



	Autumn Term				Spring Term			Summer Term			
Year 1/2	Instructions 'How to look after a Dinosaur.' T4W	Dogger (Fiction) RR	T4W NC Reports Superheroes	Narrative poetry Year 1: Julia Donaldson Stick Man	The Elves and the Shoemakers T4W	Billy and The Beast (Fiction) RR	RR: Can't you sleep little Bear?	Recount (Trip) T4W	RR Lila and the Secret of Rain (Fiction)	The Big Book of the Blue (Non-Fiction) RR	Y1 Animal Poetry (Commotion in the Ocean)
				Year 2: The Way Home for Wolf			Classic Poetry Year 2: What is Pink?				RWP Transition unit (Y2) (Bedtime stories)
Year 3/4	Epic Crawl RWP	The Butterfly Lion (Fiction) RR		A Christmas Carol	The Battle Cry RWP	How to Live Forever (Fiction) RR	Narrative Poetry: Revolting Rhymes	Campfire Ghost Stories RWP		Shackleton's Journey (Non-Fiction) RR	RR Playscripts
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	It's my birthday	Owl babies	Three Little Pigs	The train ride.	I love my Daddy
	The night before my birthday	Fox's Socks	Three Billy goats gruff	Whatever Next?	Each Peach Pear Plum
	How many sleeps till my birthday?	The Gruffalo	The Gingerbread Man	The Naughty Bus	The hungry Caterpillar
		Brown Bear	Mr Wolf's pancake	Rosie's walk	The Enormous Turnip
			I love my Mummy.		

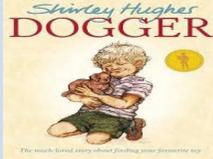
	The little red hen The 3 Billy Goats Gruff		Little Red Riding Hood Jack and The Beanstalk		Topsy and Tim on an aeroplane	Supertato
Reception	Colour Monster goes to school My Family your Family What is Autumn (Non fiction) Pumpkin Soup Little Red Hen (T4W) The Gigantic Turnip	Mr Gumpy's motorcar You can't take an elephant on a bus Oi get off the train Neil Armstrong (Non fiction) (T4W) The Christmas Story	Dinosuar facts (non fiction) Mad about dinosaurs (rhymes) (T4W) Dinosaurs love Underpants Crunch Munch dinosaur lunch Captain Flynn and the pirate dinosaurs	Supertato Veggies assemble Super Daisy Elliot midnight superhero Super pigs If I was a superhero (Poetry) (T4W)	TJack and the Jelly bean stalk Growing and plants (non-fiction) Mad about minibeasts (rhymes) Twist and hop minibeast bop	Facts and information about Farnworth (non-fiction) Paddington Katie goes to London Royal babies big red bus Rumble in the Jungle (rhymes) Over in Australia Betty and the Yeti (T4W)

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(T4W)- How to Look after a Pet Dinosaur
4 weeks



(RR) Dogger -4 weeks



T4W Non-Chronological Report
Superheroes (Traction man?)
4 weeks



Narrative poetry - Julia Donaldson- 2 weeks



Most Useful Grammar

Can leave space between words.

Most Useful Grammar

Can begin to punctuate sentences using capital letters and full stops.

Can join words and clauses using and.

Most Useful Grammar

Can use a capital letter for names of people.

Can join words and clauses using 'and'.

Most Useful Grammar

Can leave spaces between words

Can join words and clauses using 'and'

Can use the personal pronoun I

Can begin to punctuate sentences using a question mark or exclamation mark.

Key vocabulary

Nutritious, Exercise, Snooze, squeaky, infected, nibble

Key vocabulary

Fond, tatty,

Key Vocabulary

Super powers, arch enemy, rescues, lives, side kick

Key vocabulary

Floating, frolicking, doze, choir, Santa, clattering, overhead, tumbling

Intended Knowledge - Composition

Can write from memory simple sentences dictated by the teacher.

Can say out loud what they are going to write about.

Intended Knowledge - Composition

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.

Intended Knowledge - Composition

Can say out loud what I am going to write about.

