

LITERACY	Word Reading	<p>RWI Phonics Teach Set 1 sounds: m a s d t i n p g o c k u b f e l s h h r j v w x y z t h c h q u n g n k I can handle books correctly and follow print left to right, top to bottom I can locate the title I can segment and blend words orally I can recognise words that rhyme</p>	<p>RWI Phonics Recap any single letter alphabet gaps from set 1. Teach children to blend using single letter sounds. Begin to read red tricky words. I know most sounds to individual letters I am beginning to blend and segment in order to read vc and cvc words I am beginning to match spoken word to written word (1: 1 correspondence)</p>	<p>RWI Phonics Recap set 1 special friends sh th ch qu ng nk Secure blending of CVC words using single letter sounds (Word time 1.1-1.5) I can locate and recall the title I can read with 1:1 correspondence across 2 lines of print I can read simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>RWI Phonics Recap any set 1 gaps Teach set 2 sounds. Secure blending off words using single letter sound and digraphs (Word time 1.4-1.6) I can read and understand simple sentences using phonetically decodable words and tricky words I can use phonic knowledge to read and decode regular words I I can reread sentences with fluency</p>	<p>RWI Phonics Teach set 2 sounds. Secure blending off words using single letter sound and digraphs (Word time 1.7) I can read words (decodable and tricky). I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency</p>	<p>RWI Phonics Continue to teach set 2 sounds. Secure blending off words using single letter sound and digraphs including nonsense words. Build speed of read containing set 1 and 2 sounds. End of term assessments Transition work with Year 1 staff</p>	<p>Teach blending of words containing consonant blends (WT 1.7). Teach reading of words containing these Set 2 sounds. Build speed of reading words containing Set 1 sounds. ELG Reading Say a sound for each letter in the alphabet and at least 10 digraphs ELG Reading Read words consistent with their phonic knowledge by sound-blending. ELG Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	Comprehension	<p>Children will be encouraged to enjoy sharing books and rhymes with an adult. They will start to join in with words missing in rhymes and with patterned language of stories and rhymes. They will be asked questions about stories and be encouraged to do the same. Can explain a key event that happened in a story. They can talk about the pictures and who the character are.</p>	<p>Children will begin to talk about events and characters in a story read to me. Children will begin to order three key events from a story. They will be encouraged to make predictions about stories and how characters might act or how the story may end. They will begin to use modelled vocabulary to retell the story (TfW) They will discuss non fiction texts and choose those they are interested in.</p>	<p>During RWI children will begin to listen and ensure their reading makes sense. They will also answer simple questions about the texts they read. They will begin to use modelled vocabulary to retell the story (TfW) and can make simple adaptations to stories orally. They can recall simple facts form non fiction books answering simple questions.</p>	<p>During RWI children will begin to listen and ensure their reading makes sense- rereading to check. They will begin to use modelled vocabulary to retell the story (TfW) and can make further adaptations to stories eg changing characters. They will be encouraged to predict what might happen and explain why. They can describe the characters from familiar stories using new vocabulary.</p>	<p>During RWI children will listen and ensure their reading makes sense. They will listen carefully to stories and 'jump in' when the teacher stops. They are beginning to create their own adventures ,during imaginative play, based on stories they have read. (Evil Pea) Children will describe the character and how they feel using the vocabulary shared, making predictions about the characters. Children will use non fiction texts to find out more information using pictures, diagrams and labels.</p>	<p>During RWI children will listen and ensure their reading makes sense. They will listen carefully to stories and 'jump in' when the teacher stops. They will also answer questions about the books they read – finding the answers in the text. Children will talk about the stories and books they have read comparing them e.g. information and stories. Children will describe characters and events and make predictions about what may happen next. They will talk about texts using the new vocabulary learnt.</p>	<p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text. ELG Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG Comprehension Anticipate – where appropriate – key events in stories. ELG Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>
	Writing (including fine motor)	<p>Texts as a Stimulus: Titch, Pat Hutchins Rosie's Walk, Pat Hutchins Jolly Postman (Simple repetitive text – sentence repeated with two words changed) Dominant hand, tripod grip, mark making & giving meaning to marks</p>	<p>Texts as a Stimulus: Gruffalo/Stick Man - Julia Donaldson Firework poems (to develop vocabulary and pattern) Consolidate dominant hand,/ tripod grip</p>	<p>Texts as a Stimulus: Lost and Found - Oliver Jeffers Recap formation of single letters and special friends. Write CVC words. Begin to hold a sentence for writing. Write labels and caption for pictures.</p>	<p>Texts as a Stimulus: Goldilocks (Traditional tale) The Three Little Pigs (Traditional Tale) Supertato- Paul Linnet Write words including special friends. Hold a sentence for writing. Talk for writing will promote adaptations to language and</p>	<p>Texts as a Stimulus: Busy Royal Family-Marion Billet A ticket around the world by Natalie Diaz and Melissa Owens Write words with set 2 digraphs.. Hold a sentence for writing. Form lower-case and capital letters correctly.</p>	<p>Texts as a Stimulus: Naughty Bus-Jan Oke Write words with set 2 digraphs. Hold a sentence for writing. Form lower-case and capital letters correctly.</p>	<p>Use a capital letter at the beginning of a sentence and a full stop at the end. Use finger spaces most of the time. Is able to write their first name and surname correctly. ELG Writing Write recognisable letters, most of which are correctly formed.</p>

		<p>Form set 1 letters correctly Writing initial sounds Children will hold a sentence orally through games and activities to support this. Children will begin to write simple vc and cvc words from set 1. Writing will focus on orally using simple sentences and patterned structures. Writing names.</p> <p>Patterns and pencil control activities will be included in continuous provision.</p>	<p>Recap formation of set 1 letter.</p> <p>Begin to write and spell set 1 words.</p> <p>Children will continue to practice the skills of orally holding sentence for writing.</p> <p>Rhyming words/sentences</p> <p>Invitations, cards, recipe, shopping list, letter to Santa</p> <p>Name writing, labelling</p> <p>Writing will focus on patterned language for oral rehearsing. Children will begin to write labels and captions for pictures from the story.</p> <p>Writing provision will include a range of opportunities for writing letters and words.</p> <p>Write simple captions.</p>	<p>Begin to write a sentence with finger spaces between words, CL and Fs.</p> <p>Writing simple captions and facts.</p> <p>Writing for purpose as part of their provision will be encouraged.</p>	<p>characters through oral retelling. Exciting adjectives 'Wow words' Creating own picture story maps. Writing captions to accompany story maps.</p> <p>Writing simple sentences to describe the characters and events with CL, FS and finger spaces.</p> <p>Begin to link sentences with then, after, next, and in their language and see this modelled in their writing.</p>	<p>Holding a sentence orally for writing will continue alongside writing opportunities. Children will plan and explain their own adventures changing details orally and with support in writing. Sentences rehearsed will include a growing range of vocabulary, structures and text types (News/wanted/information)</p> <p>Exciting adjectives 'Wow words'</p> <p>Character description</p>	<p>Holding a sentence orally for writing will continue alongside writing opportunities. Children will, through exploring language, learn about a growing range of text types Non fiction writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Write sentences using CL, Fs and finger spaces accurately.</p> <p>Using familiar texts as a model for writing own stories.</p>	<p>ELG Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>ELG Writing Write simple phrases and sentences that can be read by others.</p> <p>ELG Fine Motor Hold a pencil effectively in preparation for fluent writing. Using the tripod grip in almost all cases.</p>
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		ENTERTAINMENT		Information: Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.	Instruction and Explanation: (This begins as simple instructions and develops into explanations) Purpose: To inform the reader about how to accomplish something. Purpose: to help someone understand a process or why something has happened.	Persuasion: Purpose: To promote a particular view or product in order to influence what people think or do. Discussion: Purpose: to present a reasoned and balanced view	
		Narrative: Purpose: to retell an imagined series of events in an interesting and engaging way.	Recount: Purpose: to retell a real life event in an interesting and engaging way.				
