travel brochure</b>  <b>Cycle B: Persuasive travel brochure to South Africa Journey to Jo'Burg)</b></p> <ul style="list-style-type: none"> <li>• Practice alliteration, word play, exaggeration to persuade</li> <li>• Plan sections of the travel brochure and organise ideas</li> </ul>			<p>and after fronted adverbials</p> <ul style="list-style-type: none"> <li>• Explore and manage the shift between past and present tense in recounts - what has happened and what you want to happen</li> <li>• Use paragraphs to organise ideas around a theme</li> <li>• Develop a linked introductory paragraph and concluding paragraph attraction for years to come.'</li> </ul> <p><b>Cycle A: A diary of 2 perspectives (Hansel and Gretel)</b></p> <p><b>Cycle B A diary of 2 perspectives (Voices in the Park)</b></p> <p>Explore words and phrases which show the personalities of Hansel and Gretel</p> <ul style="list-style-type: none"> <li>• Record words to show how they would both feel about a person or situation in the story</li> <li>• Use a range of prepositions, adverbs and conjunctions to link ideas</li> </ul>			<p><b>Cycle B: Write own Myth</b></p> <ul style="list-style-type: none"> <li>• Explore dilemmas using drama techniques - improvise alternative courses of action for a character.</li> <li>• Describe natural phenomenon using expanded noun phrases and figurative language</li> <li>• Plan a myth which explains how a natural phenomenon came to be</li> <li>• Use a clear story structure.</li> <li>• Use different ways to introduce or connect paragraphs</li> <li>• Develop settings using adjectives and figurative language to evoke time, place and mood.</li> <li>• Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail.</li> <li>• Monitor whether their writing makes sense. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• Use of inverted commas and other punctuation to indicate direct speech</li> <li>• Apostrophes to mark plural possession</li> <li>• Edit and improve</li> </ul> <p><b>Cycle A: Write a Play script (Secrets of a Sun King)</b>  <b>Cycle B: Play script (Charlotte's Web)</b></p> <ul style="list-style-type: none"> <li>• Work in role to 'interview' story characters.</li> <li>• Write in role as a character from a story.</li> <li>• Write narrative dialogue as a script</li> <li>• Develop stage directions as adverbs</li> <li>• Write present tense verbs</li> </ul>
--	--	--	--	--	--	--



	<p>into each section</p> <ul style="list-style-type: none"><li>• Use persuasive headings and subheadings (alliterative, rhetorical)</li><li>• Use of a wider range of subordinating conjunctions</li><li>• Use connecting adverbs to link persuasive points together and provide further justification</li><li>• Use adverbs which show cause and effect.</li><li>• Use of commas in lists and after fronted adverbials</li><li>• Apostrophes for plural possession</li><li>• Expanded noun phrases further expanded by adding adjectives and prepositions to modify the noun and really develop description</li><li>• Use statistics,</li></ul>			<ul style="list-style-type: none"><li>• Use commas after fronted adverbials and in lists</li><li>• Understand difference with 's' for plurals (books) and possessives (its)</li><li>• Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition</li><li>• Apostrophes for plural possession</li><li>• Use paragraphs to organise ideas around a theme - use the same structure in both diaries</li><li>• Develop the final paragraph of each diary as a way of summarising the events of the day and writing a contrasting final reflection</li></ul>			<ul style="list-style-type: none"><li>• Create characters and settings</li><li>• Plan and write a longer play where the central character faces a problem that needs to be resolved.</li><li>• Use a clear story structure in their play</li><li>• Monitor whether their writing makes sense, acting out sections as it develops</li></ul>
--	--	--	--	--	--	--	--



	graphs, images, visual aids, etc. can be used to support or reinforce arguments						
Spoken Language							
HW	<p>Increase in legibility, consistency and fluency.</p> <p>A fluent continuous cursive handwriting style is secure.</p> <p>Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc.</p>						

