

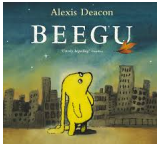



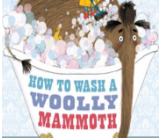
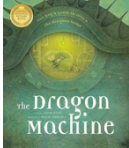
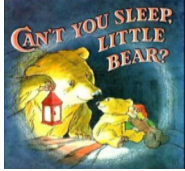


	Autumn Term				Spring Term			Summer Term				
Year 1/2	Meerkat Mail T4W	Poetry: Bonfire Night/Fire	Beegu RR	Narrative poetry Year 1: Julia Donaldson Stick Man	Instructions How to Wash a Woolly Mammoth T4W	The Dragon Machine RR	Year 1: RR: Can't you sleep little Bear?	Dougals Deep Sea Diary RR	Recounts T4W	A Planet full of Plastic (Non Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)	
				Year 2: The Way Home for Wolf			Year 2: Poetry: The Sound Collector				Y2 RWP Transition Unit: Bed Time Stories	
Year 3/4	RWP Planet Earth	Fog Hounds (Fiction) RR		Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas	Firework Makers Daughter (Fiction) RR	RWP WW2	Newspaper Reports	How to help a Hedgehog and protect a Polar Bear (Non- Fiction) RR		Explanation Texts 'How to save....'	RR Myths and Legends Beouwoulf	Poetry: Please Mrs Butler Alan Ahlberg
Year 5	RR - Letters from the Lighthouse	RWP: Dual Narrative The Hunter and the hunted.		Classic Poetry: The Highwayman	RR: Ghost boys Jewell Parker Rhodes Diaries	RWP: The Storm		RWP: The Sports Manager Pack	RR: Non Fiction What a Waste! Jess French	Application Unit: The Giant's necklace Diary and newspaper		
Year 6	Romeo & Juliet	Thor	The Boy in the striped Pajamas		Titanium	Lost Words		Wonder				

Nursery	<p>It's my birthday How many sleeps until my birthday The night before my birthday Birthday countdown book</p> <p>Little Red Hen - Harvest 3 Billy goats Gruff - Maths link</p>	<p>Owl Babies Foxes Socks The Gruffalo Brown Bear</p> <p>The Christmas Story</p>	<p>Three Little Pigs Little Red Riding Hood Gingerbread man Goldilocks and the 3 bears</p>	<p>Lisette the vet Ada Twist Scientist My mummy is a fire fighter Topsy and Tim meet the police Pete the Cat construction destruction</p> <p>I Love my Mummy</p>	<p>The train ride Whatever next Naughty Bus Rosie's walk Topsy and Tim go on an aeroplane</p>	<p>The very hungry caterpillar Each peach pear plum Supertato The Enormous Turnip</p> <p>What does Daddy do?</p>	
Reception	<p>Pete the Cat rocking my school shoes. Pete the cat and his four groovy buttons Peace at Last Pumpkin Soup Little Red Hen</p>	<p>Handa's surprise Pete the Cat world Tour</p>	<p>Super Daisy Supertato Elliot Midnight Superhero</p>	<p>What's going on inside my head?</p>	<p>The day the crayons quit. The day the crayons came home. Giraffes can't dance. Chicks</p>	<p>Commotion in the Ocean Shark in the Dark Rainbow Fish</p>	



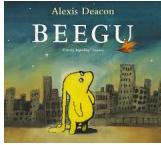

Year 1 Writing Long Term Overview

<u>Autumn Term (14 Weeks)</u>	<p>(T4W)- Meerkat Mail 4 weeks</p> 	<p>Poetry -Bonfire Night/Fire Theme 2 Weeks</p> 	<p><u>RR: Beegu- 4 Weeks</u></p> 	<p><u>Narrative poetry - Stickman- 3 weeks</u></p> 
	<p><u>Most Useful Grammar</u> Can leave spaces between words.</p>	<p><u>Most Useful Grammar</u> Can begin to punctuate sentences using capital letters and full stops. Can join words and clauses using and.</p>	<p><u>Most Useful Grammar</u> Can use a capital letter for names of people. Can join words and clauses using 'and'.</p>	<p><u>Most Useful Grammar</u> Can join words and clauses using and. Can use a capital letter for places. can punctuate sentences using a capital letter and a full stop.</p>
	<p><u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems</p>	<p><u>Key Vocabulary</u> empathy, individuality, lost, belong, solar system, friendship, Earth, postcard</p>	<p><u>Key vocabulary</u> Floating, frolicking, doze, choir, Santa, clattering, overhead, tumbling</p>
	<p><u>Intended Knowledge</u> Can write from memory simple sentences dictated by the teacher. Can say out loud what they are going to write about.</p>	<p><u>Intended Knowledge</u> Can say out loud what I am going to write about.</p>	<p><u>Intended Knowledge</u> Can sequence sentences to form short narratives. Can re-read what has been written to check it makes sense. Can compose a sentence orally before writing it.</p>	<p><u>Intended Knowledge</u> Can re-read what I have written to check that it makes sense. Can sequence sentences to form a short narrative. Can read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
	<p><u>Writing Outcomes</u> A journey story A post card</p>	<p><u>Writing Outcomes</u> Shape poem Bonfire poem</p>	<p><u>Writing Outcomes</u> Character Description Diary Entry Report</p>	<p><u>Writing Outcomes</u> Letter to Father Christmas Narrative: short story</p>