Year 1: CONFIDENCE and ACCURACY	Sharing of familiar stories-ensuring the Literacy Spine Texts are read and repeated to immerse children in a variety of texts.	KEY: Full stops Question marks Exclamation marks Capital letter for names, people, places and days of the week. Capital letter for the personal pronoun I	Grammarsaurus: The Place value of Punctuation and Grammar (Context: Jolly Postman/Monkey Puzzle) Pre narrative: Jolly Postman by Janet and Allan Ahlberg/Funny Bones-Allan Ahlberg Focus on simple sentences retelling events without change - <u>CL full stop</u> and independence with sentence = <u>1 idea, CL for names and 1 conjunctions and</u> Revisiting red words and simple sentences. Capital letters for proper nouns.				
	All units are taught with an example as part of the imitation stage. As children repeat genres in recount, instructions the text map from the first can be used as models to build and consolidate skills.	Use time connectives Introduce coordination: <u>and but or</u> Adjectives to describe e.g. The <u>old</u> house... The <u>huge</u> elephant...	Autumn	Narrative Unit 2: Journey (2) Stick Man/Gruffalo's Child by Julian Donaldson Children will use patterned language with simple substitutions of words in writing. Rhyming words Y1 <u>simple sentences consolidated with CL, FS, Finger spaces</u> Introduce <u>and</u>	Recount Unit 1: Stick Man/Gruffalo's Child by Julian Donaldson Y1 <u>simple sentences consolidated with CL, FS, Finger spaces</u> Introduce <u>first person and past tense</u>	Instructions 1: Make your own Stick Man/ How to stay safe on fireworks night! Order instructions with <u>numbered points</u> . Children will be <u>introduced imperative (bossy verbs)</u>	
	Ideas for writing and sentence structures and grammar should be shared and modelled during innovation before inventing their own text.	Alliteration e.g. <u>dangerous dragon slimy snake</u> Similes using as...as... e.g. <u>as tall as a house as red as a radish</u>		Narrative: Firework Poetry Children will perform and write rhyming poems, exploring words and <u>developing rhyming noun phrases</u>			
	Children should be 'Hugging closely' to patterns, structures and language. As the year progresses children will change increasing variables within the text.	Regular <u>plural noun suffixes</u> -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper)	Spring	Narrative Unit 4: Conquering a Monster (4) Three Little Pigs/Supertato-Paul Linnet or Traction Man-Mini Grey Order the events- beginning middle and end <u>Consolidating conjunctions (and)</u> and introduce but and so developing <u>time connectives: then, next, after</u> . Adjectives for characters are used to describe appearance and actions	Recount: Diary of Bob/Penguin Children will build on previous knowledge to write a <u>recount of simple events from the book, ensuring they are in order in the past tense</u> . First person is consolidated with subject verb agreement.	Information 1 Cities from Emma's Aeroplane/Hot and Cold Animals Children will <u>organise simple facts into groups using simple subheadings</u> . These will be written in the <u>present tense</u> and they will also. Label pictures and use captions	Instructions 2 Making Porridge/How do we recycle? Children will build on the previous unit using <u>numbered points, time connectives and imperative verbs</u> . In addition they will also consider <u>opening statements and lists of what they will need with bullet points</u> .
	Spelling should be through phonetically decodable attempts and developing sight vocabulary through the red words within RW1. Dictated sentences and holding a sentence is a key skill to be taught within the phonics sessions.	How the <u>prefix un-</u> changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)		Summer	Narrative Unit 5: Journey (5) Naughty Bus-Jan Oke/ Dougie the Deep Sea Diver- Simon Bartram TFW map- Changing characters Consolidate beginning, middle and end- changing the character or action Consolidating simple sentences and conjunctions and but and so Adjectives for characters are used to describe appearance and actions	Recount: A walk around London/A diary of a bean Children will write a <u>recount of simple events, ensuring they are in order in the past tense</u> . Children will apply knowledge of <u>time connectives</u> to support the <u>ordering of events</u>	Information 2 Fairy tale characters/The sea Children will organise simple facts into groups and write sentences. They will use the <u>connectives and, but, so to link two facts</u> <u>Use technical words to describe and label pictures/in sentences.</u>
			Narrative Unit 6: Journey tale The King's Pants- Nicholas Allen Jack and the Beanstalk- traditional tale changing characters and events. Consolidating conjunctions and <u>time connectives/ building noun phrases with adjectives.</u>				

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		Narrative: Purpose: to retell an imagined series of events in an interesting and engaging way.	Recount: Purpose: to retell a real life event in an interesting and engaging way.					
