

### BJS Writing Curriculum

Term & Topic	Genre	Vocabulary	Skills/knowledge	Grammar skills	Objectives (Success criteria)	Global Citizenship
<b>Year 3</b>						
Autumn	<ul style="list-style-type: none"> <li>- Poetry on a theme</li> <li>- (1 week)</li> </ul>	<ul style="list-style-type: none"> <li>- Roam</li> <li>- Lurk</li> <li>- Devour</li> <li>- Yank</li> <li>- Kung Fu</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How to form and use: alliteration rhyme assonance</b></li> <li>- <b>Be able to How to form and use: alliteration rhyme assonance Prepare and perform poems. Make connections between poems. Select precise and ambitious vocabulary. Write a poem on a theme.</b></li> <li>- assonance- Assonance is the repetition of a vowel sound in words that are close together in a line of poetry.</li> <li>- simile -A simile is where something is described as being similar to something else (as / like).</li> <li>- rhyme -Rhyming words end with the same sound.</li> <li>- alliteration -Alliteration is the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together.</li> <li>- intonation -Intonation is the changing of tone and pitch to convey meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Sort nouns, verbs, adjectives and adverbs.</li> <li>- Say and distinguish vowel phonemes.</li> <li>- Select precise and ambitious verbs.</li> <li>- Define assonance, alliteration, simile and rhyme.</li> <li>- Select precise and ambitious adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- identify themes in poems and make connections between poems</li> <li>- recognise and use assonance, alliteration and rhyme in poetry</li> <li>- recognise and use similes</li> <li>- use a variety of poetic devices in their own poetry</li> <li>- use intonation, volume and pace to convey meaning in performance poetry</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Personal:</b> Discuss the impact of bullying and how the character is hoping to have a big brother to protect him. Empathise with being an only child and what this means socially.</li> </ul>
	<ul style="list-style-type: none"> <li>- First person narrative</li> <li>- (2weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- Planks</li> <li>- Brackets</li> <li>- Flanked</li> <li>- Horn</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A range of descriptive devices First person perspective How to use coordinating conjunctions</b></li> <li>- <b>Be able to: Describe a setting in detail Build atmosphere through precise selection of vocabulary</b></li> <li>- first person perspective - A text written from the author's perspective (through their eyes), using the pronouns I, me, we, us expanded noun phrase</li> <li>- An expanded noun phrase - adds more detail to the noun by adding one or more adjectives.</li> <li>- adverb - A word that describes how, when or where something happened.</li> <li>- coordinating conjunction - A coordinating conjunction connects words, phrases or main clauses of equal rank, e.g. and, but, or.</li> </ul>	<ul style="list-style-type: none"> <li>- Revisit simple, regular past tense verbs</li> <li>- Identify nouns and verbs.</li> <li>- Revisit simple, irregular past tense verbs.</li> <li>- Add the suffix-ly to an adjective to make an adverb.</li> <li>- Use a comma to separate items in a list.</li> <li>- Correct errors in spelling, specifically common exception words and homophones</li> <li>- Correct errors in grammatical accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>- write using the first person perspective</li> <li>- select precise adjectives to modify nouns in context</li> <li>- use expanded noun phrases to give detailed descriptions</li> <li>- use adverbs to modify verbs in a descriptive context</li> <li>- use coordinating conjunctions to vary sentence structure</li> <li>- use a writing structure to plan a text in note form</li> <li>- sustain the first person perspective in extended writing</li> <li>- use adjectives and adverbs to add detail to their descriptions</li> <li>- use coordinating conjunctions to vary sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
	<ul style="list-style-type: none"> <li>- Non-chronological reports</li> <li>- (3weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- roam</li> <li>- extinct</li> <li>- mammals</li> <li>- graze</li> <li>- species</li> <li>- herbivores</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure and tone of a non-chronological report How to use paragraphs to organise information.</b></li> <li>- <b>Be able to: Use a variety of sentence structures Select and use precise and formal vocabulary</b></li> <li>- Purpose of nonchronological reports and that they are written in a formal tone.</li> <li>- Organisational features to help the reader navigate the text.</li> </ul>	<ul style="list-style-type: none"> <li>- pronouns - Personal pronouns are used in place of a specific person or thing, e.g. I, you, he, she, it, they.</li> <li>- coordinating conjunctions - Coordinating conjunctions are placed between words, phrases,</li> </ul>	<ul style="list-style-type: none"> <li>- use standard English to adopt a formal tone</li> <li>- identify a title and a subheading and punctuate them correctly</li> <li>- structure a paragraph around a theme in their report</li> <li>- use pronouns to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Global:</b> understand how extinction of species will impact the ecosystems of the world. Do extra research as</li> </ul>