Can sequence sentences to form a short narrative.

Intended Knowledge - Composition

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.

Writing Outcomes

A set of instructions to look after an animal of their choice

Writing Outcomes

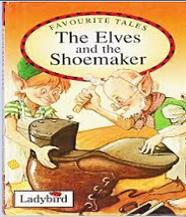
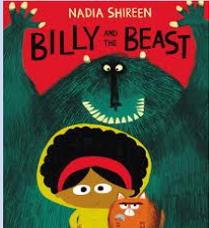
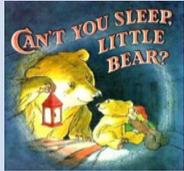
A letter to give advice
A setting description of the fair

Writing Outcomes

A Non chronological report

Writing Outcomes

A character description
A letter to Father Christmas
Instructions of how to look after a stickman

<p>Spring (11 weeks)</p>	<p>(T4W) <u>The Elves and The Shoemaker</u> - 4 weeks</p> 	<p>(RR) <u>Billy and the Beast</u> - 3/4 weeks</p> 	<p>RR: <u>Can't you sleep Little Bear?</u>- 3 Weeks</p> 
	<p><u>Most Useful Grammar</u></p> <p>can punctuate sentences using a capital letter and a full stop.</p>	<p><u>Most Useful Grammar</u></p> <p>Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Can use a capital letter for the personal pronoun 'I'.</p>	<p><u>Most Useful Grammar</u></p> <p>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></p> <p>Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u></p> <p>Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key vocabulary</u></p> <p>sunlight, cave, lantern, shadows, safe, cosy, scared, Bear</p>
	<p><u>Intended Knowledge - Composition</u></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>can discuss what they have written with the teacher or other pupils.</p>	<p><u>Intended Knowledge - Composition</u></p> <p>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 - Composition</u></p> <p>Can re-read what I have written to check that it makes sense.</p>
	<p><u>Writing Outcomes</u></p> <p>A narrative- traditional tale.</p>	<p><u>Writing Outcomes</u></p> <p>A non-chronological report about Beasts</p> <p>A set of instructions on how to make a terrible soup.</p>	<p><u>Writing Outcomes</u></p> <p>A setting description</p> <p>A narrative- short story</p>

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Recount: T4W - 2 weeks



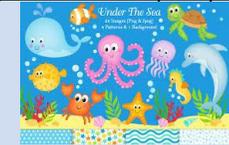
RR Lila and the Secret of the Rain
4 weeks



The Big Book of Blue RR -4 weeks



Poetry: Under the sea poetry- 2 weeks



Most Useful Grammar

Can begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.

Can use a capital letter for the personal pronoun 'I'.

Can leave spaces between words.

Can join words and clauses using and.

Key vocabulary

After, later, finally ,then, adjective, chronological order,

Intended Knowledge - Composition

Can say out loud what they are going to write about.

Can re-read what has been written to check it makes sense.

Can compose a sentence orally before writing it.

Writing outcomes

A recount of a school trip or event

Most Useful Grammar

can punctuate sentences using a capital letter and a full stop.

Key Vocabulary:

Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,

Intended Knowledge - Composition

can compose a sentence orally before writing it.

can discuss what I have written with a teacher.

can sequence sentences to form short narratives.

can discuss what they have written with the teacher or other pupils.

Writing outcomes

A narrative- short story.
Character description of Lila

Most Useful Grammar

can leave spaces between words

Can begin to punctuate using a question mark, full stop and capital letter.

Can join words and clauses using and.

Can use a capital letter for places.

Key vocabulary

Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms

Intended Knowledge - Composition

Can say out loud what I am going to write about.

Can discuss what they have written with the teacher or pupils.

Can read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing outcomes

A non-chronological report about a sea creature
A letter to David Attenborough about saving the blue planet.

Most Useful Grammar

Can begin to punctuate using a exclamation mark, full stop and capital letter.

Can use the personal pronoun 'I'.