Year 2: ACCURACY and VARIED	Sharing of familiar stories-ensuring the Literacy Spine Texts are read and repeated to broaden the range of texts children have experienced for writing.	REVISIT; <i>Full stops</i> <i>Question marks</i> <i>Exclamation marks</i> <i>Capital letter for names, people, places and days of the week.</i> <i>Capital letter for the personal pronoun I</i> <i>Use time connectives</i> KEY: <i>Comma after –ly opener</i> <i>e.g. Fortunately,....Slowly,....</i> <i>Speech bubbles /speech marks for direct speech</i>	Grammarsaurus: The Place value of Punctuation and Grammar (Context: Jolly Postman/Monkey Puzzle) Pre narrative 1: Jolly Postman by Janet and Allan Ahlberg/Funny Bones-Allan Ahlberg Focus on simple sentences retelling events without change - <u>CL full stop</u> and independence with sentence = <u>1 idea, CL for names and I</u> <u>conjunctions and</u> <u>Revisiting red words and simple sentences. Capital letters for proper nouns.</u>					
	Children will still use story maps for whole texts or parts of texts as they move through the year to exemplify language and structures.	<i>Apostrophes to mark contracted forms in spelling</i> <i>e.g. don't, can't</i> <i>Apostrophes to mark singular possession e.g. the cat's name</i> <i>Use the progressive and past tenses correctly and consistently.</i> <i>Use adverbials and expanded noun phrases to describe and specify.</i> <i>Introduce subordination: when, if because /coordination and, but and or.</i>	Autumn	Narrative Unit 2: Journey (2) Stick Man/Gruffalo's Child by Julian Donaldson <u>Y2 Focus is on developing vocabulary</u> Introduce <u>contracted forms</u> and suffixes such as disappointment, from previous spellings Introduce <u>-ly adverbs</u> Create story maps and pictures to plan a story.	Recount Unit 1: Stick Man/Gruffalo's Child by Julian Donaldson Past tense and first person Revisit chronological order consolidated from Y1. Revisit time connectives. Revisit sentence punctuation. <u>Exclamative sentence to close</u>	Instructions 1: Make your own Stick Man/ How to stay safe on fireworks night! Order instructions with <u>numbered points</u> and <u>simple time connectives</u> such as first, next and then. Children will be <u>introduced imperative (bossy verbs)</u> <u>Introduce commas in a list.</u> <u>Top tip and warnings given.</u>		
	Ideas for writing and possibilities should be shared during innovation before inventing their own text. Hugging closely is developed into shaking hands (to include additional detail or ideas of the writer) within all genres of writing as children move through the year.	<i>Two adjectives to describe the noun</i> <i>e.g.</i> <i>The scary, old woman...</i> <i>Squirrels have long, bushy tails.</i> Adverbs for description <i>e.g.</i> <i>Snow fell gently and covered the cottage in the wood.</i> Adverbs for Information e.g. <i>Lift the pot carefully onto the tray.</i> <i>The river quickly flooded the town.</i>	Spring	Narrative: Firework Poetry Children will perform and write rhyming poems, exploring words and <u>developing rhyming noun phrases</u> <u>Introduce expanded noun phrases and selecting words for their effect.</u>	Recount: Diary of Bob/Penguin Children will build on previous knowledge to write a <u>recount of simple events from the book</u> , ensuring they are <u>in order in the past tense</u> . Introducing <u>conjunctions when and if</u> <u>Personal thoughts and feelings are introduced.</u> <u>Conclusion looks ahead to the future.</u>	Information 1 Cities from Emma's Aeroplane/Hot and Cold Animals Children will revisit from Y1: <u>organise simple facts into groups using simple subheadings.</u> These will be written in the <u>present tense</u> and they will also use <u>conjunctions to join more than one idea, beginning to introduce new conjunctions- when and if.</u> Include questions and ending and closing sentences.	Instructions 2 Making Porridge/How do we recycle? Children will build on the previous unit using <u>numbered points, time connectives and imperative verbs.</u> In addition they will also consider <u>opening statements and lists of what they will need/top tips and warnings.</u> <u>Range of adjectives and adverbials used for detail.</u>	
	More confident writers should be encouraged to step further away from the sentence structures of the original model using independent ideas- using the slow writing approach to ensure accuracy of their writing.	Generalisers for information, e.g. <i>Most dogs...</i> <i>Some cats...</i> <i>(A fuller list of suffixes can be found in the spelling appendix.)</i>	Summer	Narrative Unit 4: Conquering a Monster (4) Three Little Pigs/Supertato-Paul Linnet or Traction Man-Mini Grey Ordering and changing events <u>Consolidating conjunctions (and, but, or) and introducing when and if.</u> Developing range of <u>time connectives- then, next, after, finally..</u> <u>Consolidate contractions.</u> <u>Describe settings using senses</u> <u>Select vocabulary to uplevel.</u>	Recount: A walk around London/A diary of a bean Children will consolidate <u>recounting simple events, ensuring they are in order in the past tense.</u> Children will apply knowledge of <u>time connectives to support the ordering of events with a wider range of openers and -ly words.</u> <u>Personal thoughts and feelings are developed</u> <u>Conclusion looks ahead to the future.</u> <u>Detail is included to engage the reader.</u>	Information 2 Fairy tale characters/The sea Children will organise simple facts into groups and write sentences. They will use the <u>connectives taught.</u> <u>Opening and closing sentences will be used.</u> <u>Scientific and technical language. Will be used within sentences.</u> <u>Writing will be organised into paragraphs.</u>	Persuasion: Visit London/Don't Blow the House Down! Children will write letter to the wolf using <u>imperative verbs</u> building on knowledge from the instructions units previously. . It will <u>emphasise having one viewpoint to influence the reader.</u>	
	Whilst spelling should be phonetically plausible, there should be the introduction of 'wobbly words' for those who are confident with phonics.			Narrative Unit 5: Journey (5) Naughty Bus-Jan Oke/ Dougie the Deep Sea Diver- Simon Bartram <u>TfW map-</u> Changing characters Consolidating simple sentences and conjunctions and but and so Develop a range of <u>adjectives and expanded noun phrases to describe appearance, attitudes, personality.</u> <u>Select vocabulary to uplevel.</u>				
				Narrative Unit 6: Journey tale The King's Pants- Nicholas Allen Jack and the Beanstalk- traditional tale Talk for Writing- changing characters and events. Consolidating conjunctions and <u>time connectives/ building noun phrases with adjectives.</u> <u>Apply a range of adjectives and expanded noun phrases to describe appearance, attitudes, personality.</u> <u>Apply description of settings using a range of expanded noun phrases.</u> <u>Select vocabulary to uplevel.</u> <u>Detail is used to engage the reader.</u>				

<h1 style="color: red; text-align: center;">Cycle A</h1>		ENTERTAINMENT		Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.</i>	Instruction and Explanation: (This begins as simple instructions and develops into explanations) <i>Purpose: To inform the reader about how to accomplish something.</i> <i>Purpose: to help someone understand a process or why something has happened.</i>	Persuasion: <i>Purpose: To promote a particular view or product in order to influence what people think or do.</i> Discussion: <i>Purpose: to present a reasoned and balanced view</i>	