5	<b>Persuasion</b> To argue a case from a particular point of view encouraging the reader/ listener to agree	<b>Explanation</b> To explain how or why	<b>Instructions</b> To ensure something is done correctly and a successful outcome achieved	<b>Recount</b> To retell events	<b>Non-Chronological Report/ Information Text</b> To provide detailed information about the way things are or were	<b>Discussion</b> To present a reasoned and balanced overview of an issue or controversial topic	<b>Narrative (Story/Descriptions)</b>
	Cycle A: Formal letter from Maia	Cycle A: Balanced Argument - Current	Cycle A: Instructions - Meal for Skellig	Cycle A: Biography - Scientist of Interest	Cycle B: Non-Chronological Report -		Cycle A: Showing character through dialogue (Oranges in No Man's Land)



	<p><b>(Journey to the River Sea)</b></p> <p><b>Cycle B: Formal letter of acceptance (Harry Potter)</b></p> <ul style="list-style-type: none"> <li>• Identify formal and informal words and phrases</li> <li>• Use persuasive words and phrases</li> <li>• Use adverbs to indicate degrees of possibility.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Use paragraphs to organise ideas with a linked opening and closing paragraph</li> <li>• Build cohesion within a paragraph (such as then, after that, this, firstly, as well</li> </ul>	<p><b>Affairs</b></p> <p><b>Cycle B: Balanced Argument - Current Affairs</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Brackets and commas to indicate parenthesis</li> <li>• Use devices to build cohesion within a paragraph (then, this, after)</li> <li>• Link ideas across paragraphs using adverbials of time, place and number or tense choices</li> <li>• In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</li> </ul> <p><b>Cycle A A Christmas Carol- Victorian Life explanation text</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses</li> <li>• Use of modal verbs to indicate degree of certainty</li> </ul>	<p><b>(Recap Y4 objectives)</b></p> <p><b>Cycle B: The Lion and the Unicorn - Explanatory Text with Instructions (Air Raid Shelter)</b></p> <ul style="list-style-type: none"> <li>• Write detailed list of equipment</li> <li>• Use technical vocabulary and language of the time</li> <li>• Use subordinate clauses and adverbials to express time and cause</li> <li>• Use of commas after fronted adverbial</li> <li>• Use the conjunction 'if' to start complex sentences which give additional advice</li> <li>• 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</li> <li>• Write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions</li> </ul>	<p><b>Cycle B: Biography - Winston Churchill</b></p> <ul style="list-style-type: none"> <li>• Verb prefixes (bi, dis, de, mis-, over-, re)</li> <li>• Recap using relative clauses</li> <li>• Use an impersonal tome</li> <li>• Use devices to build cohesion within a paragraph (then, after, that, this, firstly)</li> <li>• Use adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li> <li>• Use past perfect and past progressive verb forms</li> <li>• Use brackets, dashes and commas to indicate parenthesis</li> <li>• Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both</li> <li>• Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<p><b>imaginary animal- Harry Potter</b></p> <p><b>(Recap Y4 objectives)</b></p> <ul style="list-style-type: none"> <li>• Use Standard forms of English - verb agreements</li> <li>• Note how writing often moves from general to more specific detail through the use of determiners and subordination and coordination.</li> <li>• Understand and identify determiners</li> <li>• Use standard English</li> <li>• Use of a wider range of subordinating conjunctions</li> <li>• Use preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency</li> <li>• Explore expanded noun phrases</li> <li>• Use of paragraphs to organise ideas around a theme with a linked introduction and conclusion</li> </ul>		<p><b>Cycle B: Narrative setting description and dialogue - (Harry Potter)</b></p> <ul style="list-style-type: none"> <li>• Use hot seating to explore different characters' points of view.</li> <li>• Orally re-tell the events at the counting house from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.</li> <li>• Use adverts and adverbial phrases to link paragraphs</li> <li>• In writing, portray events happening simultaneously (Meanwhile...)</li> <li>• Vary pace by using direct and reported speech.</li> <li>• Use dialogue to build character.</li> <li>• Develop characterisation by 'showing' the reader, not telling</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>• Indicating degrees of possibility using adverbs or modal verbs</li> <li>• Brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Cycle A Contemporary - Plot, character and setting (Write next chapter) Journey to the River Sea</b></p> <ul style="list-style-type: none"> <li>• Use improvisation and role-play to explore different characters' points of view.</li> <li>• Plan and write the complete chapter into several paragraph units relating to story structure</li> <li>• Link paragraphs in cohesive narrative using adverbs and adverbial phrases</li> <li>• Varying pace by using direct and reported speech.</li> <li>• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative</li> </ul>
--	---	--	--	---	--	--	--