Can leave spaces between words

Key vocabulary

poem, poet, rhyme, repeat, verse, perform, voice, loud

Intended Knowledge - Composition

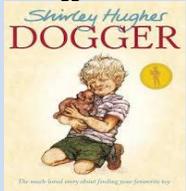
Can read aloud their writing clearly enough to be heard by their peers and the teacher.

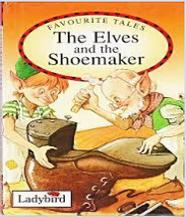
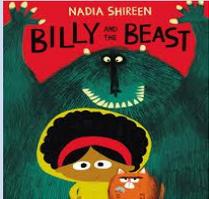
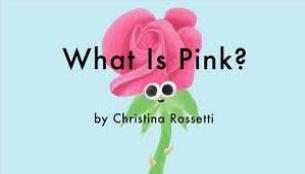
Saying out loud what they are going to write about

Writing outcomes

A riddle poem
A shape poem
An acrostic poem

Year 2 Writing Long Term Overview

<p><u>A</u> <u>u</u> <u>m</u> <u>n</u> <u>14</u> <u>w</u> <u>ee</u> <u>ks</u></p>	<p>(T4W) How to look after a pet dinosaur- 4 weeks</p> 	<p>RR: Dogger- 4 weeks</p> 	<p>T4W NC Reports 4 weeks Superheroes (Traction Man link?)</p> 	<p>Narrative poetry (The Way Home for wolf) - 2 weeks</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> <i>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</i></p> <p>Can use expanded noun phrases to describe and specify</p> <p><i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i></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><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> guidance, imperative, instructions, list, recipe, ingredients, dinosaur, conjunction</p>	<p><u>Key Vocabulary</u> sacrifice, generous, love, selfless, family, loss, comfort, kind</p>	<p><u>Key Vocabulary</u> landscape, continent, climate, report, endless, savannah, population, agriculture</p>	<p><u>Key Vocabulary</u> elder, tundra, twilight, lost, brave, determination, friendship, vowed</p>
	<p><u>Intended Knowledge - Composition</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 - Composition</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 - Composition</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 - Composition</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>
	<p><u>Writing Outcomes</u> A set of instructions to look after an animal of their choice</p>	<p><u>Writing Outcomes</u> Narrative, character description, letter of advice to Dave, setting description (Summer fair)</p>	<p><u>Writing Outcomes</u> Non-Chronological Report</p>	<p><u>Writing Outcomes</u> Report, character description</p>

<p><u>Spr</u> <u>ing</u> <u>11</u> <u>wee</u> <u>ks</u></p>	<p>(T4W) The elves and The Shoemaker- 4 weeks</p> 	<p>(RR) Billy and The Beast- 3/4 weeks.</p> 	<p>Classic Poetry- 2 Weeks</p> 
	<p><u>Most useful grammar</u></p> <p><i>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</i></p> <p>Can use expanded noun phrases to describe and specify</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></p> <p><i>Can use subordination (using when, if, that or because) and coordination (using or, and, or but)</i></p> <p>Can use expanded noun phrases to describe and specify</p> <p><i>Can make the correct choice and consistent use of present tense and past tense throughout writing.</i></p>	<p><u>Most Useful Grammar</u></p> <p>Can use both familiar and new punctuation correctly, including question marks</p> <p>Can use expanded noun phrases to describe and specify</p>
	<p><u>Key vocabulary</u></p> <p>Mysterious, tatty, wearily, astonished, perfect, delighted, glowed, polished, crept, immediately, unwrapped, merrily.</p>	<p><u>Key vocabulary</u></p> <p>Stashed, rummaged, adorable, suspicion, bleak, impressive, keen, plump</p>	<p><u>Key Vocabulary</u></p> <p>verse, couplet, rhyme, classic, line, pattern, poet, stanza</p>
	<p><u>Intended Knowledge - Composition</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p><i>Can plan or say out loud what they are going to write about</i></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>	<p><u>Intended Knowledge</u></p> <p>Can write narratives about personal experiences and those of others (real and fictional)</p> <p><i>Can plan or say out loud what they are going to write about</i></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> <p>Can read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><u>Intended Knowledge - Composition</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>Key Vocabulary</u></p> <p>captive, outfit, imagination, rejoice, suit, battle, combat, adventure</p>	<p><u>Writing Outcomes</u></p> <p>A non-chronological report about Beasts</p> <p>A set of instructions on how to make a terrible soup.</p> <p>A recount of the story</p>	<p><u>Writing outcomes</u></p> <p>A new poem based on a familiar poem.</p>

T4W- Recount 2 weeks.