Year 3/4: ACCURACY, VARIED and INDEPENDENCE		Autumn	Narrative Unit 1: Selecting and ordering events/characterisation Stone Age Boy (Satoshi Kitamura)/How to Train a Dragon (Cressida Cowell) In this portal story, children will focus on revisiting skills from last year and secure punctuation and organisation. <u>events and order</u> Children will <u>consolidate sentences structure (ly openers and compound/ sentences)</u> Children will use appearance, personality, dialogue and action to explore characterisation. <i>Challenge: A variety of subordinate conjunctions and fronted adverbials will be introduced and use of the subordinate clause</i>	PVPG Application recount: Stone Age Boy/A day in the life of a Viking Children will build on the recounts of Y2. They will focus on selecting and ordering events and cohesion through the use of a <u>wider variety of adverbials, noun phrases and past tense.</u> They will reflect on personal thoughts and feelings <i>Challenge: They will build on previous recounts looking at expanding and selecting noun phrases and developing verb choices.</i>		Instructions: How to Wash a woolly Mammoth. By Michelle Robinson/How to train a Dragon- Cressida Cowell In this unit children will revisit the instructional skills taught within the previous unit in the summer of Y2 and will ensure <u>diagrams are integrated with additional detail.</u> The <u>use of a colon will be introduced for a list.</u> <i>Challenge: An ending will ensure the instructions are concluded with a warning to reader.</i>	
			Spring	Narrative 3: Setting Escape to Pompei- Christina Balit/Snow White in New York- Fiona French Children will use story mountain explore plot where a warning is given and the followed or not. Detail to describe <u>setting</u> will be taught. <i>Challenge: similes and metaphors/personification will be introduced.</i>	Recount: Diary of Snow White Boyd Brent/Escaping Pompeii Children will be looking at building on previous recount skills: <u>order, time connectives, past tense, opening paragraph and description.</u> <i>Challenge: Children will make choices of description to create an emotion for their entry.</i>	Information: Volcanoes/New York In this unit children will focus on the whole report, <u>organising information by heading and including an opening and closing paragraph.</u> Children will use <u>generalisers</u> introduced in Y2 summer and introduce <u>additional conjunctions</u> such as also, additionally, furthermore to add cohesion. Children will introduce each paragraph with a <u>topic sentence.</u> <i>Challenge: use a range of additional and causal conjunctions for cohesion.</i>	Instructions: How to build a volcano/ In this unit children will revisit the instructional skills taught within the previous unit and will ensure <u>diagrams are integrated with additional detail.</u> The <u>use of a colon will be introduced for a list.</u> An ending will ensure the instructions are closed. <i>Challenge: More than one sentence will be included for each instruction to add detail.</i>
			Seasonal Poetry: Christmas What is Christmas without love? <u>Lead into performing</u> and <u>use of vocabulary</u> , moving from Stone Age winter into a Christmas Wish, also with a cold setting.				
			Narrative 2: openings A Christmas Wish- Katherine Rundell/ This unit will focus on <u>openings</u> and using different <u>sentences to engage the reader (challenge).</u> <u>Plot- sequence of events</u>				
			Narrative 4: atmosphere and suspense Escape to Pompei- Christina Balit/Snow White in New York- Fiona French Children will <u>plot events with growing independence.</u> Here children are introduced to <u>using verbs for effect</u> to create suspense. Children will use short sentences for effect/pattern of 3 and in combination with <u>adverbials/.../ noun phrases/ dialogue</u> for character. <i>Challenge: sentences varied for effect and used with a growing independence to create suspense and atmosphere.</i>				
<p>Sharing of familiar stories: ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content.</p> <p>During the innovation ideas from texts that can be taken for writing should be explored and new skills introduced taught and applied with sophisticated additions to the text exemplified.</p> <p>Only less confident writers should still be hugging the text closely.</p> <p>Children should be encouraged to step further away from the scaffolds of the model texts, applying the structures taught within their independent ideas-shaking hands (adapting sentence structures) rather than hugging the text.</p> <p>All children should be using the slow writing approach with developing independence: checking their own sentences for accurate grammar.</p> <p>Children should be using word mats and collected vocabulary to spell unknown words, then identifying 'wobbly</p>	<p>Y3 REVISIT: PRESENT PERFECT, ADVERBIALS, PREPOSITIONS, INVERTED COMMAS FOR SPEECH</p> <p>KEY: <u>Present perfect form of verbs in contrast to the past tense.</u> <u>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</u> <u>Use a growing range of fronted adverbials accurately with a comma.</u> Prepositions <u>Next to by the side of</u> <u>In front of during through throughout because of</u></p> <p><u>Use inverted commas for direct speech</u></p> <p>Powerful verbs e.g. stare, tremble, slither</p> <p>More specific / technical vocabulary to add detail e.g. <i>A few dragons of this variety can breathe on any creature and turn it to stone immediately.</i></p> <p>Y4 KEY Fronted Adverbials: Adverb starters to add detail e.g. Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) Prepositional phrases to place the action: on the mat; behind the tree, in the air Develop complex sentences: <u>Main and subordinate clauses with range of subordinating conjunctions and demarcating accurately with a comma.</u> <u>The grammatical difference between plural and possessive –s apostrophes to mark singular and plural possession</u> (e.g. the girl's name, the boys' boots) as opposed to s to mark a plural <u>Full punctuation for direct speech:</u> Each new speaker on a new line Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella! Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news.)</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly E.g. It was midnight. It's great fun. Start with a simile E.g. As curved as a ball, the moon shone brightly in the night sky. Like a wailing cat, the ambulance screamed down the road. '-ed' clauses as starters e.g.</p>						