	<p>as this)</p> <ul style="list-style-type: none"> <li>• Use rhetorical questions to emphasise viewpoint</li> </ul> <p><b>Cycle A: Formal persuasive Deforestation/Palm Oil letter (Brazil)</b></p> <p><b>Cycle B: Persuasive and informative Leaflet - The Lion and The Unicorn (Rationing)</b></p> <ul style="list-style-type: none"> <li>• Identify the purpose and audience of the letter (provided choices)</li> <li>• Identify technical vocabulary relating to palm oil needed for the letter</li> <li>• Use persuasive words and phrases</li> <li>• Use formal vocabulary</li> <li>• Use modal verbs</li> <li>• Use brackets, dashes or commas to</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity</li> <li>• Brackets, dashes and commas to indicate parenthesis</li> <li>• Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency</li> <li>• Link ideas across paragraphs using adverbials of time, place and number or tense choices</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Use relevant and engaging headings to organise chronological writing</li> </ul> <p><b>Cycle A: Newspaper report - (Oranges in no man's Land) - Civil War.</b></p> <p><b>Cycle B: Journalistic Writing - Newspaper report - The Blitz</b></p> <ul style="list-style-type: none"> <li>• Write catchy headlines, a lead sentence and an opening paragraph with the 5 W's.</li> <li>• Organised writing into sequenced, chronological paragraphs.</li> <li>• Write captions and a final comment</li> <li>• Include direct and reported speech</li> <li>• Use colons to introduce quotes</li> <li>• Use dashes in speech</li> <li>• Show character through quotes</li> <li>• Use a wide range of cohesive devices to link ideas across paragraphs</li> <li>• Use commas to separate clauses and avoid ambiguity</li> <li>• Use relative clauses</li> </ul>			<p>pronoun</p> <ul style="list-style-type: none"> <li>• Use devices to build cohesion within a paragraph</li> <li>• Use brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Cycle A Writing from an animal's perspective linked to deforestation (setting and character) Journey to the River Sea</b></p> <ul style="list-style-type: none"> <li>• Research a rainforest animal (habitat, how they move, diet etc)</li> <li>• Use figurative language for the rainforest setting, including similes, metaphors, personification and onomatopoeia</li> <li>• Experiment with different ways of opening the story to hook the reader (If only, Before, life was ... etc)</li> <li>• Plan and write complete stories; organise more complex chronological narratives into several paragraph units relating to story structure</li> <li>• Experiment with the order of chapters or paragraphs to achieve different effects.</li> <li>• Use dialogue to build character.</li> <li>• Develop characterisation by showing the reader, not telling</li> <li>• Use commas accurately in lists and to separate clauses</li> <li>• Link ideas across paragraphs using adverbials of time, place or tense choices [</li> <li>• Use Brackets, dashes or commas to indicate parenthesis e.g. in asides to the reader</li> </ul> <p><b>Cycle A Metaphor poetry - Oranges in no man's land Refugee Poem.</b></p> <ul style="list-style-type: none"> <li>• Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]</li> <li>• Explore alliteration and onomatopoeia</li> <li>• Explore similes and metaphors for the Civil War (use ideas from the story)</li> </ul>
--	--	--	---	--	--	--	--