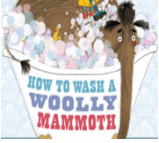


	<p><u>(T4W) How to wash a woolly mammoth - 4 weeks</u></p> 	<p><u>(RR) The Dragon Machine - 3/4 weeks</u></p> 	<p><u>RR: Can't you sleep Little Bear?- 3 Weeks</u></p> 
	<p><u>Most useful Grammar</u> can punctuate sentences using a capital letter and a full stop.</p> <p>Can begin to punctuate sentences using a question mark or exclamation mark.</p>	<p><u>Most useful grammar</u> Can leave spaces between words</p> <p>Can join words and clauses using 'and'</p> <p>Can use the personal pronoun I</p>	<p><u>Most useful grammar</u> Can leave spaces between words</p> <p>Can join words and clauses using 'and'</p> <p>Can use the personal pronoun I</p> <p>Can begin to punctuate sentences using a question mark or exclamation mark.</p>
	<p><u>Key vocabulary</u> Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle</p>	<p><u>Key Vocabulary</u> Childhood, enchanting, loneliness, machine, legend, creature, description, illustration</p>	<p><u>Key vocabulary</u> sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring (11 weeks)</p>	<p><u>Intended Knowledge</u> can compose a sentence orally before writing it.</p> <p>can discuss what I have written with a teacher.</p> <p>can sequence sentences to form short narratives.</p> <p>can discuss what they have written with the teacher or other pupils.</p>	<p><u>Intended Knowledge:</u> Can compose a sentence orally before writing it.</p> <p>Can re-read what they have written to check that it makes sense.</p> <p>Can read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><u>Intended Knowledge:</u> Can re-read what I have written to check that it makes sense.</p> <p>can compose a sentence orally before writing it.</p> <p>can discuss what I have written with a teacher.</p> <p>can sequence sentences to form short narratives.</p>
	<p><u>Writing Outcomes</u> Instructions</p>	<p><u>Writing Outcomes</u> Instructions Diary</p>	<p><u>Writing Outcomes</u> Recount Character Description</p>

Letter			
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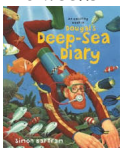

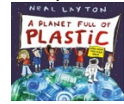

Year 2 Writing Long Term Overview

	<p align="center">(T4W)- Meerkat Mail 4 weeks</p> 	<p align="center">Poetry Bonfire Night/Fire Theme 2 Weeks</p> 	<p align="center">RR: Beegu- 4 Weeks</p> 	<p align="center">Narrative poetry (The Way Home for wolf) - 3 weeks</p> 
Autumn 14 weeks	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most useful grammar</u> Can use both familiar and new punctuation correctly, including question marks Can use expanded noun phrases to describe and specify</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p><i>Can use expanded noun phrases to describe and specify</i></p> <p><i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i></p> <p><i>Can use sentences with different forms: statement, question, exclamation, command</i></p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p><i>Can use expanded noun phrases to describe and specify</i></p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>
	<p><u>Key Vocabulary</u> journey, chronological, letter, Africa, family, belong, safe, meerkat</p>	<p><u>Key vocabulary</u> Fireworks, bonfire, Catherine Wheels, Guy Fawkes, spinning, shape poems</p>	<p><u>Key Vocabulary</u> empathy, individuality, lost, belong, solar system, friendship, Earth, postcard</p>	<p><u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>
	<p><u>Intended Knowledge</u></p> <p>Can be able to plan or say out loud what they are going to write about.</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence.</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p>	<p><u>Intended Knowledge</u></p> <p><i>Can write poetry</i></p> <p><i>Can plan or say out loud what they are going to write about</i></p> <p><i>Can write down ideas and/or key words, including new vocabulary</i></p> <p><i>Can read aloud what they have written with appropriate intonation to make the meaning clear</i></p>	<p><u>Intended Knowledge</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Intended Knowledge</u></p> <p>Can write narratives about personal experiences and those of others (fictional)</p> <p>Can plan or say out loud what they are going to write about</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation</p>