			<ul style="list-style-type: none"> <li>- That paragraphs are organised around themes and that each paragraph has a topic sentence which outlines the central theme or key point.</li> <li>- That pronouns are used to avoid repetition.</li> <li>- Conjunctions to help vary sentence structure.</li> <li>- Select vocabulary that helps to present information precisely and concisely.</li> <li>- Use the structure of a non-chronological report</li> <li>- Sustain a formal tone in an extended piece of writing.</li> <li>- Structure a paragraph around a theme within extended writing.</li> <li>- Use conjunctions to help vary the structure of sentences within extended writing.</li> <li>- Edit for meaning in extended writing.</li> <li>- Use presentational devices in an extended piece of writing. Diagrams, images and captions are all examples of presentational devices.</li> </ul>	<p>clauses or sentences of equal rank, e.g. and, but, or.</p> <ul style="list-style-type: none"> <li>- topic sentence - A topic sentence expresses the main idea of the paragraph in which it occurs.</li> <li>- supporting sentence - A supporting sentence develops the main idea presented in the topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- use conjunctions to extend sentences</li> <li>- select nouns and verbs that help present information precisely and concisely</li> <li>- understand the structure of a nonchronological report and use it to plan their own text</li> <li>- use a formal tone in their writing</li> <li>- use paragraphs to organise ideas in extended writing</li> <li>- use pronouns to avoid repetition in extended writing</li> <li>- use conjunctions to help vary the structure of sentences within extended writing</li> <li>- edit for meaning in extended writing</li> <li>- use presentational devices in an extended piece of writing</li> </ul>	homework - explain links to reading Greta and the Giants.
	<ul style="list-style-type: none"> <li>- Formal letters to complain</li> <li>- (2weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- layout</li> <li>- mobility</li> <li>- groceries</li> <li>- aisle</li> <li>- accessible</li> <li>- store</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Formal language - Formal language has a serious tone and uses standard English in speech and writing.</b></li> <li>- <b>Conjunction - A conjunction is a word used to connect clauses in a sentence or to coordinate words or phrases in the same clause.</b></li> <li>- the general purpose of a letter of complaint</li> <li>- the audience is who the text is written for</li> <li>- Revisit the term coordinating conjunction</li> <li>- using the second person perspective</li> <li>- Discuss contexts for formal and informal writing</li> <li>- Analyse the structure of the model text by identifying the purpose of each paragraph.</li> <li>- How paragraphs and topic sentences are used.</li> <li>- that writing needs to be edited for meaning</li> <li>- Revisit the purpose of choosing formal language in a letter of complaint.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify coordinating and subordinating conjunctions.</li> <li>- Recognise the main clause in a sentence.</li> <li>- Identify pronouns.</li> <li>- Classify nouns, verbs and adverbs.</li> <li>- Identify the present progressive tense.</li> <li>- Punctuate sentences, questions and exclamations.</li> <li>- Identify coordinating conjunctions and subordinating conjunctions.</li> <li>- Correct errors in spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience and purpose of a text</li> <li>- use coordinating conjunctions</li> <li>- use subordinating conjunctions accurately</li> <li>- use questions to directly address the reader</li> <li>- choose and use formal language</li> <li>- use a writing structure to plan a text in note form</li> <li>- use paragraphs to organise ideas</li> <li>- edit secretarially</li> <li>- use subordinating conjunctions to connect ideas</li> <li>- choose and use formal language</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Community:</b> Disability in the community - look at buildings around you; can you see access for people with physical disabilities? What sort of issues might arise? This can be incorporated within the context of the model text.</li> </ul>