	<p>indicate parenthesis</p> <ul style="list-style-type: none"><li>• Use commas to clarify meaning</li><li>• Use rhetorical questions to emphasise viewpoint</li><li>• Write an introductory paragraph explaining the issue/concern and action needed</li><li>• Develop PEE paragraphs with a clear point, evidence and explain</li><li>• Write a concluding paragraph which reiterates the action needed</li></ul> <p><b>Cycle A: Persuasive leaflet - (A Christmas Carol- Victorian Setting)</b></p> <ul style="list-style-type: none"><li>• Persuasive techniques - alliteration, exaggeration, rhetorical questions, powerful</li></ul>			<p>beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <ul style="list-style-type: none"><li>• Use modal verbs</li><li>• Brackets, dashes and commas to indicate parenthesis</li><li>• Use commas to clarify meaning or avoid ambiguity</li><li>• Use preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li><li>• Explore the use of personal versus impersonal writing and decide when each is appropriate</li></ul> <p><b>Cycle A: Informal letter - from one of the children - Ayesha (Oranges in no man's land)</b></p> <p><b>Cycle B: Informal letter - Lenny - The Lion and the Unicorn.</b></p> <ul style="list-style-type: none"><li>• Use modal verbs to indicate degree of certainty, adverbs of degree</li><li>• Precise use of</li></ul>			<ul style="list-style-type: none"><li>• Use of relative clauses</li><li>• Use adverbs to indicate degrees of possibility</li><li>• Explore different poetic structures and the ways that poets group information</li><li>• Use semi-colons, colons or dashes to mark boundaries between independent clause</li></ul> <p><b>Cycle A: Writing from a different character's perspective: Journey to the River Sea</b></p> <p><b>Cycle B: Narrative - Writing from a different character's perspective (Street Child)</b></p> <ul style="list-style-type: none"><li>• Use improvisation and role-play to explore events in the Waterman's Arms from a different character's viewpoint</li><li>• Orally re-tell events from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.</li><li>• Use words and phrases from the book to show setting and character (language of the time)</li><li>• Write a character description of Grimy Nick</li><li>• Create atmosphere using similes, metaphors and personification</li><li>• Write events happening simultaneously (Meanwhile...)</li><li>• Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases</li><li>• Use dialogue to show character.</li><li>• Develop characterisation by showing the reader, not telling</li></ul> <p><b>Cycle A: Monologue - Scrooge</b></p> <p><b>Cycle B: Monologue - Jim Jarvis (Street Child)</b></p> <ul style="list-style-type: none"><li>• Explore first person pronouns and writing in the first person</li><li>• Use examples to help understand the style of a</li></ul>
--	--	--	--	---	--	--	---





	<p>adjectives, facts</p> <ul style="list-style-type: none"><li>• Sentence types - commands and questions</li><li>• Adverbs and modal verbs to indicate degrees of possibility</li><li>• Explore the use of direct speech for impact (sharing a pertinent view)</li><li>• Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact</li><li>• Explore the use of longer, complex sentences (with multiple clauses) to convey complex information</li><li>• Use adverbs of time and number to link sections of the leaflet</li><li>• Tense choice to link ideas (perfect and progressive)</li></ul>			<p>preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</p> <ul style="list-style-type: none"><li>• Use devices to build cohesion within a paragraph (then, after, that, this, firstly)</li><li>• Use of adverbs of time (soon, later, after), place (nearby) to link ideas across paragraphs</li><li>• Tense choice to link ideas (perfect and progressive forms, simple past &amp; present tense)</li><li>• Use brackets, dashes and commas to indicate parenthesis<ul style="list-style-type: none"><li>• Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both</li></ul></li><li>• Experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader</li></ul>			<p>monologue and how it is a single voice.</p> <ul style="list-style-type: none"><li>• Plan monologue into a beginning, middle and end</li><li>• Synonyms - Scroodge's emotions about characters and events</li><li>• Address the reader directly</li><li>• Use the language and expressions of the time and of Scroodge ('em)</li><li>• Include the voice of the ghosts thinking what they'd be saying</li><li>• Ask rhetorical questions or using language as if the reader is taking part in a conversation with the writer.</li></ul> <p><b>Playscript - The Tempest (Transition unit)</b></p> <ul style="list-style-type: none"><li>• Write a cast list with character and a brief description and a setting</li><li>• Story map the play into scenes</li><li>• Write the character's name (who is speaking) in the margin and use : after their name.</li><li>• Include present tense stage directions in brackets.</li><li>• Use Enter and Exit for characters</li><li>• Develop the dialogue of characters.</li><li>• Use commas, brackets, dashes and colons effectively</li><li>• Use Shakespearian language</li></ul>
--	--	--	--	--	--	--	--