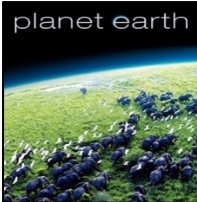
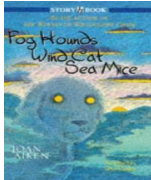

<u>Writing Outcomes</u> Narrative: Journey Story Postcard	<u>Writing Outcomes</u> Guy Fawkes/Bonfire poems Shape Poems	<u>Writing Outcomes</u> Diary Entry Report Recount	<u>Writing Outcomes</u> Leaflet/Report Recount Letter

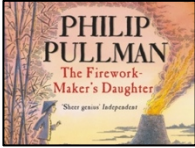


Spring- 11 weeks	<u>(T4W) How to wash a woolly mammoth - 4 weeks</u> 	<u>The Dragon Machine - 4 weeks</u> 	<u>Poetry (The Sound Collector)- 2 Weeks</u> 
	<u>Most useful grammar</u> Can use sentences with different forms: statement, question, exclamation, command Can use commas to separate items in a list	<u>Most useful grammar</u> Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Can use expanded noun phrases to describe and specify	<u>Most useful grammar</u> <i>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</i> Can use expanded noun phrases to describe and specify <i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i>
	<u>Key vocabulary</u> Mammoth, woolly, notoriously tricky, thirsty, broom, tickly, snuggle, imperative, command, list, conjunction	<u>Key Vocabulary</u> Childhood, enchanting, loneliness, machine, legend, creature, description, illustration	<u>Key Vocabulary</u> verse, couplet, rhyme, classic, line, pattern, poet, stanza
	<u>Intended Knowledge</u> <i>Can plan or say out loud what they are going to write about</i> Can write down ideas and/or key words, including new vocabulary Can encapsulate what they want to say, sentence by sentence Can proof-read to check for errors in spelling, grammar and punctuation	<u>Intended Knowledge</u> Can write narratives about personal experiences and those of others (real and fictional) <i>Can plan or say out loud what they are going to write about</i> Can write down ideas and/or key words, including new vocabulary Can encapsulate what they want to say, sentence by sentence Can proof-read to check for errors in spelling, grammar and punctuation Can read aloud what they have written with appropriate intonation to make the meaning clear.	<u>Intended Knowledge</u> <i>Can write poetry</i> <i>Can plan or say out loud what they are going to write about</i> <i>Can write down ideas and/or key words, including new vocabulary</i> <i>Can read aloud what they have written with appropriate intonation to make the meaning clear</i>
	<u>Writing Outcomes</u> Instructions	<u>Writing Outcomes</u> Instructions Diary	<u>Writing Outcomes</u> New version of Sound Collector





Summer- 13 weeks

<p>RR: Dougal's Deep Sea Diary 3 weeks</p> 	<p>T4W- Recount 2 weeks.</p> 	<p>A Planet full of plastic (Non fiction): RR -4 weeks</p> 	<p>Transition Unit (RWP) Bedtime Stories- 4 weeks</p> 
<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>	<p><u>Most useful grammar</u> Can write sentences with different forms: statement, question, exclamation, command.</p> <p>Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Can use sentences with different forms: statement, question, exclamation, command</p>	<p><u>Most useful grammar</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>
<p><u>Key themes</u> Exploring new places, being yourself, meeting new people</p>	<p><u>Key themes</u> Factual</p>	<p><u>Key themes</u> Looking after our planet, pollution, plastic, recycling, animals</p>	<p><u>Key themes</u> Dragons, coming home, heroic adventures, lost and found.</p>
<p><u>Intended Knowledge - Composition</u> Can write down ideas, sentence by sentence, encapsulating what they want to say.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can plan or say out loud what they are going to write about.</p> <p>Can write for different purposes.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p><u>Intended Knowledge</u> Can write narratives about personal experiences and those of others (real and fictional)</p> <p>Can plan or say out loud what they are going to write about</p> <p>Can write down ideas and/or key words, including new vocabulary</p> <p>Can encapsulate what they want to say, sentence by sentence</p>	<p><u>Intended Knowledge</u> Can plan or say out loud what they are going to write about.</p> <p>Can write down ideas and/or key words, including new vocabulary.</p> <p>Can write for different purposes.</p> <p>Can evaluate their writing with the teacher and other pupils.</p> <p>Can proof-read to check for errors in spelling, grammar and punctuation.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Intended Knowledge</u> Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</p> <p>Can use expanded noun phrases to describe and specify</p> <p>Can make the correct choice and consistent use of present tense and past tense throughout writing.</p>
<p><u>Writing Outcomes</u> Diary Entry/Instructions/Letter</p>	<p><u>Writing Outcomes</u> Recount</p>	<p><u>Writing Outcomes</u> Leaflet/Letter</p>	<p><u>Writing Outcomes</u> Narrative: Bed Time story</p>


