



The Leys Primary School Subject Overview - Writing 2022-23

Main Text Types to be covered by each year group: Persuasion, Instruction, Explanation, Recount, Discussion/Debate, Non-Chronological Report and Poetry

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Writing to Persuade (Personal, social and emotional Development - PSED)- friendships and conflict.</p> <p>Objectives: Talk about how they respond to certain words, stories and pictures by behaving or wanting to behave in particular ways e.g. pictures of food that make them want to eat things.</p> <p>Watch and listen when one person is trying to persuade another to do something or go somewhere. Recognising what is happening.</p> <p>Give oral explanations e.g. their or another's motives; why and how they can persuade or be persuaded.</p>	<p>Writing to Instruct- How to brush your teeth.</p> <p>Objectives: Responds to instructions involving a two-part sequence</p> <p>Give oral instructions when playing</p> <p>Writes own name and other things such as labels, captions</p> <p>Follow instructions involving a short sequence of ideas or actions</p>	<p>Writing to Explain (Child initiated Learning- CIL) about Growing things/plants.</p> <p>Objectives: Talk about why things happen and how things work; ask questions and speculate.</p> <p>Listen to someone explain a process and ask questions.</p> <p>Give oral explanations e.g. their own or another's motives; why and how they made a construction</p> <p>Explain own knowledge and understanding, and asks appropriate questions of others.</p> <p>Develop their own explanations by connecting ideas and events.</p>	<p>Writing to Recount- Verbally retell stories using story maps and actions.</p> <p>Objectives: Informally recount incidents in own life to other children or adults and listen to others doing the same</p> <p>Experiment with writing in a variety of play, exploratory and role-play situations.</p> <p>Write sentences to match pictures or sequences of pictures illustrating an event</p> <p>Use experience of simple recounts as a basis for shared composition with an adult focusing on retelling, substituting or extending, leading to simple independent writing about a known</p>	<p>Writing to Discuss- PSED about feelings and reactions.</p> <p>Objectives: Experience and recognise that others sometimes think, feel and react differently from themselves.</p> <p>Talk about how they and others might respond differently to the same thing e.g. like a particular picture or story when someone else doesn't.</p> <p>Give oral explanations e.g. their own or another's preferences of what they like to eat and why.</p> <p>Listen and respond to ideas expressed by others in discussion.</p> <p>Initiate conversations, attend to and take</p>	<p>Writing to Inform- Non-chronological report about a school trip/area/park.</p> <p>Objectives: Describe something/ someone (possibly after drawing it/them).</p> <p>Develop the description in response to prompts or questions (What does she like to eat? Has she got a favourite toy?)</p> <p>Ask similar probing questions to elicit a fuller description from someone else.</p> <p>Link statements orally and sticks to a main theme or intention.</p> <p>Read and revisit simple information books (that match their current decoding</p>

	<p>Begin to be able to negotiate and solve problems amicably e.g. when someone has taken their toy.</p> <p>Use simple imperative verbs to persuade e.g. creating written rules or labels, For example, please don't touch, please don't break my model, keep away.</p>		<p>Use labels and captions on simple diagrams e.g. parts of the body</p>	<p>event e.g. what they did on a school trip</p>	<p>account of what others say</p>	<p>ability).</p> <p>Experiment with writing labels, captions and sentences for pictures or drawings in a variety of play, exploratory and role-play situations e.g. when being a dinosaur detective, reporting on fossils for the dinosaur museum.</p>
Key Skills	<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Know that a sentence tells a whole idea and makes sense • Awareness of listener • Communicate ideas through simple written sentences e.g. 'Please don't break my model' (label in the construction area / 'Please can I have a ...' 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> • Write simple sentences, which can be read by themselves and others, following a practical activity such as 'Get ready for Red Nose Day' or 'How to look after a minibeast'. • Use imperative verbs in both talk and writing e.g. put, get 	<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Communicate ideas through simple sentences • Show awareness of the listener. • Orally use joining words such as and, but, because, if e.g. explaining what happens if different fabric is put down a car ramp. Adult asks 'If I put fabric down the ramp, what will happen to the car? Child responds 'It will go slow because it will get in the way of the wheels'. 	<p><u>Grammar focus</u></p> <ul style="list-style-type: none"> • Break the flow of speech into words • Write simple sentences that can be read by themselves and others. • Write short sentences in meaningful contexts e.g. I saw.../I went... 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> • Communicate opinions through simple written sentences e.g. I hope....I like.....I wish... • Show awareness of the listener • Use the personal pronoun 'I' in discussions e.g. during a discussion about their age Matilda said, 'I'm 5 years old!' • In discussions, use joining words such as and, but, because to • Begin exploring thinking further e.g. 'I hate marmite but lots of people like it.' 	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> • Break the flow of speech into words • Orally use joining words such as and, but, because, if e.g. Dogs are good pets because they are friendly. • Write simple sentences, in meaningful contexts, that can be read by themselves and others