	<ul style="list-style-type: none"> <li>- Dialogue through narrative</li> <li>- (3weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- ramparts</li> <li>- settlement</li> <li>- raider</li> <li>- flock</li> <li>- skirt</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Historical texts can include historical references.</b></li> <li>- <b>Inverted commas are used to punctuate direct speech.</b></li> <li>- <b>Editing strategies</b></li> <li>- <b>Be able to: Use the third person perspective. Use and sustain the past tense.</b></li> <li>- <b>Carefully select vocabulary.</b></li> <li>- Recognise the key elements of a narrative.</li> <li>- Explain that the purpose of a historical story</li> <li>- How inverted commas are formed and their function to indicate words that are being spoken.</li> </ul>	<ul style="list-style-type: none"> <li>- inverted commas</li> <li>- punctuation of direct speech</li> <li>- simple past tense</li> <li>- Use capital letters for proper nouns.</li> <li>- Select correct end punctuation.</li> <li>- Identify nouns, verbs, adjectives and adverbs.</li> <li>- Revisit key vocabulary from the related History unit.</li> </ul>	<ul style="list-style-type: none"> <li>- use inverted commas to punctuate direct speech</li> <li>- recognise and form the simple past tense</li> <li>- identify and use historical references</li> <li>- select vocabulary precisely</li> <li>- use a simple story structure for a historical narrative</li> </ul>	

			<ul style="list-style-type: none"> <li>- Revisit the function of inverted commas to punctuate direct speech.</li> <li>- Revisit how to use inverted commas and other associated punctuation.</li> <li>- Explain the terms verb, tense and simple past tense.</li> <li>- Explain how the regular simple past tense is formed and that some verbs are irregular.</li> <li>- Explain the meaning of precise and how selecting precise vocabulary can impact on the reader.</li> <li>- Use historical terms</li> <li>- Explain the difference between a historical narrative and writing as a historian.</li> <li>- Analyse the structure of the model text</li> <li>- Explain that dialogue can be used to move the events in a story forward.</li> <li>- Revisit editing secretorially and explain that it means checking the accuracy of your writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Use alphabetical order.</li> <li>- Insert inverted commas into a sentence.</li> <li>- Identify word classes.</li> <li>- Identify errors in basic punctuation.</li> <li>- Identify regular and irregular past tense verbs.</li> <li>- Make spelling corrections, focusing on common exception words.</li> <li>- Add the suffix -ed to root verbs to form the regular simple past tense.</li> <li>- Identify common grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>- use dialogue to move the events in a story forward</li> <li>- use inverted commas accurately to punctuate direct speech</li> <li>- sustain the past tense and third person in writing</li> <li>- sustain the third person perspective</li> </ul>	
	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- (1week)</li> </ul>	<ul style="list-style-type: none"> <li>- coral</li> <li>- drench</li> <li>- hue</li> <li>- surge</li> <li>- Holi</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Key poetic devices including alliteration, rhyme and repetition</b></li> <li>- <b>Intonation changes when we speak and perform.</b></li> <li>- <b>Form helps convey the message in poems.</b></li> <li>- <b>Be able to: Prepare and perform narrative poems.</b></li> <li>- <b>Show understanding through: intonation, action, tone and volume.</b></li> <li>- <b>Make connections between poems.</b></li> <li>- <b>Critically review the performance of a poem.</b></li> <li>- Explain intonation, pace and volume.</li> <li>- Remind pupils that rhyming words end with the same sound.</li> <li>- Remind pupils that alliteration is the use of the same sound in words that are close together.</li> <li>- Define the meaning of repetition as it relates to repeat.</li> <li>- Explain to pupils that a caesura is a pause in a poem</li> <li>- Explain that poetic devices are deliberately chosen by the poet for their effect</li> <li>- When we compare, we look for similarities and differences.</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Intonation- Intonation is the changing of tone and pitch to convey meaning. rhythm</li> <li>- Rhythm is the beat and pace of a poem. The rhythmic beat is created by the pattern of stressed and unstressed syllables. rhyme</li> <li>- Rhyming words end with the same sound.</li> <li>- alliteration -Alliteration is the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together.</li> <li>- caesura -A caesura is a pause in the middle of a line of poetry, usually shown by a punctuation mark.</li> </ul>	<ul style="list-style-type: none"> <li>- explain how poetic devices convey meaning</li> <li>- identify similarities and differences between two poems</li> <li>- explain how poetic devices convey meaning</li> <li>- identify similarities and differences between two poems</li> <li>- review a poetry performance</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Community:</b></li> <li>- <b>Rainbow Riot poem</b> - celebrating other cultures. Holi is a <b>vibrant Hindu festival</b> that celebrates the arrival of spring, the victory of good over evil, and the joy of friendship and love.</li> <li>- Create Holi festival cards or invitations for friends and write the poem inside.</li> </ul>