RR: Lila and The Secret of Rain
3 weeks



RR The Big Book of Blue 4 Weeks.



Transition Unit (RWP)
Bedtime Stories- 4 weeks



Most useful grammar
Can use subordination (using when, if, that or because) and coordination (using or, and, or but)

Can use expanded noun phrases to describe and specify

Can make the correct choice and consistent use of present tense and past tense throughout writing.

Most Useful Grammar

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

Most Useful Grammar

Can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).

Can use commas to separate items in a list

Can use expanded noun phrases to describe and specify

Most Useful Grammar

Can use subordination (using when, if, that or because) and coordination (using or, and, or but)

Can use expanded noun phrases to describe and specify

Can make the correct choice and consistent use of present tense and past tense throughout writing.

Key vocabulary
After, later, finally ,then, adjective, chronological order,

Key Vocabulary:
Beat, gather, failing, crops, scorching, flocks, ebony, echoed, awash,

Key vocabulary
Cartilage, surface, feathery, blow hole, predator, pouch, shoots, drifts, stalks, swarms

Key Vocabulary
Dragons, inference, deduction,

Intended Knowledge
Can write narratives about personal experiences and those of others (real and fictional)

Can plan or say out loud what they are going to write about

Can write down ideas and/or key words, including new vocabulary

Can encapsulate what they want to say, sentence by sentence

Intended Knowledge - Composition

Can write down ideas, sentence by sentence, encapsulating what they want to say.

Can write down ideas and/or key words, including new vocabulary.

Can plan or say out loud what they are going to write about.

Can write for different purposes.

Can evaluate their writing with the teacher and other pupils.

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.

Intended Knowledge - Composition

Can plan or say out loud what they are going to write about.

Can write down ideas and/or key words, including new vocabulary.

Can write for different purposes.

Can evaluate their writing with the teacher and other pupils.

Can proof-read to check for errors in spelling, grammar and punctuation.

To read aloud what they have written with appropriate intonation to make the meaning clear.

Intended Knowledge - Composition

Can write narratives about personal experiences and those of others (real and fictional)

Can plan or say out loud what they are going to write about.

Can evaluate their writing with the teacher and other pupils.

Can proof-read to check for errors in spelling, grammar and punctuation.

To read aloud what they have written with appropriate intonation to make the meaning clear.

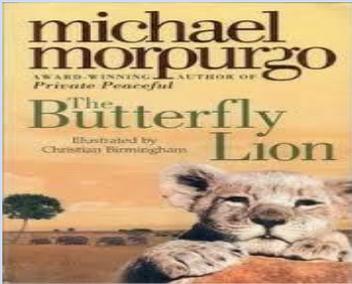
Writing outcomes
A recount of a school trip or event

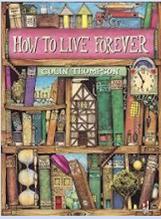
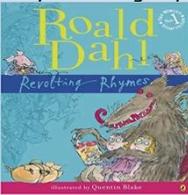
Writing outcomes
A narrative- short story.
Character description of Lila

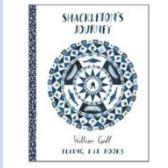
Writing outcomes
A non-chronological report about a sea creature
A letter to David Attenborough about saving the blue planet.