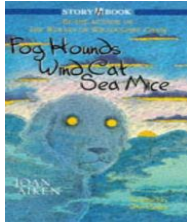

Year 3 Writing Long Term Overview




Autumn- 14 weeks	<p>RWP Planet Earth- 4/5 weeks</p> 	<p>RR The Fog Hounds 4/5 Weeks</p> 	<p>Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas (3 weeks)</p> 
	<p><u>Most useful grammar</u></p> <p>Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u></p> <p>Can use and punctuate direct speech</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause</p> <p>Can use fronted adverbials</p> <p>Can use commas after fronted adverbials</p> <p>Can use the present perfect form of verbs in contrast to the past tense.</p>	<p><u>Most useful grammar</u></p> <p>Can use commas after fronted adverbials.</p> <p>Can indicate possession by using the possessive apostrophe with plural nouns</p> <p>Can use and punctuate direct speech</p>
	<p><u>Key Vocabulary</u> Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey</p>	<p><u>Key Vocabulary:</u></p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>Intended Knowledge</u></p> <p>Can draft and write, in various genres.</p> <p>Can evaluate and edit by</p> <ul style="list-style-type: none"> - assess the effectiveness of their own and others' writing and suggest improvements. - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<p><u>Intended Knowledge</u></p> <p>Can use and create, in narratives, settings, characters and plot.</p> <p>Can organise paragraphs around a theme.</p> <p>Can proof read spelling and punctuation errors.</p> <p>Can discuss and record ideas.</p> <p>Can propose changes to grammar and vocabulary to improve consistency.</p> <p>Can, in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p>Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p><u>Intended Knowledge</u></p> <p>Can organise paragraphs around a theme</p> <p>Can compose and rehearse sentences orally, building on a varied and rich vocabulary and an increasing range of sentence structure.</p> <p>Can proof read spelling and punctuation errors.</p>
	<p><u>Writing Outcomes</u></p> <p>Non-chronological report - Nature Documentary Letter to David Attenborough/Greta Thunberg</p>	<p><u>Writing Outcomes</u></p> <p>Letter Persuasive Text Diary</p>	<p><u>Writing Outcomes</u></p> <p>Narrative poetry</p>





<p style="text-align: center;">RR - The Firework Maker's Daughter - 4 weeks</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">RWP WW2- 4 weeks</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">RR - Newspapers - 3 Weeks</p> <div style="text-align: center;">  </div>
<p><u>Most useful grammar</u></p> <p>Can use inverted commas to punctuate direct speech</p> <p>Can use a comma after fronted adverbials</p> <p>Can express time , place using adverbs, conjunctions and prepositions.</p> <p>Can extend the range of sentences with more than one clause by using: when, if, because, although</p>	<p><u>Most useful grammar</u></p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause</p>	<p><u>Most useful grammar</u></p> <p>Can express time , place using adverbs, conjunctions and prepositions.</p> <p>Can use a or an according to whether the next word begins with a consonant</p> <p>Can extend the range of sentences with more than one clause by using: when, if, because, although + or a vowel.</p>
<p><u>Key Vocabulary</u> Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence</p>	<p><u>Key Vocabulary:</u> postcards, letters, formal, informal, contact</p>	<p><u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative</p>
<p><u>Intended Knowledge</u></p> <p>Can use and create, in narratives, settings, characters and plot</p> <p>Can evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Can proof read for spelling and punctuation errors.</p>	<p><u>Intended Knowledge</u></p> <p>Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Can organise paragraphs around a theme</p> <p>Can discuss and record ideas</p> <p>Can read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Intended Knowledge</u></p> <p>I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause</p>
<p><u>Writing Outcomes</u></p> <p>Character Description</p> <p>Setting Description</p> <p>Letter</p>	<p><u>Writing Outcomes</u></p> <p>Letters Home</p> <p>Diary Entries</p>	<p><u>Writing Outcomes</u></p> <p>Newspaper Reports</p>

	<p>RR How to help a polar bear and protect a hedgehog. (4 weeks)</p> 	<p>Explanation Text 2 weeks How to save a ...</p> 	<p>RR Beowulf- 4 weeks</p> 	<p>Poetry: 2 weeks Please Mrs Butler</p> 
Summer 13 weeks	<p><u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u> Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Can choose nouns or pronouns for clarity and cohesion and to avoid repetition. Can use a comma after fronted adverbials.</p>	<p><u>Most useful grammar</u> Can use commas after fronted adverbials. Can indicate possession by using the possessive apostrophe with plural nouns Can use and punctuate direct speech</p>
	<p><u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline</p>	<p><u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although</p>	<p><u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought</p>	<p><u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern</p>
	<p><u>Intended Knowledge</u> Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Can assess the effectiveness of their own and others' writing and suggest improvements. Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Can, in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p><u>Intended Knowledge</u> Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Can assess the effectiveness of their own and others' writing and suggest improvements. Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Can, in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p><u>Intended Knowledge</u> Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Can organise paragraphs around a theme Can discuss and record ideas Can read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Intended Knowledge</u> Can read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Can discuss and record ideas.</p>
	<p><u>Writing Outcomes</u> Leaflets Instructions</p>	<p><u>Writing Outcomes</u> Explanation</p>	<p><u>Writing Outcomes</u> Narrative: Legend/Myth Character Description</p>	<p><u>Writing Outcomes</u> Poem</p>