	<p>forms, simple past &amp; present tense)</p> <ul style="list-style-type: none"><li>• Use commas to avoid ambiguity</li></ul>			<ul style="list-style-type: none"><li>• Use commas to clarify meaning or avoid ambiguity</li></ul> <p><b>Cycle A: Diary Entry Skellig</b></p> <p><b>Cycle B: Diary - The Arrival</b></p> <ul style="list-style-type: none"><li>• Explore vocabulary of the time - colloquial and technical</li><li>• Use modal verbs to indicate degree of certainty, adverbs of degree</li><li>• Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency.</li><li>• Explore the use of reported speech in a diary</li><li>• Explore the use of personal versus impersonal writing and decide when each is appropriate</li><li>• Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact</li><li>• Devices to build cohesion within a</li></ul>			
--	--	--	--	--	--	--	--



				<p>paragraph (then, after, that, this, firstly)</p> <ul style="list-style-type: none"><li>• Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs</li><li>• Tense choice to link ideas (perfect and progressive forms, simple past &amp; present tense)</li><li>• Explore how dashes are less commonly used in more formal texts</li><li>• Use of commas to clarify meaning or avoid ambiguity</li></ul>			
<b>Spoken Language</b>							
<b>HW</b>	<p>Write legibly, fluently and with increasing speed.</p> <p>Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc.</p> <p>The writers own style is evident and may change for different text types.</p>						