Writing outcomes
Narrative: Bedtime story to share with nursery, reception or Year 1

Year 3 Writing Long Term Overview

<p><u>Au</u> <u>tu</u> <u>mn</u> - <u>14</u> <u>we</u> <u>ek</u> <u>s</u></p>	<p align="center">RWP Epic Crawl- 4/5 weeks</p> 	<p align="center">The butterfly Lion 4/5 Weeks</p> 	<p align="center">A Christmas Carol - 3 weeks</p> 
	<p><u>Most Useful Grammar -</u> Can use and punctuate direct speech Can use conjunctions, adverbs and prepositions to express time and cause Can use fronted adverbials Can use commas after fronted adverbials Can use the present perfect form of verbs in contrast to the past tense.</p>	<p><u>Most Useful Grammar</u> Can use the present perfect form of verbs in contrast to the past tense. Can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Can use conjunctions, adverbs and prepositions to express time and cause Can use headings and sub-headings to aid presentation.</p>	<p><u>Most Useful Grammar</u> Can indicate possession by using possessive apostrophes with plural nouns. Can extend the range of sentences with more than one clause by using: when, if, because, although. Can use conjunctions, adverbs and prepositions to express time and cause</p>
	<p><u>Key Vocabulary:</u> crawl, ruthless, devised, lurks, vanished, resistance, squandered,</p>	<p><u>Key Vocabulary:</u> Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige</p>	<p><u>Key Vocabulary:</u> Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently</p>
	<p><u>Intended Knowledge - Composition</u> Can draft and write, in narratives, settings, characters and plot 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> Can use and create, in narratives, settings, characters and plot. Can organise paragraphs around a theme. Can proof read spelling and punctuation errors. Can discuss and record ideas. Can propose changes to grammar and vocabulary to improve consistency. Can, in non-narrative material, use simple organisational devices [for example, headings and sub-headings] 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 - Composition</u> Can organise paragraphs around a theme Can compose and rehearse sentences orally, building on a varied and rich vocabulary and an increasing range of sentence structure. Can proof read spelling and punctuation errors.</p>
	<p><u>Writing Outcomes:</u> Narrative prologue for a sci fi film. NC report about a spacecraft.</p>	<p><u>Writing Outcomes:</u> Letter Diary Entry Debate: For and against keeping the white lion cub</p>	<p><u>Writing Outcomes</u> Diary Character description.</p>

<p><u>Spring</u> <u>11</u> <u>weeks</u></p>	<p>(RWP) The Battle Cry- 4 weeks</p> 	<p>T4W: How to live Forever- 4 weeks</p> 	<p>Narrative Poetry: Revolting Rhymes-3 weeks</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 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> Mortal, chieftain, cowardice, tyranny, oppression, noble, blaze, glory, slay, reign, foe</p>	<p><u>Key Vocabulary:</u> age-old, forbidden, immortality, faded, lacquered, crammed, delicate</p>	<p><u>Key Vocabulary:</u> Rhythm, Tone, Intonation, Couplet, Metaphor, Simile, Express, Emotion</p>
	<p><u>Intended Knowledge</u> Can use and create, in narratives, settings, characters and plot Can evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Can proof read for spelling and punctuation errors.</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> A speech to persuade an audience. Instructions</p>	<p><u>Writing Outcomes:</u> Diary Debate: would you live forever if you could? Newspaper article: The Man Who Lived forever!</p>	<p><u>Writing Outcomes:</u> Poem A speech</p>

<p><u>Summer</u> <u>13</u> <u>weeks</u></p>	<p>RWP Campfire Ghost Stories- 4/5 weeks</p> 	<p>RR- Shackleton's Journey- 4 weeks</p> 	<p>Play scripts: 3 weeks</p> 
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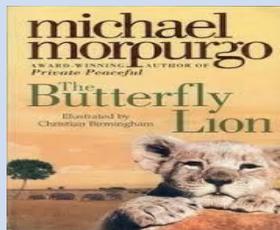
<p><u>Most useful grammar:</u> Can use inverted commas to punctuate direct speech</p> <p>Can use a comma after fronted adverbials</p> <p>Can express time , place using adverbs, conjunctions and prepositions.</p> <p>Can extend the range of sentences with more than one clause by using: when, if, because, although.</p>	<p><u>Most useful grammar:</u> 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 or a vowel.</p>	<p><u>Most useful grammar:</u> 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>Key Vocabulary:</u> atop, cobbled, littered, skids, curious, replica, perplexed,</p>	<p><u>Key Vocabulary</u> recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress</p>	<p><u>Key Vocabulary:</u> Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral</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>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>Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Can, in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p>	<p><u>Intended Knowledge - Composition</u></p> <p>Can proof-read for spelling and punctuation errors</p> <p>Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</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>Writing Outcomes:</u> Ghost story Diary</p>	<p><u>Writing Outcomes:</u> Information text: Brochure/Leaflet A speech NC Report</p>	<p><u>Writing Outcomes</u> Play script</p>