Poetry	Whole school poetry competition- National Poetry Day			Whole School Easter Poetry Competition		
Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Key Texts		Whole school Christmas Take 1- One Christmas Wish- Katherine Rundell	Dick Whittington- whole school text.			
<u>Year 1</u>	<p>Writing to Discuss: To write a discussion based on children's own experiences.</p> <p>Objectives: Through talk and role play explore how others might think, feel and react differently from themselves and from each other</p> <p>Write sentences to convey their opinion and the contrasting opinion of someone else (such as a character from a book or peer in the class etc.) e.g. I</p>	<p>Writing to Persuade: To write simple, persuasive sentences by Writing labels and sentences for an in-class exhibition display.</p> <p>Objectives: Read captions, pictures, posters and adverts that are trying to persuade</p> <p>Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective</p>	<p>Writing to Recount: To retell the traditional tale of The little Red riding hood.</p> <p>Objectives: Listen to other's recounts and ask relevant questions to find out more about the event being recounted</p> <p>Read recounts and summarise or sequence key events.</p> <p>Write simple first person recounts linked to events of interest/study or to personal experience, incorporating at least</p>	<p>Writing to Instruct: To write a set of instructions following a practical experience in D.T- simple recipe.</p> <p>Objectives: Listen to and follow a single more detailed instruction and a longer series of instructions.</p> <p>Plan and give clear single oral instructions.</p> <p>Routinely read and follow written classroom labels carrying instructions</p>	<p>Writing to Explain: To complete an explanation report based on safety at the beach.</p> <p>Objectives: Read captions, pictures and diagrams on wall displays and in simple books that explain a process</p> <p>Draw pictures to illustrate a process and use the picture to explain the process orally</p> <p>Ask questions to extend their understanding and knowledge</p>	<p>Writing to Inform: Non Chronological Report based on A series of sentences to describe aspects of a subject.</p> <p>Objectives: Find out about a subject by listening to and reading information books, or by watching a video.</p> <p>Contribute to a discussion on the subject as information is assembled and the the teacher writes the information.</p>

	<p><i>think that he should give the toy back. James thinks that he should keep the toy.</i></p>	<p>Write simple examples of persuasion e.g. in the form of a letter to a character in a book</p>	<p>three chronological 'events' in order, maintaining past tense and consistent use of first person</p>	<p>Read and follow short series of instructions in shared context</p> <p>Contribute to class composition of instructions with teacher scribing</p> <p>Write consecutive instructions independently</p>	<p>Write a series of sentences to explain a simple process based on first-hand experience e.g. chicks hatching, life cycle of a frog</p>	<p>Assemble information on a subject from their own experience e.g. food, pets.</p> <p>Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p>
Key Skills	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Separation of words with spaces •How words can combine to make sentences e.g. <i>I want a rabbit.</i> 	<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> •Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences e.g. <i>Please can we have a rabbit?</i> •Sequencing sentences to form short narratives e.g. <i>Rabbits make good pets. Rabbits are friendly. Rabbits are clean and quiet. They can eat our carrots.</i> 	<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> •Separation of words with spaces. •How words can combine to make sentences •Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. •Joining words and joining clauses using and Sequencing sentences to form short narratives •Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun •Capital letters for names and for the personal pronoun I 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Capital letters for names and for the personal pronoun I •Sequencing sentences to form short narratives, e.g. <i>Super Daisy is brave. Super Daisy saved the Earth. She should get a prize.</i> •Join words and join clauses using 'and'. For example, use 'and' to begin exploring thinking further. •Capital letters for names and for the personal pronoun I 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Sequencing sentences to form short narratives e.g. <i>Chicks have a spike on their beak. This is called the egg tooth.</i> •Joining words and joining clauses using and e.g. <i>The hen lays an egg and sits on it.</i> •Capital letters for names and for the personal pronoun I 	<p><u>Grammar focus</u></p> <ul style="list-style-type: none"> •Separation of words with spaces •How words can combine to make sentences •Introduction to capital letters, full stops, question marks and exclamation •Marks to demarcate sentences e.g. Have you seen an owl? Watch out for their claws! •Sequencing sentences to form short narratives e.g. Owls are birds. Owls catch their food. Owls hunt at night. •Joining words and joining clauses using and e.g. Owls hunt at night and they catch mice. •Capital letters for names and for the personal pronoun I

Poetry	Whole school poetry competition- National Poetry Day		Poetry: Vocabulary building. Recite familiar poems by heart.	Whole School Easter Poetry competition.		Poetry appreciation. Personal responses to poetry.
Poetry Outcomes	<p>Performing- Performing rhymes and poems, including from other cultures, Performing poems with repeated phrases. Create and include actions</p> <p>Creating- Group performance poetry with repeated patterns or lines, List poems, Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Adding words/phrases/captions to images. Generate rhyming words/phrases.</p>					
Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Key Vocabulary	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.					
Key Texts		<p>Stories with predictable phrasing.- Julia Donaldson</p> <p>Whole school Christmas Take 1- One Christmas Wish- Katherine Rundell</p>	<p>Little Red riding Hood</p> <p>Whole School- Take 1- Dick Whittington</p>			Billys Bucket
Year 2	<p>Writing to Explain- information poster on Black History Month.</p> <p>Objectives: Listen to and discuss a wide range of explanatory</p>	<p>Writing to Persuade persuading the sky to let it rain based on the text- Lila and the secret of rain.</p> <p>Objectives: As part of a</p>	<p>Writing to Discuss: should Dick Whittington travel to London?</p> <p>Objectives: Through reading, role play, drama techniques and in life</p>	<p>Writing to Inform: Non Chronological report based on the Moon</p> <p>Objectives: Read texts containing information in a simple report format.</p>	<p>Writing to Recount: recount in the form of a diary entry/letter based on Myths and Legends.</p> <p>Objectives: Discuss the sequence of events</p>	<p>Writing to Instruct: Give directions based on Treasure Island</p> <p>Objectives: Listen to and follow a series of more complex</p>