<p>words' as they write and returning to these after with support to check spelling and ensure accuracy.</p>	<p><i>Frightened, Tom ran straight home to avoid being caught.</i> <i>Exhausted, the Roman soldier collapsed at his post.</i> Expanded -'ing' clauses as starters e.g. <i>Grinning menacingly, he slipped the treasure into his rucksack.</i> <i>Hopping speedily towards the pool, the frog dived underneath the leaves.</i> Drop in -'ing' clause e.g. <i>Jane, laughing at the teacher, fell off her chair.</i> <i>The tornado, sweeping across the city, destroyed the houses.</i> Sentence of 3 for action e.g.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer</p>	<p>Narrative 4: integrating narrative 1-4 /The Iron Man-Ted Hughes</p> <p>This unit will revisit and embed the key skills taught in narrative units for children to write and apply these.</p> <p>Key focus: embedding dialogue into interactions, creating suspense, ordering events, describing settings and using characterisation.</p> <p><i>Challenge: application of a growing range of sentences used for effect.</i></p> <p><i>Correct use of subordinate conjunctions.</i></p>	<p>News Flooding/Windrush</p> <p>Children will include the <u>5Ws</u> within the introduction. <u>Detail</u> will then be developed through noun phrases and recounted events. Adverbials will be used for cohesion.</p> <p><u>Indirect/direct speech</u> will be used to report witness statements.</p> <p><i>Challenge: a growing range of reporting language.</i></p>	<p>Information: Materials/Energy</p> <p>In this unit children will focus on the whole report, <u>organising information by heading</u> and including an <u>opening and closing paragraph</u>. Children will use <u>generalisers</u> and introduce <u>additional conjunctions</u> such as <u>also, additionally, furthermore</u> to add cohesion.</p> <p>Children will also use conjunctions for cause.</p> <p>Children will introduce each paragraph with a <u>topic sentence</u>.</p> <p><i>Challenge: use a range of additional and causal conjunctions for cohesion.</i></p>		<p>Persuasion: Pollution of our Rivers (leaflet/letter)</p> <p>In this unit children will continue to use imperatives to persuade and skills that are introduced will be: <u>personal, informal and direct style</u>, presenting <u>opinions as facts</u> and use of emotive language</p> <p><i>Challenge: Children will organise their ideas into an opening paragraph to hook and group their points together in paragraphs..</i></p>
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<h1 style="color: red; text-align: center;">Cycle B</h1>		ENTERTAINMENT		Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.</i>	Instruction and Explanation: (This begins as simple instructions and develops into explanations) <i>Purpose: To inform the reader about how to accomplish something.</i> <i>Purpose: To help someone understand a process or why something has happened.</i>	Persuasion: <i>Purpose: To promote a particular view or product in order to influence what people think or do.</i> Discussion: <i>Purpose: to present a reasoned and balanced view</i>		
Year 3/4: ACCURACY, VARIED and INDEPENDENCE	<p>Sharing of familiar stories: ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content.</p> <p>During the innovation ideas from texts that can be taken for writing should be explored and new skills introduced taught and applied with sophisticated additions to the text exemplified.</p> <p>Only less confident writers should still be hugging the text closely.</p> <p>Children should be encouraged to step further away from the scaffolds of the model texts, applying the structures taught within their independent ideas-shaking hands (adapting sentence structures) rather than hugging the text.</p> <p>All children should be using the slow writing approach with developing independence: checking their own sentences for accurate grammar.</p>	Autumn	<p>Narrative: Plot (selecting and order events) Scarab's Secret Nick Wood</p> <p>In this portal story, children will focus on revisiting skills from last year and secure punctuation and organisation- ordering and selecting events/relative clauses, ; and a range of sentence structures for effect.</p> <p>Children will look at openings and hooking in a reader- manipulating plot for flashback.</p> <p><i>Challenge: Detail to engage the reader through characterisation will be a key focus- actions, reactions, interactions and dialogue.</i></p>	<p>PVPG recount: Howard Carter</p> <p>Children will include the <u>5Ws</u> within the introduction. <u>Detail</u> will then be developed through noun phrases and recounted events. Adverbials will be used for cohesion.</p> <p><u>Indirect/direct speech</u> will be used to report witness statements.</p> <p><i>Challenge: a growing range of reporting language.</i></p>		<p>Instructions: How to mummify</p> <p>In this unit children will revisit the instructional skills taught within the previous unit and will ensure <u>diagrams are integrated with additional detail</u>. The use of a colon will be introduced for a list. An ending will ensure the instructions are closed.</p> <p><i>Challenge: More than one sentence will be included for each instruction to add detail.</i></p>		
			<p>Narrative 2: Characterisation and dialogue Secrets of a Sun King-Emma Carroll</p> <p>Build dialogue to both convey character and advance action. Build on description (appearance, personality, feelings, actions) and introduce interactions.</p> <p><i>Challenge: vocabulary chosen for effect Dialogue integrated to convey character.</i></p>	<p>News- Tutankhamen Found</p> <p>Introduce the 5 Ws within the introduction, developing this across paragraphs to include more detail. Written in chronological order. Adverbials will be used for cohesion</p>				
			Spring	<p>Narrative: First person Martian</p> <p>Children will explore character writing from previous unit and apply a mood of that character to convey throughout the writing.</p> <p><i>Challenge: Varied sentence structures – fronted adverbials, subordinate and extended noun phrases to be used for effect.</i></p>	<p>News- Space</p> <p>Children will include the <u>5Ws</u> within the introduction. <u>Detail</u> will then be developed through noun phrases and recounted events. A growing range of adverbials and sentence openers will be used for cohesion.</p> <p><i>Challenge: a growing range of reporting language.</i></p>	<p>Biography- Tim Peake</p> <p>In this unit children will focus on the whole report, <u>organising information by heading</u> and including an <u>opening and closing paragraph</u>. Children will use <u>generalisers</u> and introduce <u>additional conjunctions</u> such as also, <u>additionally, furthermore to add cohesion</u>.</p> <p>Children will also use conjunctions for cause.</p> <p>Children will introduce each paragraph with a <u>topic sentence</u>.</p> <p><i>Challenge: use a range of additional and causal conjunctions for cohesion</i></p>	<p>Persuasion- Save our Planet</p> <p>In this unit children will continue to use imperatives to persuade and skills that are introduced will be: <u>personal, informal and direct style</u>, presenting <u>opinions as facts</u> and use of emotive language</p> <p><i>Challenge: Children will organise their ideas into an opening paragraph to hook and group their points together in paragraphs..</i></p>	
				<p>Narrative 4: Description Paper Bag Prince- Colin Thomson</p> <p>Children will use story mountain explore plot where a warning is given and the followed or not. Detail to describe setting will be taught.</p> <p><i>Challenge: similes and metaphors/personification will be introduced.</i></p>				
			Summer	<p>Poetry- language and vocabulary</p>	<p>Diary: Anne Frank</p> <p>Children will be looking at building on previous recount skills: <u>order, time connectives, past tense, opening paragraph and description</u>.</p> <p><i>Challenge: Children will make choices of description to create an emotion for their entry.</i></p>			

<p>Children should be using word mats and collected vocabulary to spell unknown words, then identifying 'wobbly words' as they write and returning to these after with support to check spelling and ensure accuracy.</p>	<p>Hopping speedily towards the pool, the frog dived underneath the leaves. Drop in – 'ing' clause e.g. lane, laughing at the teacher, fell off her chair. The tornado, sweeping across the city, destroyed the houses. Sentence of 3 for action e.g.</p>		<p><i>Challenge: sentences varied for effect and used with a growing independence to create suspense and atmosphere.</i></p> <p><i>Use vague description to create mystery and engage the reader.</i></p>			