Spring	<ul style="list-style-type: none"> <li>- Third person narrative</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- blue</li> <li>- perch</li> <li>- harsh</li> <li>- suet</li> <li>- gorge</li> <li>- banquet</li> <li>- dweller</li> <li>- flurry</li> <li>- thick-set</li> <li>- descend</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A range of descriptive devices, including metaphors</b></li> <li>- <b>How to form the third person perspective</b></li> <li>- <b>Be able to: Build atmosphere through precise selection of vocabulary</b></li> <li>- <b>Construct a simple story plot</b></li> <li>- <b>Sustain the past tense</b></li> <li>- Explain that the purpose of a third person narrative</li> <li>- Use precise vocabulary</li> <li>- Explain the term metaphor and how it is different to a simile.</li> </ul>	<ul style="list-style-type: none"> <li>- Simple past tense-The simple past tense is used for actions that have now finished.</li> <li>- Expanded noun phrase-An expanded noun phrase adds more detail to the noun by including one or more adjectives.</li> <li>- Metaphor-A metaphor is a word or phrase used to describe something in a way that is different from its</li> </ul>	<ul style="list-style-type: none"> <li>- select precise vocabulary to build atmosphere.</li> <li>- use metaphors to describe a setting</li> <li>- use expanded noun phrases to add detail to descriptions</li> <li>- write from the third person perspective</li> <li>- use adverbs and prepositions to describe how, when and where</li> </ul>	

			<ul style="list-style-type: none"> <li>- Use expanded noun phrase with a comma to separate the adjectives.</li> <li>- Use the third person perspective and the pronouns attached to it.</li> <li>- That an adverb modifies the verb and that not all adverbs end in -ly.</li> <li>- Explain the function of a preposition.</li> <li>- Editing for meaning.</li> </ul>	normal use, in order to show that the two things have the same qualities.	<ul style="list-style-type: none"> <li>- create a clear and simple story plot</li> <li>- plan a story with a simple plot</li> <li>- select vocabulary that builds atmosphere</li> <li>- use expanded noun phrases to give detailed descriptions</li> <li>- use adverbs and prepositions to describe how, when and where</li> <li>- edit for meaning</li> </ul>	
	<ul style="list-style-type: none"> <li>- Non-chronological reports</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- capital city</li> <li>- century</li> <li>- copper</li> <li>- accent</li> <li>- nation</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure and tone of a non-chronological report, How to use paragraphs to organise information.</b></li> <li>- <b>Be able to: Use a variety of sentence structures, Select and use precise and formal vocabulary.</b></li> <li>- Know the purpose of non-chronological reports.</li> <li>- Use formal words and phrases to create a formal tone.</li> <li>- Know the function and purpose of a title, subheadings and paragraphing.</li> <li>- Know paragraphs are organised around themes and not chronology.</li> <li>- Know that pronouns are used to avoid repetition.</li> <li>- Understand the purpose and function of conjunctions to connect words, phrases and clauses.</li> <li>- That precise language is used in non-chronological reports to provide the reader with information quickly.</li> <li>- Use coordinating and subordinating conjunctions in own writing.</li> <li>- Organise own paragraphs around themes.</li> <li>- Apply the structure of a non-chronological report to own writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Pronouns-Personal pronouns are used in place of a specific person or thing, e.g. I, you, he, she, it, they.</li> <li>- Conjunction-A conjunction is a word used to connect clauses or sentences.</li> <li>- Topic sentence-A topic sentence expresses the main idea of the paragraph in which it occurs.</li> <li>- Supporting sentence-A supporting sentence develops the main idea presented in the topic sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- use a formal tone in writing</li> <li>- use correctly punctuated titles and subheadings</li> <li>- write a topic sentence and supporting sentences on a theme</li> <li>- use pronouns to avoid repetition</li> <li>- use conjunctions to vary sentence structure</li> <li>- select vocabulary to convey information precisely and concisely</li> <li>- understand the structure of a nonchronological report and use it to plan a text</li> <li>- use a formal tone in writing</li> <li>- structure a paragraph around a theme</li> <li>- use conjunctions to vary sentence structure</li> <li>- use pronouns to avoid repetition in extended writing</li> <li>- select precise and concise vocabulary</li> <li>- edit for meaning in extended writing</li> <li>- use presentational devices in an extended piece of writing</li> </ul>	Any area of Global Citizenship can be linked to this as the topic of non-chronological reports. If linked to IPC any trips could also be linked to GC and developed through writing.