	<p>texts.</p> <p>Draw on and use new vocabulary from reading explanatory texts.</p> <p>After carrying out a practical activity, contribute to creating a flowchart or cyclical diagram to explain the process.</p> <p>After seeing and hearing an oral explanation of a process, explain the same process orally also using flowchart, language and gestures appropriately.</p> <p>Read flowcharts or cyclical diagrams explaining other processes.</p> <p>Following other practical tasks, produce a flowchart or cyclical diagram independently ensuring content is clearly sequenced.</p> <p>Write a series of sentences to explain the flowchart</p>	<p>wide range of reading, explore persuasive texts (posters, adverts, letters etc.) and begin to understand what they are doing and how</p> <p>Evaluate simple persuasive devices e.g. say which posters in a shop or TV adverts would make them want to buy something, and why</p> <p>Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama</p> <p>Write persuasive texts linked with topics relevant to current experience and motivations.</p>	<p>situations, recognise that different people and characters from texts have different thoughts/ feelings about, views on and responses to particular scenarios.</p> <p>Write a series of sentences to convey their opinion, and a series of sentences to convey the contrasting opinion of another</p>	<p>Through reading, recognise that description is generally used for precision rather than to create an emotional response so imagery is not heavily used</p> <p>Distinguish between a description of a single member of a group and the group in general.</p> <p>After a practical activity, or undertaking some research in books or the web, take part in a discussion, generalising from repeated occurrences or observations</p> <p>Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present and categorise ideas</p>	<p>recounted in texts at a level beyond which they can read independently</p> <p>Collect a range of words and phrases to support chronology.</p> <p>Read recounted information and discuss how information is related.</p> <p>Create simple timelines to record the order of events</p> <p>Write narratives about personal experiences and those of others, in role (real and fictional)</p>	<p>instructions</p> <p>Read and follow simple sets of instructions which include diagrams</p> <p>Analyse some instructional texts and note their function, form and typical language features:</p> <p>Use direct/imperative language</p> <p>As part of a group with the teacher, compose a set of instructions with additional diagrams, list of materials or ingredients and sequential steps</p> <p>Write extended instructions independently.</p> <p>Write titles to show what the instructions are about.</p> <p>Generate synonyms for overused imperative verbs.</p> <p>Explore and generate negative commands</p>
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<p>Key Skills</p>	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. •Subordination (using when, if, that, because) and coordination (using or, and, but) •Expanded noun phrases for description and specification. •How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. •Explore titles of explanations texts and identify that they usually begin with 'how' or 'why' •Write general statements to introduce topics being explained e.g. Some animals hibernate in winter. •Correct choice and consistent use of present tense and past tense throughout writing •Use of the suffixes -er, -est in adjectives 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. •Correct choice and consistent use of present tense and past tense throughout writing. •How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command •Expanded noun phrases for description and specification. •Subordination (using when, if, that, because) and coordination (using or, and, but) •Commas to separate items in a list e.g. list persuasive arguments 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Subordination (using when, if, that, because) and coordination (using or, and, but) •Correct choice and consistent use of present tense and past tense throughout writing. •How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. For example, children generate questions for discussions following reading e.g. <i>Should the boy give the toy back?</i> •Expanded noun phrases for description and specification •Use noun phrases to generalise e.g. <i>some people, everyone in the class, all the boys, most of the girls</i> 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Expanded noun phrases for description and specification. •Use of the suffixes -er, -est in adjectives. •Subordination and coordination. •How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. •Correct choice and consistent use of present tense and past tense throughout writing. •Note how reports are written in the simple present tense and reflect this in their writing. •Use commas to separate items in a list 	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> •Consistent use of past tense throughout writing and correct choice of verb forms. •Extend sentences using coordination (using or, and, but) and subordination (when, because, if, so that) •Expand noun phrases for description and specification e.g. experiment with expanding noun phrases to provide factual detail for the reader. •Use commas to separate items in a list e.g. explore how commas are used to separate adjectives in lists. •Use capital letters and full stops accurately. For example, explore the use of capitalisation for proper nouns used in recount texts. 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences •Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. •Use commas to separate items in a list e.g. to separate items in the 'materials/ equipment needed' list. •Expanded noun phrases for description and specification. •Subordination (using when, if, that, because) and coordination (using or, and, but) e.g. clarify instructions using subordination. •Use of the suffixes -er, -est in adjectives
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Poetry	Whole school poetry competition- National Poetry Day	Christmas Poetry		Whole School Easter Poetry competition.		
Poetry Outcomes	<p>Performing- Contemporary and classic poetry, Lyrics (contractions), Poems with repeated patterns and patterned structure, Question and answer poems, Simple raps</p> <p>Creating- Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. Progressive. Poems that include commands. List poems. Question and answer poems. Calligram words/phrases. Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones). Alliterative sentences. Innovated patterned structures</p> <p>Analysing- Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation</p>					
Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1)</p> <p>Pantomime Y1-4 (9th)</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Key Vocabulary	<p>Recap Y1 Vocab: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> <p>New Y2 Vocab: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>					
Key Texts	Text: Lila and The Secret of Rain by David Conway.	Text: Lila and The Secret of Rain by David Conway. Whole school Christmas Take 1- One Christmas Wish- Katherine Rundell	Dick Whittington- whole school text.	Man on the Moon by Simon Bartram.	St George and the Dragon by Louie Stowell.	Treasure Island by Robert Stevenson.