6	<p><b>Persuasion</b> To argue a case from a particular point of view encouraging the reader/ listener to agree</p>	<p><b>Explanation</b> To explain how or why</p>	<p><b>Instructions</b> To ensure something is done correctly and a successful outcome achieved</p>	<p><b>Recount</b> To retell events</p>	<p><b>Non-Chronological Report/ Information Text</b> To provide detailed information about the way things are or were</p>	<p><b>Discussion</b> To present a reasoned and balanced overview of an issue or controversial topic</p>	<p><b>Narrative (Story/Descriptions)</b></p>
	<p><b>Cycle A: Formal persuasive</b> <b>Deforestation/Palm Oil letter (Brazil)</b></p> <p><b>Cycle B: Persuasive and informative</b> <b>Leaflet - The Lion and The Unicorn (Rationing)</b></p> <ul style="list-style-type: none"> <li>persuasive techniques</li> <li>Sentence types - command, exclamation, statement and question</li> <li>Comparative and superlative adjectives</li> <li>Formal and informal vocabulary and structures</li> <li>Direct address and quotes</li> <li>Adverbs and modal verbs to indicate degrees of possibility</li> </ul>	<p><b>Cycle A: Instructions</b> <b>- Meal for Skellig</b></p> <p><b>Cycle B: The Lion and the Unicorn - Explanatory Text with Instructions (Air Raid Shelter)</b></p> <ul style="list-style-type: none"> <li>Know the difference between formal and informal vocabulary and structures</li> <li>Use subject specific WW2 vocabulary</li> <li>Use the passive voice and the subjunctive form to ensure an impersonal tone</li> <li>Use modal verbs to recommend and assert</li> <li>Use embedded phrases and clauses for succinctness</li> <li>Use of semi-colon, colon or dash to mark the boundary between independent clauses</li> </ul>		<p><b>Cycle A: Diary Entry</b> <b>Skellig</b></p> <p><b>Cycle B: Diary - The Arrival</b></p> <ul style="list-style-type: none"> <li>Understand the difference between formal and informal vocabulary and structures</li> <li>Use apostrophes for possession and contraction</li> <li>Recognise and use rhetorical questions, and exclamations</li> <li>Use idioms and expressions to show feelings</li> <li>Write sentences with relative clauses and commas for parenthesis</li> <li>Use a range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, wide range)</li> </ul>	<p><b>Cycle B: Non-Chronological Report - imaginary animal- Harry Potter</b></p> <ul style="list-style-type: none"> <li>Create a hybrid animal and produced a labelled sketch</li> <li>Research features of the different animals</li> <li>Group similar information together</li> <li>Explore technical and descriptive vocabulary</li> <li>Compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout</li> <li>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</li> </ul>	<p><b>Cycle A: Discursive writing - Current Affairs</b></p> <p><b>Cycle B: Discursive Writing - Current Affairs</b></p> <ul style="list-style-type: none"> <li>Hold a class debate - for/against and questions to ask. Sentence stems provided to support</li> <li>Conjunctions and connecting adverbs to introduce, conclude, for and against</li> <li>Use formal vocabulary and structures</li> <li>Use modal verbs to indicate degree of certainty</li> <li>Use the passive voice</li> <li>Use the subjunctive form</li> <li>Use of a wider range of cohesive devices to link ideas across paragraphs,</li> </ul>	<p><b>Cycle A: Writing from a different character's perspective: The Journey to the River Sea narrative of issues and dilemma.</b></p> <p><b>Cycle B: Narrative - Writing from a different character's perspective (Street Child)</b></p> <ul style="list-style-type: none"> <li>Use improvisation and role play to explore the characters, setting and events in Holes (focus on Ch 10)</li> <li>Use techniques learned from reading to create a setting by using expressive or figurative language, including personification, pathetic fallacy, similes and metaphors</li> <li>Adjectives of intensity</li> <li>Create a character backstory</li> <li>Plan effectively and talk through plan</li> <li>Use paragraphs to vary pace and emphasis.</li> <li>Use dialogue to show character</li> <li>Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> <li>Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and grammatical connections</li> <li>Use commas precisely</li> <li>Use the semi-colon, colon and dash to mark the boundary between independent clauses</li> </ul> <p><b>Play script - Varjak Paw</b></p>