	<ul style="list-style-type: none"> <li>- Advanced instructional writing</li> <li>- (2 Weeks)</li> </ul>	-	<ul style="list-style-type: none"> <li>- <b>Know: How the organisation of a text can aid the reader, The importance of careful sequencing in instructional writing.</b></li> <li>- <b>Be able to: Use imperative verbs, Use adverbs to describe when and how, Use prepositions to add detail.</b></li> <li>- Explain the purpose of instructions.</li> <li>- Know that imperative verbs are verbs that are used to command.</li> <li>- Know a formal tone conveys serious, factual information in writing.</li> <li>- Explain the function of an adverb and link this specifically to instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- Imperative-The imperative is the form of a verb that is usually used for giving orders, e.g. fold.</li> <li>- Adverb-A word that describes how, when or where something happened.</li> <li>- Preposition-A word that describes how, when or where something is in relation to something else.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how presentational and organisational devices are used to structure information clearly</li> <li>- Use imperative verbs to command</li> <li>- Use and sustain a formal tone</li> <li>- Use adverbs to describe how, when and where</li> <li>- Use prepositions to describe how, when and where</li> <li>- Use the structure of advanced instructional writing</li> </ul>	

			<ul style="list-style-type: none"> <li>- How prepositions are used in instructions to add precision.</li> <li>- Use the structure of advanced instructional writing.</li> <li>- Editing secretarially and explain that it means checking the accuracy of writing.</li> </ul>		<ul style="list-style-type: none"> <li>- Use and sustain a formal tone in writing</li> <li>- Use adverbs and prepositions in writing</li> <li>- Edit secretarially</li> </ul>	
	First person narrative descriptions (2 Weeks)	<ul style="list-style-type: none"> <li>- glimpse</li> <li>- looming</li> <li>- skyscraper</li> <li>- estuary</li> <li>- torrent</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A range of descriptive devices, The first person perspective How to use coordinating conjunctions.</b></li> <li>- <b>Be able to: Describe a setting in detail, Build atmosphere through precise selection of vocabulary.</b></li> <li>- Give the definition of the first person perspective and revisit the associated pronouns.</li> <li>- Use expanded noun phrases, and use a comma to separate the adjectives.</li> <li>- Explain adjective choice can modify the way the noun is presented.</li> <li>- Know the purpose of an adverb is to modify the verb and not all adverbs end in -ly.</li> <li>- Explain the purpose and function of conjunctions to connect words, phrases and clauses.</li> <li>- Explain the structure of a basic first person narrative.</li> <li>- Be able to sustain a first person perspective in a narrative.</li> <li>- Know to describe characters and settings using adjectives and adverbs.</li> <li>- Understand how to apply planning to structuring writing.</li> </ul>	<ul style="list-style-type: none"> <li>- First person perspective -A text written from the author's perspective (through their eyes), using the pronouns I, me, we, us.</li> <li>- Expanded noun phrase- An expanded noun phrase adds more detail to the noun by adding one or more adjectives.</li> <li>- Adverb- A word that describes how, when or where something happened.</li> <li>- Conjunction -A conjunction is a word used to connect phrases, clauses or sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and sustain the first person perspective</li> <li>- Use expanded noun phrases to describe in detail</li> <li>- Select precise adjectives to modify nouns</li> <li>- Use adverbs to modify verbs</li> <li>- Use conjunctions to vary sentence structure</li> <li>- Use the structure of a model text to inform writing</li> <li>- Use and sustain the first person perspective and past tense in extended writing</li> <li>- Use adjectives and adverbs for detailed description</li> <li>- Use conjunctions to vary sentence structure</li> </ul>	