<p>Year 3</p>	<p>Writing to Recount: Rewrite the story of The Stone Age Boy</p> <p>Objectives: Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events Note the inclusion of relevant, but non-essential detail, to interest and engage the reader Continue to build banks of words supporting chronology, noting those that indicate specific timings Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries Write impersonal newspaper-style reports and add additional detail to add</p>	<p>Writing to Instruct: how to wash a woolly mammoth. .</p> <p>Objectives: • Read and follow increasingly complex instructions • Read and compare examples of instructional text, evaluating their effectiveness. • Research a particular area and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness • Analyse more complicated instructions and identify organisational devices which make them easier to follow, • Independently write clear written instructions using simple devices to aid the reader</p>	<p>Writing to Persuade a persuasive letter based on The Great Kapok Tree</p> <p>Objectives: Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally</p> <p>Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader</p>	<p>Writing to Inform: animal fact file based on Exotic Animals.</p> <p>Objectives: •Read and analyse a number of report texts and discuss their function, form and typical language features, •Use of short statement at the start of each paragraph to introduce each new Topic •Use of impersonal language. •Use of specific language to describe and differentiate and use of precise rather than literary language . •Include exploration of similes and consider how these are used to specify rather than for literary effect, •Explore, and begin to incorporate into their own writing, the language of comparison and contrast •Revisit the use of -er and -est when formulating adjectives - see year 2 •Learn how to take notes from reading/ visual texts and turn notes into sentences, grouping</p>	<p>Writing to Explain: the lifecycle of a plant.</p> <p>Objectives: Read explanations as a whole class, in groups and individually</p> <p>Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart) Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&T or geography) Ensure relevant items are grouped together In formal presentations, explain processes orally using notes Write a series of extended sentences to explain a process Ensure relevant details are included and accounts ended effectively</p>	<p>Writing to Discuss- debate based on Egyptian Cinderella.</p> <p>Objectives:• Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally. •Through role play and drama explore particular persuasive scenarios. •Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader.</p>
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	interest			information <ul style="list-style-type: none"> •Note how writing often moves from general to more specific detail •Write non-chronological reports, independently including the use of organisational devices to aid conciseness, based on notes from several sources 		
Key Skills	<p><u>Grammar Focus</u></p> <ul style="list-style-type: none"> •Expressing time, place and cause using conjunctions •Expressing time, place and cause using adverbs •Expressing time, place and cause using prepositions •Provide further detail through giving examples beginning with 'such as', 'like' •Introduction to paragraphs as a way to group related material and introduce or round off a recount •Identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts •Write finishing lines for a final paragraph 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Expressing time, place and cause using conjunctions [e.g. when, before, after, while, so, because] e.g. to build on the range of conjunctions used in year 2 to extend instructions •Expressing time, place and cause using adverbs [e.g. then, next, soon, therefore] •Expressing time, place and cause using prepositions •Build up and use a wide range of prepositions used to indicate and clarify position •Introduction to paragraphs as a way to group related material. 	<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> •Expressing time, place and cause using conjunctions , adverbs , or prepositions. •Use connecting adverbs to link persuasive points together and provide further justification •Introduction to paragraphs as a way to group related material e.g. generate several reasons for a point of view group related persuasive points together 	<p><u>Grammar focus</u></p> <ul style="list-style-type: none"> •Expressing time, place and cause using conjunctions •Expressing time, place and cause using adverbs •Expressing time, place and cause using prepositions •Include exploration of prepositions to clarify position, for example, •Introduction to paragraphs as a way to group related material e.g. organise information about a topic into obvious groupings, for example, appearance, feeding habits etc. Headings and subheadings to aid presentation 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Expressing time, place and cause using conjunctions •Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. use adverbs to express sequence, for example, first, then, after that, finally •Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] •Introduction to paragraphs as a way to group related material Headings and subheadings to aid presentation 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Expressing time, place and cause using conjunctions, adverbs , or prepositions. For example: use adverbs and conjunctions to offer justification of a point of view. •Use connecting adverbs to link persuasive points together and provide further justification •Introduction to paragraphs as a way to group related material generate several reasons for a point of view group related persuasive points together.

	that indicate the conclusion of the recount, and include a simple summary					
Poetry	Whole school poetry competition- National Poetry Day	Christmas Poetry		Whole School Easter Poetry competition.		
Poetry Outcomes	<p>Performing- Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener. Perform narrative poems. Explore different voices for the narrator and characters. Perform free verse poems</p> <p>Creating- Narrative poems Free verse poems List poems Conversation poems Haiku, Kennings, Calligrams, Special effects: similes, metaphors, personification etc. Song lyrics (apostrophes)</p> <p>Analysing- Read/discuss a range of poems and discuss: Types of poems they are and how you know, Structure of the poem, Purpose of the poem, Poems could be sorted into different forms. Are they easy to sort or are they ambiguous?</p> <p>Summarise poems- Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have.</p>					
Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Key Vocabulary	<p>Recap Y2 Vocab: noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p> <p>Y3 Vocab: preposition, conjunction word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas.</p>					