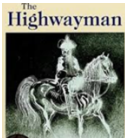
Year 4 Writing Long Term Overview

Autumn 14 weeks	RWP - Planet Earth - 4 Weeks (2 weeks)	The Fog Hounds 4/5 Weeks	Narrative Poetry: The Jabberwocky Railway Carriage The Night Before Christmas (3 weeks)
			
	<p><u>Most useful grammar</u></p> <p>Can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Can use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><u>Most useful grammar</u></p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using fronted adverbials. Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</p>	<p><u>Most useful grammar</u></p> <p>Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>
	<p><u>Key Vocabulary</u> Evolution, Adapt, Narrate, Natural, Survive, Predator, Environment, Prey</p>	<p><u>Key Vocabulary</u></p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>Intended Knowledge</u></p> <p>Plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Can write for a range of purposes.</p> <p>Draft and write composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p><u>Intended Knowledge</u></p> <p>Can plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Can draft and write non-narrative material, use simple organisational devices</p> <p>Organise paragraphs around a theme</p>	<p><u>Intended Knowledge</u></p> <p>Plan writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p> <p>Can write for a range of purposes.</p>
<p><u>Writing Outcomes</u></p> <p>Non-chronological report - Nature Documentary Letter to David Attenborough/Greta Thunberg</p>	<p><u>Writing Outcomes</u></p> <p>Letter Persuasive Text Diary</p>	<p><u>Writing Outcomes</u></p> <p>Narrative Poem</p>	



Spring 11 weeks	RR - The Firework Maker's Daughter - 4 weeks 	RWP WW2 	RR - Newspapers - 3 Weeks 
	<u>Most useful grammar</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials	<u>Most useful grammar</u> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause Indicating possession by using the possessive apostrophe with plural nouns. Using the present perfect form of verbs in contrast to the past tense. Start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt	<u>Most useful grammar</u> Using and punctuating direct speech. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
	<u>Key Vocabulary</u> Heroine, Rogue, Servant, Courage, Loyal, Thief, Sacrifice, Persistence	<u>Key Vocabulary:</u> postcards, letters, formal, informal, contact	<u>Key Vocabulary</u> Unbiased, Perplexed, Witness, Extraordinary, Assure, Evidence, Presume, Tentative
	<u>Intended Knowledge</u> Plan writing by Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Draft and write by organising paragraphs around a theme In narratives, creating settings, characters and plot Evaluate and edit by Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	<u>Intended Knowledge</u> Plan their writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. Can write for a range of purposes. Draft and write composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.	<u>Intended Knowledge</u> Plan their writing Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Draft and write - Organise paragraphs around a theme In non-narrative material, use simple organisational devices such as headings and subheadings Evaluate and edit - Assess the effectiveness of their own and others' writing and suggesting improvements - Proof reading for spelling and punctuation errors Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear Can write for a range of purposes
	<u>Writing Outcomes</u> Character Description Setting Description Letter	<u>Writing Outcomes</u> Letters Home Diary Entries	<u>Writing Outcomes</u> Newspaper Reports

	<p>RR How to help a polar bear and protect a hedgehog. (4 weeks)</p> 	<p>Explanation Text 2 weeks How to save a ...</p> 	<p>RR Beowulf- 4 weeks</p> 	<p>Poetry: 2 weeks Please Mrs Butler</p> 
<p>Summer 13 weeks</p>	<p><u>Most useful grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>	<p><u>Most useful grammar</u> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although. Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p><u>Most useful grammar</u> Using commas after fronted adverbials Indicating possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Using the present perfect form of verbs in contrast to the past tense Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause Using fronted adverbials</p>	<p><u>Most useful grammar</u> Using the present perfect form of verbs in contrast to the past tense. Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Using commas after fronted adverbials.</p>
	<p><u>Key Vocabulary:</u> endangered, species, hedgerow, heathlands, woodlands, highlands, wetlands, freshwater, coastline</p>	<p><u>Key Vocabulary:</u> Expectancy, Transform, Concise, Majority, Majority, Usually, Generally, Although</p>	<p><u>Key Vocabulary:</u> Heroic, Grotesque, Legend, Fable, Myth, Brave, Warrior, Fought</p>	<p><u>Key Vocabulary:</u> school, teacher, headmaster, poem, poet, verse, couplet, pattern</p>
	<p><u>Intended Knowledge</u> Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Intended Knowledge</u> Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p><u>Intended Knowledge</u> Plan writing by Discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar Draft and write by organising paragraphs around a theme In narratives, creating settings, characters and plot Evaluate and edit by Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors</p>	<p><u>Intended Knowledge</u> Plan writing by discussing writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary. Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. Can write for a range of purposes.</p>
	<p><u>Writing outcomes</u> Leaflets Debate/balanced argument</p>	<p><u>Writing outcomes</u> Explanation</p>	<p><u>Writing outcomes</u> Narrative: Legend/Myth Character Description</p>	<p><u>Writing outcomes</u> Poem</p>