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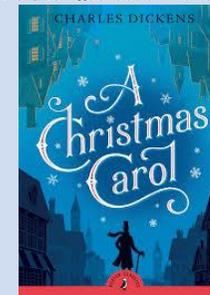
RWP Epic Crawl- 4/5 weeks



The butterfly Lion 4/5 Weeks



A Christmas Carol - 3 weeks



Most useful grammar:

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

Key Vocabulary: crawl, ruthless, devised, lurks, vanished, resistance, squandered,

Intended Knowledge

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.

Writing Outcomes:

Narrative prologue for a sci fi film.
NC report about a spacecraft.

Most Useful Grammar

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.

Key Vocabulary:

Codswallop, confines, discernible, flamboyant, lament, interminably, ominous, plaintive, pungent, rank, prestige

Intended Knowledge - Composition

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.
Can draft and write non-narrative material, use simple organisational devices
Organise paragraphs around a theme

Writing Outcomes:

Letter
Diary Entry
Debate: For and against keeping the white lion cub

Most useful grammar:

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

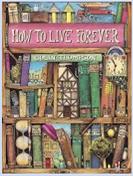
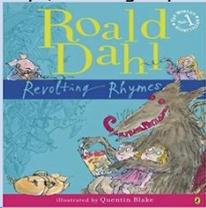
Key Vocabulary: Ignorant, Grasping, Heartless, Cruel, Greedy, Gruesome, Clearing, Gently

Intended Knowledge - Composition

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

Writing Outcomes:

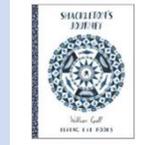
Diary
Character description.

<p><u>Spring</u> <u>11</u> <u>weeks</u></p>	<p>(RWP) The Battlecry- 4 weeks</p> 	<p>T4W: How to live Forever- 4 weeks</p> 	<p>Narrative Poetry (Revolt Rhymes) 2/3 Weeks</p> 
	<p><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</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> Motivate, Powerful, Confident, Positive, Negative, United, Repetition</p>	<p><u>Key Vocabulary:</u> age-old, forbidden, immortality, faded, lacquered, crammed, delicate</p>	<p><u>Key Vocabulary</u> Story, Plot, Speaker, Dramatization, Rhythm, Rhyme, Metaphor, Simile</p>
	<p><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.</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> A speech to persuade an audience. Instructions</p>	<p><u>Writing Outcomes:</u> Diary Debate: would you live forever if you could? Newspaper article: The Man Who Lived forever!</p>	<p><u>Writing Outcomes:</u> Poem A speech</p>

RWP Campfire Ghost Stories- 4/5 weeks



RR- Shackleton's Journey- 4 weeks



Play scripts: 3 weeks



Most useful grammar:

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

Most useful grammar:

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.

Most useful grammar:

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.

Key Vocabulary: atop, cobbled, littered, skids, curious, replica, perplexed,

Key Vocabulary recruitment, supplies, endurance, departure, isolation, pressure, expedition, progress

Key Vocabulary: Tone, Fair, Expression, Narration, Intonation, Project, Scenery, Moral

Intended Knowledge

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

Intended Knowledge

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.