	Performance poetry (1 Week)	<ul style="list-style-type: none"> <li>- Baba Yaga</li> <li>- nagger</li> <li>- fare</li> <li>- gut</li> <li>- banking</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Key poetic devices including alliteration, rhyme and repetition, Intonation changes when we speak and perform, Form helps convey the message in poems Prepare and perform poems.</b></li> <li>- <b>Be able to: Show understanding through intonation, action, tone and volume, Make connections between poems, Critically review the performance of a poem.</b></li> <li>- Explain the terms intonation, pace and volume.</li> <li>- Recall the definitions of rhyme, repetition and alliteration.</li> <li>- Explain the meaning of onomatopoeia.</li> <li>- Revisit the language of comparison, to identify similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>- Intonation- Intonation is the changing of tone and pitch to convey meaning.</li> <li>- Rhyme- Rhyming words end with the same sound.</li> <li>- Alliteration -Alliteration is the use of the same sound or sounds, especially consonants, at the beginning of several words that are close together.</li> <li>- Onomatopoeia- Onomatopoeia is the act of creating or using words that include sounds that are similar to the noises the words refer to.</li> <li>- Tone- Tone conveys the author's attitude. It can be referred to as the mood or the atmosphere.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepare and perform narrative poems, showing understanding through intonation, pace and volume</li> <li>- Recognise poetic devices</li> <li>- Understand why poets have chosen particular poetic devices</li> <li>- Identify similarities and differences between two poems</li> <li>- Critically review the performance of a poem</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>- Third person narrative</li> <li>- animal stories</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- predator</li> <li>- prey</li> <li>- bramble</li> <li>- snout</li> <li>- fang</li> <li>- adder</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How to form the third person perspective</b></li> <li>- <b>How to construct regular and irregular past tense verbs</b></li> <li>- <b>A range of descriptive devices</b></li> <li>- <b>Be able to: Sustain the third person perspective and the past tense</b></li> <li>- <b>Select vocabulary to create atmosphere</b></li> </ul>	<ul style="list-style-type: none"> <li>- third person perspective -The third person perspective refers to a class of pronoun (and its accompanying verb) that is used to refer to a person or thing other than the</li> </ul>	<ul style="list-style-type: none"> <li>- select appropriate pronouns for writing in the third person</li> <li>- use the simple past tense at sentence level</li> </ul>	<b>Personal:</b> Discuss the role of a predator. Is a bully a sort of predator? Could the main animal in the story

		<ul style="list-style-type: none"> <li>- adversary</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use similes and metaphors as descriptive devices</b></li> <li>- Recognise and use the third person perspective</li> <li>- Understand and construct regular and irregular past tense verbs</li> <li>- Use carefully selected adjectives, adverbs and verbs to build character</li> <li>- Use expanded noun phrases as descriptive devices</li> <li>- Recognise figurative language and how it can be used as a descriptive device</li> <li>- Use models as a stimulus for your own writing</li> <li>- Use role play to develop characters in a story</li> <li>- Match descriptive devices to each section of a text plan for clarity</li> <li>- Use and sustain the third person perspective and the simple past tense within extended writing</li> <li>- Use a range of descriptive devices within extended writing</li> <li>- Edit for meaning in extended writing</li> <li>- Select vocabulary to create atmosphere in an extended piece of writing</li> <li>- Use similes and metaphors effectively within extended writing</li> <li>- Edit a piece of extended writing secretarially</li> </ul>	<p>speaker or the listener, e.g. He runs.</p> <ul style="list-style-type: none"> <li>- simple- past tense The simple past tense is used to describe verb forms for actions that have now finished.</li> <li>- simile- A simile is an expression that compares one thing with another and always includes the words 'as' or 'like'.</li> <li>- metaphor- A metaphor is an expression that describes a person or object by referring to something that is considered to have similar characteristics to that person or object.