			<p>Narrative 6: Integrating aspects of narrative GMT single/dual</p> <p>This unit will revisit and embed the key skills taught in narrative units for children to write and apply these.</p> <p>Key focus: Integrate character, dialogue and setting to create and change mood/atmosphere and to engage the reader.</p> <p>Plot will be manipulated to create flashbacks and ensure openings engage the reader.</p> <p><i>Challenge: Grammar and vocabulary will be selected and manipulated for effect.</i></p>	<p>News –Ocean Pulluntion/Blitz</p> <p>Children will include the <u>5Ws</u> within the introduction. <u>Detail</u> will then be developed through noun phrases and recounted events. A growing range of adverbials and sentence openers will be used for cohesion. The reader will be hooked through use of dramatic headlines and introduction.</p> <p><u>Indirect/direct speech</u> will be used to report witness statements.</p> <p><i>Challenge: a growing range of reporting language.</i></p>		

<h1 style="color: red; text-align: center;">Cycle A</h1>		ENTERTAINMENT		Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.</i>	Instruction and Explanation: (This begins as simple instructions and develops into explanations) <i>Purpose: To inform the reader about how to accomplish something.</i> <i>Purpose: To help someone understand a process or why something has happened.</i>	Persuasion: <i>Purpose: To promote a particular view or product in order to influence what people think or do.</i> Discussion: <i>Purpose: to present a reasoned and balanced view</i>	
Year 5/6: ACCURATE, VARIED, INDEPENDENT, EFFECTIVE and APPROPRIATE		Autumn	Narrative Unit 1: Selecting and ordering events Characterisation Stone Age Boy (Satoshi Kitamura)/How to Train a Dragon In this portal story, children will focus on revisiting skills from last year and secure punctuation and organisation- ordering and selecting events/relative clauses, ; and a range of sentence structures for effect. Children will look at openings and hooking in a reader-manipulating plot for flashback. <i>Challenge: Detail to engage the reader through characterisation will be a key focus- actions, reactions, interactions and dialogue.</i>	PVPG Application recount Stone Age/Viking Children will build on previous learning. They will focus on selecting and ordering events and cohesion through the use of a <u>wider variety of adverbials for cohesion</u> . They will reflect on personal thoughts and feelings and develop this through show not tell and show two different moods. They will build on previous recounts looking at <u>noun phrases including the use of abstract nouns</u> . Children will develop <u>sentence structures</u> revisiting relative clauses. <i>Challenge: colons/semi colons.</i>	Information: Volcanoes/New York Children will revisit all report writing features taught, with a model, innovating on this with a <u>growing complexity of sentence structures, using to engage the reader</u> . A wider variety of <u>comparative and additional conjunctions</u> will be used looking at subtle differences between these. Children will create a <u>glossary for technical language</u> . <i>Challenge: Children will focus on choosing facts and structures for effect, and looking at appropriate use of formal tone within a report.</i>	Instructions: How to Wash a woolly Mammoth. By Michelle Robinson/How to train a Dragon- Cressida Cowell In this unit children will revisit the instructional skills taught within the previous unit and will ensure <u>diagrams are integrated with additional detail</u> . The use of a <u>colon will be introduced for a list</u> . An ending will ensure the reader is engaged with a warning or reminder. <i>Challenge: use of parenthesis for adding advice and brackets for detail within instructions.</i>	Persuasion: Visit Pompeii/New York In this unit children will revisit using imperatives to persuade and skills that are introduced will be: <u>personal, informal and direct style</u> , presenting <u>opinions as facts</u> and use of emotive language and hyperboles. Children will organise their ideas into an <u>opening paragraph to hook</u> and group their points together I <u>paragraphs with clear points and detail to support it</u> . <i>Challenge: Phrases of debate will be used for cohesion.</i>
			Spring	Narrative 3: Setting Escape to Pompei- Christina Balit/Snow White in New York- Fiona French Children will use story mountain explore plot where a warning is given and the followed or not. Children will build on their knowledge of similes/metaphors, personification and <i>onomatopoeia</i> (<i>Challenge</i>) Narrative 4: atmosphere and suspense Escape to Pompei- Christina Balit/Snow White in New York- Fiona French Children will <u>plot events with growing independence</u> planning their own sequence of events building on skills of <u>suspense</u> writing. Here children are introduced to <u>using vocabulary for effect</u> to create different moods at key points within the story using expanded noun phrases <i>in different positions</i> . Children will use a variety of sentences with short sentences used for effect/pattern of 3 and in combination with <u>adverbials/.../ noun phrases/ dialogue</u> for character. <i>Challenge: These will be used and varied with effect alongside RC, ;, and a growing range of sentence structures (sentence poster)</i>		Recount: Diary of Snow White Boyd Brent Children will be looking at building on previous recount skills: <u>order, time connectives, past tense, opening paragraph and description</u> . <u>It will conclude by looking ahead to the following day</u> . <i>Challenge: Children will make choices of description to change moods and emotions throughout their entry.</i>	
Sharing of familiar stories- ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content. Ideas for texts that can be taken for writing should be collected and texts compared and used as models for writing, with discussion focus on effective, varied and appropriate language and sentence structures. Children should be encouraged to step further away from the sentence structures of the original model using independent ideas. Children should be able to independently experiment with sentences to create the most effective version- adding in their own structure and taking risks discussing why they may hook in a reader. Children should have moved away from sophisticated addition and focus more on alteration and the effect this has on the reader. Children should be identifying 'wobbly words' as they write and returning to these after with support to check spelling and ensure accuracy independently.	REVISIT: subordination and coordination adverbials followed by a comma Y5 KEY: <u>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun. Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</u> <u>KEY Indicating degrees of possibility using adverbs, (perhaps, surely) modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</u> <u>Brackets/dashes/commas for parenthesis Colons</u> <u>Semi colons in lists</u> <u>Use of commas to clarify meaning or avoid ambiguity</u> <u>Use of colon to introduce a list and semi-colons within lists.</u> KEY Punctuation of bullet points to list information. Develop complex sentences: Main and subordinate clauses with full range of conjunctions: Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees. Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature. Drop in '-ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen. Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudlythrough the lonely streets ...at midnight Use of rhetorical questions Y6 KEY Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass.						