Year 5 Writing Long Term Overview

	<p align="center">Letters from the Lighthouse RR 5 weeks approx</p> 	<p align="center">RWP Dual Narrative: The Hunter and The Hunted 5 Weeks approx</p> 	<p align="center">Poetry: The highwayman 3/4 weeks approx</p> 
	<p><u>Most Useful Grammar</u></p> <p>Can use relative clauses with a relative pronoun.</p> <p>Comma to separate clauses</p> <p>Using further organisational and presentation devices to structure the text:</p> <ul style="list-style-type: none"> - Headings - Bullet points - Underlining 	<p><u>Most useful grammar:</u></p> <p>Can recognise vocabulary and structures that are appropriate for formal speech and writing including the subjunctive form.</p> <p>Use the perfect form of verbs to mark relationships of time or cause.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p><u>Most useful grammar:</u></p> <p>Can use commas to clarify meaning or avoid ambiguity in writing</p> <p>Can use semi-colons, colons or dashes to mark boundaries between independent clauses</p> <p>Can use expanded noun phrases to convey complicated information concisely</p>
	<p><u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial</p>	<p><u>Key Vocabulary:</u> paradise island, tense, dangerous idyllic lurking ocean hunter victim tranquillity dappled papaya</p>	<p><u>Key Vocabulary:</u> Galleon, tragedy, romance, courage, betrayal, ostler, breeches, afterlife</p>
<p>Autumn 14 weeks</p>	<p><u>Intended Knowledge - Composition</u></p> <p>Describing settings, characters and atmosphere.</p> <p>Selecting appropriate grammar and vocabulary.</p> <p>Using a wide range of cohesive devices.</p> <p>Use expanded noun phrases to convey complicated information precisely.</p> <p>Ensuring consistent and correct use of tense.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Can plan their writing, identifying the audience and purpose of their writing.</p> <p>Can recognise vocabulary and structures that are appropriate</p> <p>Can expanded noun phrases to convey complicated information concisely</p> <p>Can note and develop initial ideas, drawing on reading and research where necessary</p>	<p><u>Intended Knowledge</u></p> <p>Identify the audience and purpose for their writing selecting the appropriate form and using other similar models as a basis for their own.</p> <p>Consider how authors have developed characters and setting from what they have read, seen and performed.</p> <p>Can describe settings, characters and atmosphere by integrating dialogue to convey character and advance the action.</p> <p>Can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>	<p><u>Intended Knowledge:</u></p> <p>Can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Can ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Can use a wide range of devices to build cohesion within and across paragraph</p>
	<p><u>Writing Outcomes:</u></p> <p>Character Description</p> <p>Setting Description</p>	<p><u>Writing Outcomes:</u></p> <p>Letter/Diary</p> <p>A dual narrative to build tension</p>	<p><u>Writing Outcomes:</u></p> <p>Poem</p> <p>Short story (recount)</p>

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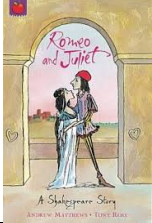


Spring 11 weeks	RR: Ghost boys 5/6 weeks 	RWP: The Storm 4/5 weeks 
	<u>Most useful grammar:</u> Use a wide range of co-ordinating and subordinating conjunctions to develop and extend my ideas. Use pronouns and determiners to promote cohesion and flow Refining ideas based on experience of good quality example texts Semi-colons, colons or dashes to mark independent clauses By using semi-colons, colons or dashes to mark between independent clauses	<u>Most useful grammar:</u> Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Can use passive verbs to affect the presentation of information in a sentence Can use the perfect form of verbs to mark relationships of time and cause Can use expanded noun phrases to convey complicated information concisely
	<u>Key Vocabulary:</u> Snicker, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.	<u>Key Vocabulary:</u> Icy brisk prowled eerie gloomy hammering
	<u>Intended Knowledge</u> Experimenting with clause structures to give variety to their writing. Balancing a range of description, dialogue and action to explain a narrative Maintaining a consistent tense through choosing and using an appropriate verb form. Develop characters and settings using a range of descriptive techniques Integrating dialogue to convey character and advance the action By carefully structuring non-narrative texts according to the context, purpose and audience. Paragraphing to bring clarity to a text Using formatting devices carefully selected to help organise the text appropriately. Can note and develop initial ideas, drawing on reading and research where necessary	<u>Intended Knowledge</u> Can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Can note and developing initial ideas, drawing on reading and research where necessary Can use a wide range of devices to build cohesion within and across paragraphs Paragraphing to bring clarity to a text Using formatting devices carefully selected to help organise the text appropriately.