<ul style="list-style-type: none"><li>• Bullet points, colons and semi colons to punctuate a list</li><li>• Introduction, organised paragraphs which flow and a conclusion.</li><li>• Develop alliterative and word play headings</li></ul> <p><b>Cycle A: Formal letter from Maia (Journey to the River Sea)</b></p> <p><b>Cycle B: Formal letter of acceptance (Harry Potter)</b></p> <ul style="list-style-type: none"><li>• Understand difference between formal and informal vocabulary and structures</li><li>• Use precise, technical vocabulary</li><li>• Use the passive to gain support of an audience without dictating who should be responsible for making that action happen</li><li>• Know the difference between structures typical</li></ul>	<ul style="list-style-type: none"><li>• Use of bullets, colons &amp; semicolons to punctuate lists</li><li>• Use different forms of the past and present tense</li><li>• Plan an introduction and conclusion</li><li>• Use of a range of layout devices to structure text (headings, subheadings, bullet points and diagrams)</li><li>• Use a wide range of cohesive devices to link ideas across paragraphs</li></ul>		<p>of adverbials for effect and ellipsis.</p> <ul style="list-style-type: none"><li>• Opening and closing lines of paragraphs support movement across the text</li><li>• Organise writing into sequenced paragraphs with an introduction and conclusion</li></ul> <p><b>Cycle B Contrasting Diary - (The Arrival)</b></p> <ul style="list-style-type: none"><li>• Identify words and phrases from the text which show both character's personalities</li><li>• Use literary language</li><li>• Understand the difference between formal and informal vocabulary and structures</li><li>• Recognise and use rhetorical questions, and exclamations</li><li>• Use idioms and expressions to show feelings and character</li><li>• 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.</li></ul>	<p>of writing</p> <ul style="list-style-type: none"><li>• Use a wider range of cohesive devices to link ideas across paragraphs or repetition of a word</li><li>• Use of a range of layout devices to structure text: headings, subheadings, columns, bullet points, tables and diagrams</li><li>• Use relative clauses to expand sentences</li><li>• Use the semi-colon, colon or dash to mark the boundary between independent clauses</li><li>• Use hyphens</li></ul>	<ul style="list-style-type: none"><li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses</li><li>• Develop P.E.E paragraphs, expanding viewpoints</li><li>• Write detailed introductions and linked conclusions summarising points made.</li></ul>	<ul style="list-style-type: none"><li>• Write a detailed cast list</li><li>• Plan each scene, ensuring a flow to events</li><li>• Write a synopsis of the play</li><li>• Include present tense stage directions in brackets.</li><li>• Develop the dialogue of characters, showing thoughts and motives</li><li>• Use commas, brackets, dashes, colons, semi colons and ellipsis effectively</li><li>• Use literary language and characterisation</li><li>• Use vocabulary of the time</li></ul> <p><b>Cycle A: Showing character through dialogue (Oranges in No Man's Land)</b></p> <p><b>Cycle B: Narrative setting description and dialogue - (Harry Potter)</b></p> <ul style="list-style-type: none"><li>• Roleplay conversations between characters</li><li>• 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</li><li>• Use language of the time - technical and descriptive</li><li>• Plan effectively and talk through plan</li><li>• Use paragraphs to vary pace and emphasis.</li><li>• Vary sentence length to achieve a particular effect</li><li>• Use a variety of techniques to introduce characters and develop characterisation</li><li>• Use dialogue at key points to move the story on or reveal new information.</li><li>• Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing</li><li>• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li><li>• Use the semi-colon, colon and dash to mark the</li></ul>
---	--	--	--	--	---	--



	<p>of informal speech and structures appropriate for formal speech and writing.</p> <ul style="list-style-type: none"><li>• Use semi-colon, colon or dash to mark the boundary between independent clauses</li><li>• 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)</li><li>• Apply persuasive skills in a range of contexts/ structures</li><li>• Vary and manage paragraphs in a way that support whole structure of the text</li></ul>			<ul style="list-style-type: none"><li>• Opening and closing lines of paragraphs support movement across the text</li><li>• Write a concluding comment which shows character emotions on the same situation.</li></ul> <p><b>Cycle A: Informal letter - from one of the children - Ayesha (Oranges in no man's land)</b></p> <p><b>Cycle B: Informal letter - Lenny - The Lion and the Unicorn.</b></p> <ul style="list-style-type: none"><li>• Difference between formal and informal vocabulary and structures</li><li>• Use rhetorical questions, question tags, exclamations</li><li>• Use idioms to show character and match the context</li><li>• Use semi-colons, colons or dashes to mark the boundary between independent clauses</li><li>• Organise letter into paragraphs with an impersonal opening and closing - matching the audience (Mom)</li></ul>			<p>boundary between independent clauses</p> <ul style="list-style-type: none"><li>• Use the colon to introduce a list and use of semi-colons within lists</li></ul> <p><b>Cycle B: Narrative Flashback - The Arrival</b></p> <ul style="list-style-type: none"><li>• Plan the short narrative effectively, with a flashback</li><li>• Use tense to show shifts in time (simple, progressive and perfect form of the past and present tense)</li><li>• 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</li><li>• Use paragraphs to vary pace and emphasis.</li><li>• Vary sentence length to achieve a particular effect</li><li>• Use a variety of techniques to introduce characters and develop characterisation</li><li>• Use dialogue at key points to move the story on or reveal new information.</li><li>• Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing</li><li>• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</li><li>• Use the semi-colon, colon and dash to mark the boundary between independent clauses</li><li>• Use the colon to introduce a list and use of semi-colons within lists</li><li>• Use commas, brackets and hyphens effectively.</li><li>• When editing, reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning.</li></ul> <p><b>Cycle A: Monologue - Scrooge</b></p> <p><b>Cycle B: Monologue - Jim Jarvis (Street Child)</b></p>
--	---	--	--	--	--	--	--