	<p>Passive: <u>The glass was accidentally dropped by Tom.</u> Active: <u>The class heated the water.</u> Passive: <u>The water was heated.</u></p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of the subjunctive in some very formal writing and speech) as in If I were you.</p> <p><u>KEY The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</u></p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Brackets, dashes and commas for parenthesis</p>	Summer	<p>Narrative 4: integrating narrative 1-4 The Lighthouse/The Iron Man-Ted Hughes</p> <p>This unit will revisit and embed the key skills taught in narrative units for children to write and apply these.</p> <p>Key focus: Integrate character, dialogue and setting to create and change mood/atmosphere and to engage the reader.</p> <p>Plot will be manipulated to create flashbacks and ensure openings engage the reader.</p> <p><i>Challenge: Grammar and vocabulary will be selected and manipulated for effect.</i></p>	<p style="text-align: center;">News Ocean Disaster/Windrush</p> <p>Children will include the <u>5Ws</u> within the introduction. <u>Detail</u> will then be developed to engage the reader.</p> <p>News will have a viewpoint to support an opinion. A range of connectives will be included for cohesion. <u>Indirect/direct speech</u> will be used to report witness statements with a range of <u>reporting language</u> growing. <u>Conclusion</u> will reference the future.</p> <p><i>Challenge: Passive voice and subjunctive form will be used to develop the formal tone.</i></p>	<p>Information: Materials/energy</p> <p>Children will revisit all report writing features taught, with a model, innovating on this with a <u>growing complexity of sentence structures, using to engage the reader</u>. A wider <u>variety of comparative and additional conjunctions</u> will be used looking at subtle differences between these.</p> <p>Children will focus on choosing facts and structures for effect, and looking at appropriate use of <u>formal tone within a report</u></p> <p><i>Challenge: using a range of presentational devices and data.</i></p>		<p>Persuasion: Pollution of the Oceans/</p> <p>In this unit children will revisit using imperatives to persuade and skills that are introduced will be: <u>personal, informal and direct style</u>, presenting <u>opinions as facts</u> and use of emotive language and hyperboles, weasel phrases and a pattern of 3 to hook the reader</p> <p>Children will organise their ideas into an <u>opening paragraph to hook</u> and group their points together in a <u>paragraph with clear points and detail to support it</u>.</p> <p><i>Challenge: Phrases of debate will be used effectively for cohesion.</i></p>
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<h1 style="color: red; font-size: 2em;">Cycle B</h1>		ENTERTAINMENT		Information: <i>Purpose: To inform the reader about a topic describing its characteristics in an interesting and engaging way.</i>	Instruction and Explanation: (This begins as simple instructions and develops into explanations) <i>Purpose: To inform the reader about how to accomplish something.</i> <i>Purpose: To help someone understand a process or why something has happened.</i>	Persuasion: <i>Purpose: To promote a particular view or product in order to influence what people think or do.</i> Discussion: <i>Purpose: to present a reasoned and balanced view</i>		
		Narrative: <i>Purpose: to retell an imagined series of events in an interesting and engaging way.</i>	Recount: <i>Purpose: to retell a real life event in an interesting and engaging way.</i>					
Years 5/6: ACCURACY, VARIED and INDEPENDENCE	<p>Sharing of familiar stories-ensuring the Literacy Spine Texts are read and discussed in terms of language, structure and content. Ideas for texts that can be taken for writing should be collected and texts compared and used as models for writing, with discussion focus on effective, varied and appropriate language and sentence structures.</p> <p>Children should be encouraged to step further away from the sentence structures of the original model using independent ideas.</p> <p>Children should be able to independently experiment with sentences to create the most effective version-adding in their own structure and taking risks discussing why they may hook in a reader.</p> <p>Children should have moved away from sophisticated addition and focus more on alteration and the effect this has on the reader.</p> <p>Children should be identifying 'wobbly words' as they write and returning to these after with support to check spelling and ensure accuracy independently.</p>	<p>REVISIT: subordination and coordination adverbials followed by a comma</p> <p>YS KEY: <u>Relative clauses beginning with who, which, that, where, when, whose or an omitted relative pronoun.</u> <u>Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify)</u> <u>KEY Indicating degrees of possibility using adverbs, (perhaps, surely) modal verbs (e.g. might, should, will, must) or adverbs (perhaps, surely)</u> <u>Brackets/dashes/commas for parenthesis Colons</u> <u>Semi colons in lists</u> <u>Use of commas to clarify meaning or avoid ambiguity</u> <u>Use of colon to introduce a list and semi-colons within lists.</u> <u>KEY Punctuation of bullet points to list information.</u></p> <p>Develop complex sentences: Main and subordinate clauses with full range of conjunctions: Expanded -ed clauses as starters e.g. Encouraged by the bright weather, Jane set out for a long walk. Terrified by the dragon, George fell to his knees.</p> <p>Elaboration of starters using adverbial phrases e.g. Beyond the dark gloom of the cave, Zach saw the wizard move. Throughout the night, the wind howled like an injured creature.</p> <p>Drop in '-ed' clause e.g. Poor Tim, exhausted by so much effort, ran home. The lesser known Bristol dragon, recognised by purple spots, is rarely seen.</p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p>	Autumn	<p>Narrative: Plot (selecting and order events) Scarab's Secret Nick Wood Theseus and the Minotaur</p> <p>In this defeat the monster story children will focus on revisiting skills from last year and secure punctuation and organisation- ordering and selecting events/relative clauses, ; ; and a range of sentence structures for effect. Children will look at openings and hooking in a reader-manipulating plot for flashback.</p> <p><i>Challenge: Detail to engage the reader through characterisation will be a key focus- actions, reactions, interactions and dialogue.</i></p>	<p>PVPG recount: Howard Carter</p> <p>Children will build on the previous units of work. They will focus on selecting and ordering events and cohesion through the use of a wider variety of adverbials for cohesion. They will reflect on personal thoughts and feelings and develop this through show not tell and show two different moods. They will build on previous recounts looking at noun phrases including the use of abstract nouns. Children will develop sentence structures revisiting relative clauses.</p> <p><i>Challenge: colons/semi colons.</i></p>		<p>Instructions: How to mummify?</p> <p>In this unit children will revisit the instructional skills taught within the previous unit and will ensure diagrams are integrated with additional detail. The use of a colon will be introduced for a list. An ending will ensure the reader is engaged with a warning or reminder.</p> <p><i>Challenge: use of parenthesis for adding advice and brackets for detail within instructions.</i></p>	