Key Texts	Text: Stone Age Boy By Satoshi Kitamura	Text: The Great Kapok Tree by Lynne Cherry. Whole school Christmas Take 1- One Christmas Wish- Katherine Rundell	Dick Whittington- whole school text.	True Story of the Big Bad Wolf By A.Wolf	The Wangari's trees of peace by Jeanette Winter	Text: The Egyptian Cinderella by Shirley Climo.
Year 4	<p>Writing to Instruct: How to become a Roman Gladiator</p> <p>Objectives: • In group work, give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness • Compare these in terms of audience/purpose and form. • Write a set of extended instructions and test them out on other people, revise and try them out again. • Include introductory and concluding paragraphs around the instructional Material.</p>	<p>Writing to Persuade: Persuasive report based on The Tin Village</p> <p>Objectives: Read and analyse a range of persuasive texts to identify key features</p> <p>Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing</p>	<p>Writing to Recount: Newspaper report based on Dick Whittington</p> <p>Objectives: Read examples of third person recounts such as letters, newspaper reports and diaries that recount the same event in a variety of ways, such as in the form of a story, a letter, a news report</p> <p>Compare and evaluate texts that recount the same event: identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</p> <p>Write reports that seek to address the reader directly e.g. <i>Have you ever witnessed a volcanic eruption?</i></p>	<p>Writing to Recount: Based on Arthur and The Golden Rope.</p> <p>Objectives: Read examples of third person recounts such as letters, newspaper reports and diaries that recount the same event in a variety of ways, such as in the form of a story, a letter, a news report</p> <p>Compare and evaluate texts that recount the same event: identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</p> <p>Write reports that seek to address the reader directly e.g. <i>Have you ever witnessed a volcanic eruption?</i></p>	<p>1)Writing to Inform: Non Chronological report based on Lesser Spotted Animals</p> <p>Objectives: Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense. Compare with some examples of reports written in the past tense, as in a historical report. Develop research and note-taking techniques. Write non-chronological reports using notes and plans. In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single topic. Write own non-comparative reports, based on notes from several sources, helping</p>	<p>Writing to Discuss:</p> <p>A debate based on The Village That Vanished</p> <p>Objectives: In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced</p> <p>Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama</p> <p>Give well-structured, and extended, justification for feelings and opinions</p> <p>Following discussion of a subject, plan, compose and edit a written</p>

		<p>attention, linguistic devices such as puns, jingles, alliteration, invented words</p> <p>Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader</p> <p>Use graphs, images, visual aids to make the view more convincing</p>			<p>the reader to understand what is being described by organising or categorising information.</p> <p>2)Writing to Explain: Explanation report based on 'Lesser Spotted Animals'.</p> <p>Objectives: Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used)</p> <p>Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms.</p> <p>Comment on, and justify views about, a range of explanatory texts</p> <p>Take notes from reading or film and use these to inform writing</p> <p>Plan clear steps in an explanation; ensure sentences are sequenced</p>	<p>discussion.</p>
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					<p>logically to enable the reader to understand the process</p> <p>Interest the reader by addressing them directly or by relating the subject to their own experience at the end.</p>	
Key Skills	<p><u>Grammar Focus</u> As for Y3 plus:</p> <ul style="list-style-type: none"> •Standard English forms for verb inflections instead of local spoken forms. •Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. •Use words and phrases that help to clarify the sequence of events adverbials •Use the conjunction 'if' to start complex sentences which give additional advice.. •Compare the clarity of the instruction when the adverbial or subordinate clause is fronted. •Use of paragraphs to organise ideas around a theme. 	<p><u>Grammar focus</u> As for Year 3 plus:</p> <ul style="list-style-type: none"> •Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases •Fronted adverbials followed by commas (use a wider range of adverbs/adverbials to build on the range used in year 3) to link persuasive points together. •Use of paragraphs to organise ideas around a theme e.g. •Investigate where paragraphs move from the general to the specific, •Consider organising paragraphs around persuasive points, and counter- arguments. •How statistics, graphs, images, visual aids, etc. 	<p><u>Grammar focus</u> As for Y3 plus:</p> <ul style="list-style-type: none"> •Explore general phrase/clause order in greater detail, for example: using fronted adverbials with commas or moving a subordinating clause to the beginning of a sentence. •Appropriate choice of pronoun or noun and synonyms within and across sentences to aid cohesion and avoid repetition. •Use of paragraphs to organise ideas around a theme- Investigate how the information needed in the introductory sentence to orient the reader (Who? What? Where? When? Etc.) can be re- ordered to best hook the reader's interest. 	<p><u>Grammar focus</u> As for Y3 plus:</p> <ul style="list-style-type: none"> •Explore general phrase/clause order in greater detail, for example: using fronted adverbials with commas or moving a subordinating clause to the beginning of a sentence. •Appropriate choice of pronoun or noun and synonyms within and across sentences to aid cohesion and avoid repetition. •Use of paragraphs to organise ideas around a theme- Investigate how the information needed in the introductory sentence to orient the reader (Who? What? Where? When? Etc.) can be re- ordered to best hook the reader's interest. 	<p>1)Writing to Inform/ Grammar Focus:</p> <ul style="list-style-type: none"> •Draw attention to the importance of subject verb agreements. •Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus. •Explore how subordination and coordination can help the writer move from the general to the more specific within one sentence. •Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. continue building banks of noun phrases used to generalise (see year 2) 	<p><u>Grammar Focus</u> As for Y3 plus:</p> <ul style="list-style-type: none"> •Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases •Fronted adverbials and use of commas after fronted adverbials. •Use of paragraphs to organise ideas around a theme e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph. •Appropriate choice of pronoun or noun (including synonyms) within and across sentences to aid cohesion and avoid repetition.