	<u>Writing Outcomes:</u> Biography Setting description Letter Debate	<u>Writing outcomes</u> A description of a storm Poem Leaflet/Brochure to inform
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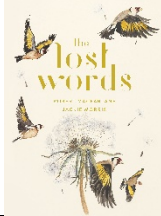
Summer 13 weeks	RWP: The sports Managers Speech (4 weeks) 	RR Non Fiction- What a waste by Jess French (3 weeks) 	Application Unit: The Giants Necklace Letters and Diary Entries (5/6 Weeks) 
	<u>Most useful grammar:</u> Use commas to clarify meaning or avoid ambiguity in writing Use hyphens to avoid ambiguity Use brackets, dashes or commas to indicate parenthesis Use semi-colons, colons or dashes to mark boundaries between independent clauses Can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	<u>Most useful grammar:</u> Use apostrophes for possession and contraction Structural features such as bullet points Write in the correct formality Can use a colon to introduce a list Punctuating bullet points consistently	<u>Most useful grammar:</u> Can use comma to separate clauses Can use brackets, dashes or commas to indicate parenthesis By using semi-colons, colons or dashes to mark between independent clauses. Can use modal verbs or adverbs to indicate degrees of possibility
	<u>Key Vocabulary</u> Motivate, Powerful, Confident, Positive, Negative, United, Repetition	<u>Key Vocabulary:</u> Rubbish, recycling, protecting, planet pollution, efficiency, waste, landfill	<u>Key Vocabulary:</u> Sibling, remorse, determination, Cowrie shells, afterlife, coast, tide, colloquial
	<u>Intended Knowledge</u> Can identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Can use a wide range of devices to build cohesion within and across paragraphs Can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Can ensure the consistent and correct use of tense throughout a piece of writing	<u>Intended Knowledge</u> Choose vocabulary to enhance effects and clarify Identifying the audience for and purpose of the writing, selecting the appropriate form Using further organisational and presentation devices to structure the text Can note and develop initial ideas, drawing on reading and research where necessary	<u>Intended Knowledge</u> Describing settings, characters and atmosphere. Use a wide range of devices to build cohesion across paragraphs Using expanded noun phrases to convey complicated information concisely. Use relative clauses in my writing. By precisising longer passages Using further organisational and presentation devices to structure the text Can note and develop initial ideas, drawing on reading and research where necessary Can assess the effectiveness of their own and others' writing

	<p>Can ensure correct subject and verb agreement when using singular and plural,</p> <p>Can distinguish between the language of speech and writing and choosing the appropriate register</p> <p>Can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>		
	<p><u>Writing Outcome</u> To deliver a speech to motivate and inspire Newspaper report</p>	<p><u>Writing Outcomes</u> Letter to Greta Thunberg Information Leaflet NC Report Speech Persuasive Writing</p>	<p><u>Writing outcomes</u> Letters/Diary entries Story Newspaper report</p>

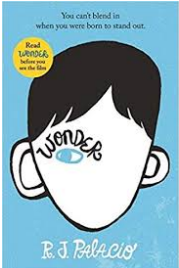
Year 6 Reading Long Term Overview

Autumn: 14 weeks			
	<p>Most useful grammar: Use semi-colons, colons or dashes to mark between independent clauses. Commas to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Commas to separate clauses. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p>Most useful grammar: Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.</p>	<p><u>Most useful grammar</u> Can use relative clauses with a relative pronoun. Can use the perfect form of verbs. Use expanded noun phrases to convey information concisely. Commas to avoid ambiguity. Hyphens to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form Use semi colons, colons and dashes to mark boundaries between independent clauses.</p>
	<p>Key vocabulary: feud, brawl, tomb, rapier, tetchily, orchard, vowed</p>	<p>Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed</p>	<p><u>Key vocabulary:</u> Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship</p>
	<p>Intended Knowledge: (composition)</p> <p>Can draft and write: Describing settings, characters and atmosphere. Selecting appropriate grammar and vocabulary. Using a wide range of cohesive devices. By precisising longer passages. Using further organisational and presentation devices to structure the text. Using a wide range of cohesive devices. Use expanded noun phrases to convey complicated information precisely. Can evaluate and edit by: Ensuring consistent and correct use of tense. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Proof read for spelling and punctuation errors.</p>	<p>Intended Knowledge: (composition)</p> <p>Can plan their writing: identifying the audience and purpose of their writing, selecting the appropriate form and using similar models. Noting and developing initial ideas, drawing on reading where necessary</p> <p>Can draft and write: Describing settings, characters and atmosphere. Selecting appropriate grammar and vocabulary, understanding how choices can change and enhance meaning. Using a wide range of cohesive devices within and across paragraphs. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Precise longer passages</p>	<p><u>Intended Knowledge</u></p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. Describe settings, characters and atmosphere and integrating dialogue to convey character and advance action.</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing. Ensure consistent and correct use of tense throughout a piece of writing</p>