Intended Knowledge

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

Writing outcomes:

Ghost story
 Diary

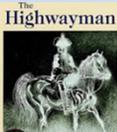
Writing Outcomes:

Information text: Brochure/Leaflet
 A speech

Writing outcomes:

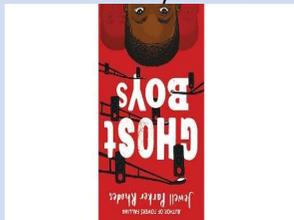
Play script

Year 5 Writing Long Term Overview

<p>A u t u m n 1 4 w e e k s</p>	<p>Letters from the Lighthouse RR 5 weeks approx</p> 	<p>RWP Dual Narrative: The Hunter and The Hunted 5 Weeks approx</p> 	<p>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><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>Narrative: Myth NC Report</p>	<p><u>Writing Outcomes:</u></p> <p>Letter/Diary A dual narrative to build tension</p>	<p><u>Writing Outcomes:</u></p> <p>Poem Short story (recount)</p>

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RR: Ghost boys 6 weeks



RWP: The Storm 5 weeks



Most useful grammar:

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

Key Vocabulary:

Snicker, wince, wary, mushy, tentatively, alliance, shudder, flail, prosecutor, assailant, gavel, jut, contradict, humiliate.

Intended Knowledge

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

Writing Outcomes:

Biography

Setting description

Letter

Debate

Most useful grammar:

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

Key Vocabulary:

Icy brisk prowled eerie gloomy hammering

Intended Knowledge

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.

Writing outcomes

A description of a storm

Poem

Leaflet/Brochure to inform

S u m m e r 1 3 W e e k s	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 Can ensure correct subject and verb agreement when using singular and plural, Can distinguish between the language of speech and writing and choosing the appropriate register Can perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<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
<u>Writing Outcome</u> To deliver a speech to motivate and inspire Newspaper report	<u>Writing Outcomes</u> Letter to Greta Thunberg Information Leaflet NC Report Speech Persuasive Writing	<u>Writing outcomes</u> Letters/Diary entries Story Newspaper report	

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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

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.

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: feud, brawl, tomb, rapier, tetchily, orchard, vowed

Key vocabulary: realm, grotesque, stalagmites, baffled, immersed, putrid, engulfed

Key vocabulary: Empathy, Exasperated, Holocaust, Historical, Ethics, Morality, Politics, Dictatorship

Intended Knowledge: (composition)

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

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 ides, drawing on reading where necessary

 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

 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

Intended Knowledge

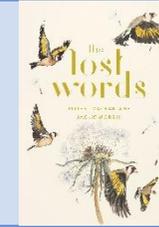
Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.
 In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.

 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.

 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, 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

Writing Outcomes: Newspaper report & Agony Aunt advice letter	Writing Outcomes: Narrative	<u>Writing Outcomes</u> Diary entry Newspaper Balanced Argument
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Spring 11
weeks



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

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

Key vocabulary: flashback, flash-forward, similes, metaphors, relieved, comparison, mirroring, extreme sport, real life winged suit, parallel

Key vocabulary: nature, blackbird, fern, sparrow, kingfisher, brambles, moss, wren

Intended Knowledge

Can plan their writing, identifying the audience and purpose of their writing, selecting the appropriate form.

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.

Intended Knowledge

Can plan their writing, identifying the audience and purpose of their writing, selecting the appropriate form.

Selecting appropriate grammar and vocabulary.

Using a wide range of cohesive devices.

By precisising longer passages.

Using further organisational and presentation devices

Alliteration

Metaphors

Similes

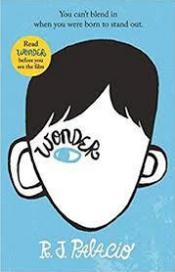
Onomatopoeia

Descriptive language

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	Proof read for spelling and punctuation errors
<u>Writing Outcomes</u> Newspaper report Police report	<u>Writing Outcomes</u> Poetry

<u>Summer 13 weeks</u>	
	<p>Most useful grammar:</p> <p>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: cleft, palate, forewarn, precept, plaque, alignment, deed, monument, mortality, verge, jagged, implant, defect, catastrophe, gauge, syndrome</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. Using a wide range of cohesive devices. Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</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>

Writing Outcomes:
Recount- Dairy, Newspaper report
Explanation text