	<ul style="list-style-type: none"> •Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<p>can be used to support or reinforce arguments</p> <ul style="list-style-type: none"> •How a closing statement repeats and reinforces the original/opening statement or viewpoint. •Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> •Develop the final paragraph as a way of summarising the event in greater detail. •Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text. •Explore and manage the shift between past and present tense in recounts, for example: present tense to describe on-going events/topics/things, compared with past tense to recount the actual event. 	<ul style="list-style-type: none"> •Develop the final paragraph as a way of summarising the event in greater detail. •Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text. •Explore and manage the shift between past and present tense in recounts, for example: present tense to describe on-going events/topics/things, compared with past tense to recount the actual event. 	<p>and include expansion after the noun.</p> <ul style="list-style-type: none"> •Fronted adverbials. Use of paragraphs to organise ideas around a theme within headed sections of reports and consider how the author organised the information •Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <p>2) Writing to Explain- Grammar focus As for Y3 plus:</p> <ul style="list-style-type: none"> •Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. •Fronted adverbials - note how these are usually used to specify a time or cause. •Use of paragraphs to organise ideas around a theme. •Organise following paragraphs according to the stages of the process. •Conclude by addressing the reader. •Appropriate choice of pronoun or noun within 	
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					and across sentences to aid cohesion and avoid repetition. •Decide on an appropriate balance between nouns and pronouns to aid clarity.	
Poetry	Whole school poetry competition- National Poetry Day			Whole School Easter Poetry competition- Poetry- Examine famous riddles then make own Read and write riddles	Research a particular poet & recite a poem by heart.	BLM poems
Poetry Outcomes	<p>Performing- Perform a range of poems exploring intonation, tone, volume and actions. Consider the impact of the above on the listener. Perform narrative poems. Explore different voices for the narrator and characters. Perform free verse poems</p> <p>Creating- Narrative poems Free verse poems List poems Conversation poems Haiku, Kennings, Calligrams, Special effects: similes, metaphors, personification etc. Song lyrics (apostrophes)</p> <p>Analysing- Read/discuss a range of poems and discuss: Types of poems they are and how you know, Structure of the poem, Purpose of the poem, Poems could be sorted into different forms. Are they easy to sort or are they ambiguous?</p> <p>Summarise poems- Poetry analysis/review: Themes/interesting words phrases/type of poem/response/questions you have.</p>					
Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6) Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>

Key Vocabulary	Recap Y3 Vocab: preposition, conjunction word family, prefix, clause, subordinate clause direct speech, consonant, consonant letter vowel, vowel letter inverted commas New Y4 vocab: determiner, pronoun, possessive pronoun adverbial					
Key Texts	Text: Mufaro's Beautiful Daughters by John Steptoe.	Text: The Tin Forest Whole school Christmas Take 1- One Christmas Wish- Katherine Rundell	Dick Whittington- whole school text. Text: Arthur and the Golden Rope by Joe Stanton.	Text: Arthur and the Golden Rope	Text: Lesser Spotted Animals by Martin Brown.	Text: The Village that vanished
Year 5	<p>Writing to Recount: a horror story based on the short clip 'Alma'</p> <p>Objectives: Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required</p> <p>Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader</p> <p>Read recounts which</p>	<p>Writing to Inform: Non Chronological report based on 'Highwaymen'.</p> <p>Objectives: Collect information to write a report in which two or more subjects are compared, e.g. spiders and beetles; solids, liquids and gases</p> <p>Consider using a question in the title to interest the reader.</p> <p>Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style</p> <p>Explore the use of a more personal style in some reports and use this in</p>	<p>Writing to Explain: based on Helium plants using the text- Rosie Revere Engineer</p> <p>Objectives: Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography,</p> <p>Research, take notes and convert these into full sentences later.</p> <p>Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</p> <p>Choose the appropriate form of writing and style to suit a specific purpose</p>	<p>1) Writing to discuss- debate based on who stole the branches from the trees using the text- The Green Paper Caper.</p> <p>Objectives: Distinguish and discuss any texts which seem to explore more than one possible perspective on an issue</p> <p>Experiment with the presentation of various views through discussion, debate and drama.</p> <p>Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</p> <p>Plan, compose, edit and refine a balanced</p>	<p>Writing to Persuade: persuading someone to stay on a paradise island.</p> <p>Objectives: Read and evaluate letters, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</p> <p>Read other examples to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact.</p> <p>From reading, to collect and investigate use of</p>	<p>Writing to Recount- Diary entry based on the day of Odysseus based on the text Odysseus.</p> <p>Objectives: Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required</p> <p>Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader</p> <p>Read recounts which use</p>