	<p>Evaluate and edit by assessing the effectiveness of their own and others' writing. Ensure consistent and correct use of tense throughout a piece of writing Evaluate, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors Precise longer passages</p>	<p>Evaluate, ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors Precise longer passages</p>
<p>Writing Outcomes: Newspaper report & Agony Aunt advice letter</p>	<p>Writing Outcomes: Narrative</p>	<p><u>Writing Outcomes</u> Diary entry Newspaper Balanced Argument</p>

<p>Spring 11 weeks</p>		
	<p><u>Most useful grammar</u> Use semi-colons, colons or dashes to mark between independent clauses. Commas to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Commas to separate clauses Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses.</p> <p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>	<p><u>Most useful grammar</u> Use semi-colons, colons or dashes to mark between independent clauses. Commas to avoid ambiguity. Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Commas to separate clauses Brackets, dashes or commas to indicate parenthesis. Semi-colons, colons or dashes to mark independent clauses. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>
	<p><u>Key vocabulary:</u> flashback, flash-forward, similes, metaphors, relieved, comparison, mirroring, extreme sport, real life winged suit, parallel</p>	<p><u>Key vocabulary:</u> nature, blackbird, fern, sparrow, kingfisher, brambles, moss, wren</p>

<p><u>Intended Knowledge</u></p> <p>Can plan their writing, identifying the audience and purpose of their writing, selecting the appropriate form.</p> <p>Can draft and write:</p> <p>Describing settings, characters and atmosphere.</p> <p>Selecting appropriate grammar and vocabulary.</p> <p>Using a wide range of cohesive devices.</p> <p>By precisising longer passages.</p> <p>Using further organisational and presentation devices to structure the text.</p> <p>Using a wide range of cohesive devices.</p> <p>Use expanded noun phrases to convey complicated information precisely.</p> <p>Can evaluate and edit by:</p> <p>Ensuring consistent and correct use of tense.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof read for spelling and punctuation errors.</p>	<p><u>Intended Knowledge</u></p> <p>Can plan their writing, identifying the audience and purpose of their writing, selecting the appropriate form.</p> <p>Selecting appropriate grammar and vocabulary.</p> <p>Using a wide range of cohesive devices.</p> <p>By precisising longer passages.</p> <p>Using further organisational and presentation devices</p> <p>Alliteration</p> <p>Metaphors</p> <p>Similes</p> <p>Onomatopœia</p> <p>Descriptive language</p> <p>Ensuring consistent and correct use of tense.</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Proof read for spelling and punctuation errors.</p>
<p><u>Writing Outcomes</u></p> <p>Newspaper report</p> <p>Police report</p>	<p><u>Writing Outcomes</u></p> <p>Poetry</p>



Most useful grammar:

- Can use relative clauses with a relative pronoun.
- Can use the perfect form of verbs.
- Use expanded noun phrases to convey information concisely.
- Commas to avoid ambiguity.
- Hyphens to avoid ambiguity.
- Brackets, dashes or commas to indicate parenthesis.
- Semi-colons, colons or dashes to mark independent clauses.
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive form
- Use semi colons, colons and dashes to mark boundaries between independent clauses.

Key vocabulary:
 cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome

Intended knowledge: (composition)

- Can plan their writing:
 - identifying the audience and purpose of their writing, selecting the appropriate form and using similar models.
 - Noting and developing initial ideas, drawing on reading where necessary
- Can draft and write:
 - Describing settings, characters and atmosphere.
 - Selecting appropriate grammar and vocabulary.
 - Using a wide range of cohesive devices.
 - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Evaluate and edit by assessing the effectiveness of their own and others' writing.
 - Ensure consistent and correct use of tense throughout a piece of writing
 - Evaluate, distinguishing between the language of speech and writing and choosing the appropriate register.
 - Proof read for spelling and punctuation errors
 - Precise longer passages

Writing Outcomes:
 Recount- Dairy, Newspaper report
 Explanation text
 Letter