				<p>Narrative 2: Characterisation and dialogue Secrets of a Sun King-Emma Carroll</p> <p>Build dialogue to both convey character and advance action. Build on description (appearance, personality, feelings, actions) and develop through interactions and reactions.</p> <p><i>Challenge: convey character through word choices for dialogue/accent/dialect. Contrast this between two different characters.</i> <i>Ensure dialogue is fully integrated and appropriate.</i></p>	<p>News- Tutankhamen</p> <p>Children will include the <u>SWs</u> within the introduction. <u>Detail</u> will then be developed to engage the reader. News will have a viewpoint to support an opinion. A range of connectives will be included for cohesion. <u>Indirect/direct speech</u> will be used to report witness statements with a range of reporting language growing.</p> <p><i>Challenge: Passive voice and subjunctive form will be used to develop the formal tone.</i></p>			
				<p>Narrative: First person Martian</p> <p>Revisit characterisation as first person- focus on personal thoughts developed through figurative language and show not tell.</p> <p><i>Challenge: creating a mood or emotion that builds throughout the writing engaging the reader.</i></p>	<p>News- Space</p> <p>Children will include the <u>SWs</u> within the introduction. <u>Detail</u> will then be developed to engage the reader. News will have a viewpoint to support an opinion. A range of connectives will be included for cohesion. <u>Indirect/direct speech</u> will be used to report witness statements with a range of reporting language growing. <u>Conclusion</u> will reference the future.</p> <p><i>Challenge: Passive voice and subjunctive form will be used to develop the formal tone.</i></p>	<p>Biography- Tim Peake</p> <p>Children will revisit all report writing features taught, with a model, innovating on this with a <u>growing complexity of sentence structures, using to engage the reader.</u> A wider variety of comparative and additional conjunctions will be used looking at subtle differences between these. Children will reflect on personal influences of this person.</p> <p><i>Challenge: Children will focus on choosing facts and structures for effect, and looking at appropriate use of formal tone within a report contrasted with personal reflections and influences</i></p>		<p>Persuasion- Save our Planet</p> <p>In this unit children will revisit using imperatives to persuade and skills that are introduced will be: <u>personal, informal and direct style</u>, presenting <u>opinions as facts</u> and use of emotive language and hyperboles, weasel phrases and a pattern of 3 to hook the reader</p> <p>Children will organise their ideas into an <u>opening paragraph to hook</u> and group their points together in a <u>paragraph with clear points and detail to support it.</u></p> <p><i>Challenge: Phrases of debate will be used effectively for cohesion.</i></p>
				<p>Narrative 4: setting/description Paper Bag Prince- Colin Thomson</p> <p>Children develop their integration of setting with characterisation and dialogue from the previous unit. Children will build on their knowledge of similes/metaphors, personification and onomatopoeia (Challenge)</p>				

	<p>Moving sentence chunks (how, when, where) around for different effects e.g. The siren echoed loudly ...through the lonely streetsat midnight</p> <p>Use of rhetorical questions Y6 KEY Active and passive verbs to create effect and to affect presentation of information e.g. Active: Tom accidentally dropped the glass. Passive: The glass was accidentally dropped by Tom. Active: The class heated the water. Passive: The water was heated.</p> <p>Expanded noun phrases to convey complicated information concisely (e.g. the boy that jumped over the fence is over there, or the fact that it was raining meant the end of sports day)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of the subjunctive in some very formal writing and speech) as in If I were you. KEY The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Brackets, dashes and commas for parenthesis</p>	Summer		<p>Poetry- language and vocabulary Broaden their use of effective noun phrases, similes and metaphors.</p> <p>Narrative 5: Mood and atmosphere Blitz Children will <u>plot events with growing independence</u> planning their own sequence of events building on skills of <u>suspense writing</u>. Here children are introduced to <u>using vocabulary for effect</u> to create different moods at key points within the story using expanded noun phrases in <u>different positions</u>. Children will use a variety of sentences with short sentences used for effect/pattern of 3 and in combination with <u>adverbials/.../ noun phrases/ and development of character in previous units</u>. <i>Challenge: These will be used and varied with effect alongside RC, :, and a growing range of sentence structures (sentence poster)</i></p>	<p>Diary: Anne Frank Children will be looking at building on previous recount skills: <u>order, time connectives, past tense, opening paragraph and description</u>. It will conclude by looking <u>ahead to the following day</u>. This will build on characterisation work in narrative to create an emotion or mood of a character and will use informal language choices (contractions, slang, idioms) <i>Challenge: Children will make choices of description to change moods and emotions throughout their entry.</i> <i>Abstract nouns and colours used to create noun phrases.</i></p>			<p>Persuasion- letter to evacuate children .Children will integrate key features of persuasion: emotive language, imperative and hyperbole with the formal tone of a letter to ensure parents send their children to be evacuated.</p>
				<p>Narrative 6: Integrating aspects of narrative (GMT single/dual) This unit will revisit and embed the key skills taught in narrative units for children to write and apply these. Key focus: Integrate character, dialogue and setting to create and change mood/atmosphere and to engage the reader. Plot will be manipulated to create flashbacks and ensure openings engage the reader. <i>Challenge: Grammar and vocabulary will be selected and manipulated for effect.</i></p>	<p>News – Blitz Children will include the <u>SWs</u> within the introduction ensuring it is dramatic and hooks the reader through vocabulary choices. <u>Detail</u> will then be developed to engage the reader. News will have a viewpoint to support an opinion/ be sensational. A range of connectives will be included for cohesion. <u>Indirect/direct speech</u> will be used to report witness statements with a range of <u>reporting language</u> growing. <u>Conclusion</u> will reference the future. <i>Challenge: Passive voice and subjunctive form will be used to develop the formal tone.</i></p>			