	<p>use less obvious chronological markers and decide how the author has decided on paragraph breaks</p> <p>Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases</p> <p>When writing biography, carry out independent research across a range of sources</p>	<p>their own writing when appropriate.</p>	<p>and the audience.</p> <p>Use features of the chosen form to add interest to the writing e.g. charts and diagrams</p> <p>Consider use of vocabulary to inform the reader e.g. technical language or use of precise verbs and nouns</p>	<p>discussion presenting two sides of an argument following a debate.</p> <p>Writing to Instruct: how to make an easter cake which is created in D.T.</p> <p>Objectives: Read sets of instructions which are for more complex procedures, or are combined with other text types and evaluate their effectiveness</p> <p>Continue to develop the complexity of instructions as described in Year 4</p> <p>Write instructions that have clear sections/ subheadings- ensure the text as a whole is cohesive</p> <p>Interweave the use of diagrams and illustrations.</p>	<p>persuasive devices such as words and phrases,</p> <p>Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness</p> <p>Understand how persuasive writing can be adapted for different audiences</p> <p>Combine persuasion with other text types.</p>	<p>less obvious chronological markers and decide how the author has decided on paragraph breaks</p> <p>Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases</p> <p>When writing biography, carry out independent research across a range of sources</p>
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<p>Key Skills</p>	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Develop cohesion of the whole text by: using conjunctions, adverbials, pronouns, synonyms and repetition •Linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph •Varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology •Explore the use of reported versus direct speech and compare the effect •Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Collect and use a range of adverbials to draw similarities and differences. •Other cohesive devices to develop cohesion such as pronouns and synonyms to avoid repetition. •Indicate degrees of possibility using adverbs •Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun •Brackets, Dashes or commas to indicate parenthesis 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Devices to build cohesion within a paragraph. •Build on the range of connecting adverbs/adverbials used in year 4 to present further sequencing. •Use a range of conjunctions to link ideas. •Use pronouns and synonyms to avoid repetition. •Use repetition for effect. •Linking ideas across paragraphs using adverbials of time, place and number or tense choices and referring back to the previous content. •Modal verbs and adverbs to express possibility. •Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun e.g. use relative clauses to add an extra layer of information, •Brackets, dashes or commas for parenthesis. 	<p><u>Writing to Discuss Grammar Focus-</u></p> <ul style="list-style-type: none"> •Devices to build cohesion within a paragraph and across paragraphs. •Indicating degrees of possibility using adverbs and modal verbs to help express a personal opinion in the final paragraph, •Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. <p><u>Writing to Instruct- Grammar Focus:</u></p> <ul style="list-style-type: none"> •Instructions- Linking ideas across paragraphs using cohesive devices. For example, further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion •Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. •Brackets, dashes or commas to indicate parenthesis. •Use of commas to clarify meaning/avoid ambiguity. 	<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> •Indicating degrees of possibility using adverbs or modal verbs. •Explore the use of adverbs of possibility and modal verbs in forming rhetorical Questions. •Explore which modal verbs are most commonly used in persuasive writing, •Explore combinations of modals and adverbs to increase the effect of persuasion e.g. <i>We should definitely consider</i> or <i>We must surely respond</i> or to add a degree of politeness e.g. <i>I wonder if you might possibly</i> 	<p><u>Grammar Focus:</u></p> <ul style="list-style-type: none"> •Develop cohesion of the whole text by: using conjunctions, adverbials, pronouns, synonyms and repetition •Linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph •Varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology •Explore the use of reported versus direct speech and compare the effect •Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.
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Poetry	Whole school poetry competition- National Poetry Day	The Highwayman- poem by Alfred Noyes.		Whole School Easter Poetry competition.	PIE CORBETT 'from the balcony I can see..' -Vocabulary building -Read, write and perform free verse	
Poetry Outcomes	<p>Performing- Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience. Perform your own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating- Blackout poems, Structured grammar poem, Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads, Cinquain, Comic verse, Concrete poems, Exploring and using unusual/surprising word combinations, Kennings, Modal verb poems (if only), Consider layout and presentation.</p> <p>Analysing- Poetry reviews Poetry analysis Recommendations: The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>					
Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1) Pantomime Y1-4 (9th)</p>	<p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Key Vocabulary	<p>Recap Y4 Vocab: determiner, pronoun, possessive pronoun adverbial</p> <p>New Y5 Vocab: modal verb, relative pronoun relative clause, parenthesis, bracket, dash cohesion, ambiguity</p>					
Key Texts	Alma- short animation clip.	<p>The Highwayman- poem by Alfred Noyes.</p> <p>Whole School Take 1- One Christmas Wish- Katherine Rundell-</p>	<p>Whole School Take 1- Dick Whittington</p> <p>Text- Rosie Revere Engineer</p>	Text- The Great Paper Caper by Oliver Jeffers	The Adventures of Odysseus (related to our History topic on The Greeks').	The Adventures of Odysseus (related to our History topic on The Greeks').