			<p>and purpose (to reassure)</p> <ul style="list-style-type: none"><li>• Use a wide range of cohesive devices to link ideas across paragraphs</li></ul> <p><b>Cycle A: Newspaper report - (Oranges in no man's Land) - Civil War.</b></p> <p><b>Cycle B: Journalistic Writing - Newspaper report - The Blitz</b></p> <ul style="list-style-type: none"><li>• Use play on words for headlines</li><li>• Write a lead sentence and an opening paragraph with the 5 W's.</li><li>• Organised writing into sequenced, chronological paragraphs.</li><li>• Write captions and a final comment</li><li>• Know how to write impersonally</li><li>• Maintain control over formality</li><li>• Use the passive voice</li><li>• Write succinctly using nominalisation</li><li>• Use the subjunctive form</li><li>• Include direct and reported speech</li><li>• Use colons to</li></ul>		<ul style="list-style-type: none"><li>• Use synonyms to capture Cameron's emotions</li><li>• Plan monologue to show Cameron's conflicting inner thoughts</li><li>• Address the reader directly</li><li>• Use expressions and idioms which Cameron would use</li><li>• Ensure control over level of formality</li><li>• Include the subjunctive form</li><li>• Use the simple, progressive and perfect verb forms for effect</li><li>• Ask rhetorical questions and include question tags</li><li>• Include full range of punctuation within sentences for effect - commas, dashes, hyphens, ellipsis, colons and semi colons</li></ul>
--	--	--	---	--	--



				<p>introduce quotes</p> <ul style="list-style-type: none"><li>• Use dashes in speech</li><li>• Show character through quotes</li><li>• Use a wide range of cohesive devices to link ideas across paragraphs</li><li>• Use commas to separate clauses and avoid ambiguity</li><li>• Include a level of bias in writing</li></ul> <p><b>Cycle A: Biography - Scientist of Interest</b></p> <p><b>Cycle B: Biography - Winston Churchill</b></p> <ul style="list-style-type: none"><li>• Use adverbs of time to link ideas across paragraphs</li><li>• Use simple, progressive and perfect forms of the past tense.</li><li>• Use brackets, dashes and commas to indicate parenthesis</li><li>• Use commas to clarify meaning or avoid ambiguity</li><li>• Organise notes into paragraphs with similar themes/events</li><li>• Use relevant and engaging headings to organise chronological</li></ul>			
--	--	--	--	--	--	--	--



				<p>writing</p> <ul style="list-style-type: none"><li>• Include a quote to engage the reader and show character</li><li>• Repeat words or phrase to build cohesion</li><li>• use conjunctions to create contrast concisely summarising the complexity of certain situations</li><li>• Opening and closing lines of paragraphs support movement across the text</li><li>• Use a range of layout devices to structure text, including headings, subheadings and captions</li><li>• Use the semi-colon, to mark the boundary between independent clauses</li><li>• Explore how colons can be used to increase the impact of key quotations which give an insight into a person's life choices e</li><li>• Explore how colons can be used to lead to a 'big reveal' of a person's actions</li></ul> <p><b>News Bulletin - How the Trojan War ended (SMWCA Iliad</b></p>			
--	--	--	--	--	--	--	--





				<p><b>transition unit)</b></p> <ul style="list-style-type: none"><li>• Show the difference between formal and informal vocabulary and structures</li><li>• Recognise and show the difference between the language of speech and writing</li><li>• Use the subjunctive form for formal speech and structures</li><li>• Write opening and closing lines of paragraphs support movement across the text</li><li>• Explore how colons can be used to lead to a 'big reveal'</li><li>• Use engaging and precise vocabulary and phrases to engage the audience</li></ul>			
<b>HW</b>	<p>Write legibly, fluently and with increasing speed.</p> <p>Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc.</p> <p>The writers own style is evident and may change for different text types.</p>						