<p>Year 6</p>	<p>Writing to Persuade by creating a formal persuasive letter based on Rose Blanche.</p> <p>Objectives: Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example: the expression, sequence and linking of points providing persuasive</p> <p>Orally and in writing, construct effective persuasive arguments: using persuasive language techniques to deliberately influence the listener.</p> <p>Developing a point logically and effectively supporting and illustrating points persuasively anticipating possible objections harnessing the known views, interests and feelings of the audience tailoring the writing to formal presentation</p>	<p>Writing to Discuss: Based on the Christmas Take 1 text- One Christmas Wish</p> <p>Objectives: Through reading, recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</p> <p>Discuss and debate a controversial issue and then write a balanced report: summarising fairly the competing views analysing strengths and weaknesses of different positions drawing reasoned conclusions where appropriate using formal language and presentation as appropriate</p> <p>Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact</p> <p>Choose the appropriate style and form to suit a</p>	<p>1)Writing to Explain: based on Wallace and Gromit cracking contraptions.</p> <p>Objectives: Read, evaluate and discuss the effectiveness of a variety of explanation texts Consider the difference between historical explanations and explanations using the present tense Investigate when a different tense is needed. Choose the appropriate register for the audience and maintain a consistent level of formality throughout the writing. Maintain interest for the reader through various devices, structures and features. Write well-structured introductions to engage the reader, with appropriate endings that conclude the piece clearly. Evaluate clarity, level of detail and effect of your own writing.</p> <p>2)Writing to Instruct: Instructions based on Wallace and Gromit</p>	<p>Writing to Inform: Non-Chronological report based on Spiderwick field guide.</p> <p>Objectives: Write reports as part of a presentation on a non-fiction subject or in response to fictional stimulus. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types. Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information. Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout.</p>	<p>Writing to Recount: creating diary entries based on Hermelin.</p> <p>Objectives: Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on</p>	<p>Writing to Recount A transition piece based on pupil interest.</p> <p>Objectives: Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on</p>
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	<p>where appropriate</p> <p>In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate</p>	<p>specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence</p>	<p>cracking contraptions.</p> <p>Objectives: Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types. Continue to develop the skills set out for year 6 in relation to more complex subjects. Embed instructions within another text type and use the language conventions and grammatical features of the different types of text as appropriate. Identify effective examples of instructions and use these to study the nature of the sentence construction used.</p> <p>Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases.</p> <p>Note where sentences could have been combined to create a more complex construction, but where the author has chosen a more simplistic construction to aid the</p>		<p>knowledge of different non-fiction text types</p>	<p>knowledge of different non-fiction text types</p>
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			<p>reader. Practise clarifying complicated instructions by reducing the complexity of the sentence construction or by adding in punctuation to avoid ambiguity and add precision to meaning. Consider vocabulary choices for precision and clarity.</p>			
Key Skills	<p><u>Grammar focus:</u> As for Y5 plus: •Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. (Build on the exemplification in Year 5). •Explore combinations of modal verbs and adverbs of possibility as outlined in Year 5. •Use of the passive to increase the level of formality by establishing an authoritative and/or impersonal tone e.g.</p>	<p><u>Grammar Focus:</u> As for Y5 plus: •Use of a range of verb forms e.g.: conditionals to establish a polite tone, for example, <i>We were wondering if we could...</i> •Modal verbs to convey likelihood/degree of certainty, for example, <i>immediate action must be taken..., this could be the single greatest opportunity...</i> •The passive voice to establish an authoritative and/or impersonal tone, for example, <i>this issue has been left unresolved for too long..., the benefits have been thoroughly established...</i></p>	<p><u>Grammar Focus:</u> As for Y5 plus: •Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections •Use of passive voice to give a tone of formality and where the agent in the sentence is unimportant. •Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] •Adverbial phrases link events according to chronology and cause. •Use of the colon to introduce a list and use of semicolons within lists of more complex information. •Use the</p>	<p><u>Grammar focus:</u> As for Y5 plus: •Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis. •Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. •Use of the colon to introduce a list and use of semicolons within lists. •Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid</p>	<p><u>Grammar Focus</u> As for Y5 plus: •Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. •Opening and closing lines of paragraphs support movement across the text. •Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers. •Use of the semicolon, colon and dash to mark the boundary between independent clauses. •Explore how colons can be used to increase the impact of key quotations which give</p>	<p><u>Grammar Focus</u> As for Y5 plus: •Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. •Opening and closing lines of paragraphs support movement across the text. •Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers. •Use of the semicolon, colon and dash to mark the boundary between independent clauses. •Explore how colons can be used to increase the impact of key quotations which give</p>

		<ul style="list-style-type: none"> •The subjunctive mood to further demonstrate formality, for example, <i>if we were to take collective responsibility...</i> 	<p>semicolon, colon and dash to mark the boundary between independent clauses.</p> <p>Writing to Instruct: Grammar Focus As for Y5 plus:</p> <ul style="list-style-type: none"> •Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]. •Use of the colon to introduce a list and use of semicolons within lists to aid clarity. •Use of the semicolon, colon and dash to mark the boundary between independent clauses. 	<p>naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for</p> <p>For example, Sparrows are found in ... Sharks are hunted ... Gold is highly valued.</p>	<p>an insight into a person's motives and life choices.</p> <ul style="list-style-type: none"> •Explore how colons can be used to lead to a 'big reveal' of a person's actions. 	<p>an insight into a person's motives and life choices.</p> <ul style="list-style-type: none"> •Explore how colons can be used to lead to a 'big reveal' of a person's actions.
Poetry	Whole School Poetry Competition- National Poetry Day	Nonsense poetry - Jabberwocky		Whole School Easter Poetry competition.	Performance Poetry - The Lion and Albert -Vocabulary building -Read, write and perform free verse	
Poetry Outcomes	<p>Performing- Perform and read aloud a wide range of poems. Consider intonation, tone and volume to show meaning to the audience. Perform your own composition using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Creating- Blackout poems, Structured grammar poem, Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Ballads, Cinquain, Comic verse, Concrete poems, Exploring and using unusual/surprising word combinations, Kennings, Modal verb poems (if only), Consider layout and presentation</p> <p>Analysing- Poetry reviews Poetry analysis Recommendations: The above could include: Connections/devices used/structure/themes and conventions/memorable part/effect on reader/messages from the poem giving reasons</p> <p>Summarise poems</p>					

Key subject links	<p>Class Author Week: Why are we named after this author? (05/09-16/09)</p> <p>National Poetry Day 6/10/22</p>	<p>STEAM week: Science -How fast can it go? The Leys Land Speed Record</p> <p>Take One Book - One Christmas Wish- Katherine Rundell (December)</p>	<p>Take one Book: Dick Whittington- (wb 09/01-20/1)</p> <p>Pantomime Y1-4 (9th)</p>	<p>Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.</p> <p>World Book Day: How have books changed the world? (02/03)</p> <p>STEAM week: How high can you go? (Wb 14/03)</p>	<p>International week (16/5): A week in ...?</p>	<p>STEAM week: How long can it float? (Wb: 26/06 - 30/6)</p> <p>Climate change week: including data from weather station project (wb:03/07 - 07/07)</p>
Key Vocabulary	<p>Recap Y5 words: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity</p> <p>New Y6l key vocab: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>					
Key Texts	Text: Rose Blanche (linked to history topic-WW2)	<p>Text: The Piano (linked to history- WW2)</p> <p>Whole school Christmas Take 1- One Christmas Wish- Katherine Rundell</p>	Wallace and Gromit by Nick Park	Spiderwick field guide.	Hermelin by mini Grey	