</li> <li>- expanded noun phrase- An expanded noun phrase is a descriptive phrase normally made up of a noun as well as one or more adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- carefully select adjectives and adverbs to describe characters and their features</li> <li>- use expanded noun phrases as descriptive devices</li> <li>- use similes and metaphors as descriptive devices</li> <li>- create a simple story plot from a familiar structure</li> <li>- develop and refine ideas through drama and oral rehearsal</li> <li>- develop a plan by adding detail about which devices to include in each section of their story plan</li> <li>- sustain the third person perspective and the simple past tense within extended writing</li> <li>- use a range of descriptive devices within extended writing</li> <li>- edit extended pieces of writing for meaning</li> <li>- select vocabulary to create atmosphere in an extended piece of writing</li> <li>- use similes and metaphors effectively within extended writing</li> <li>- edit secretarially</li> </ul>	<p>be a bully? Link to how bullies behave and how this theme could be weaved in the story.</p> <p><i>Circle time on bullying behaviour.</i></p>
	<ul style="list-style-type: none"> <li>- Formal letters to complain</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- disclaimer</li> <li>- gloop</li> <li>- fuming</li> <li>- habitat</li> <li>- orang-utan</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure and conventions of a formal letter</b></li> <li>- <b>A paragraph is a group of related sentences</b></li> <li>- <b>The correct perspective for a formal letter</b></li> <li>- <b>Be able to: Use a planning structure to outline the key messages in each section of a text</b></li> <li>- <b>Organise information into clear paragraphs</b></li> <li>- <b>Choose and use formal vocabulary</b></li> <li>- Understand the context, purpose and audience for a text</li> <li>- Understand the structure and conventions of a formal letter</li> <li>- Understand the correct perspective for a formal letter</li> <li>- Recognise and use formal vocabulary</li> <li>- Use a range of conjunctions to express yourself clearly</li> <li>- Use note form for planning</li> <li>- Use conjunctions within extended writing</li> <li>- Use paragraphing to group related content</li> <li>- Choose and use formal vocabulary within extended writing</li> </ul>	<ul style="list-style-type: none"> <li>- formal language -Formal language is less personal than informal language. It is used when writing for professional or academic purposes like university assignments. Formal language does not use colloquialisms, contractions or first person pronouns such as 'I' or 'we'.</li> <li>- conjunctions- Conjunctions are words used to connect words, phrases or clauses. There are three types of conjunctions: 1. Coordinating Conjunctions Coordinating conjunctions join like with like. For example, they join a noun with another noun or an adjective with another adjective. The most common ones are: and, but, or. There are seven in total:</li> </ul>	<ul style="list-style-type: none"> <li>- identify the key theme and purpose of a text</li> <li>- identify the key features and conventions of a formal letter</li> <li>- explain direct reader address in the context of a letter</li> <li>- choose and use formal vocabulary</li> <li>- use coordinating conjunctions and subordinating conjunctions</li> <li>- use a planning structure to outline the key messages in each section of a text</li> <li>- use subordinating conjunctions</li> <li>- make simple proofing edits as they write</li> <li>- organise information into clear paragraphs</li> <li>- choose and use formal vocabulary within extended writing</li> </ul>	<p><b>Community:</b></p> <p>Take a walk in the local area to identify problems such as road crossings; no local library; littering. Write a letter of complaint to a local MP about something that affects your local community.</p>

				<p>for, and, nor, but, or, yet, so. (You can remember them using the mnemonic F.A.N.B.O.Y.S.)</p> <p>2. Subordinating Conjunctions</p> <p>Subordinating conjunctions join subordinate clauses to main clauses. Common examples are: although, because, if, since, unless, until, when, while.</p> <p>3. Correlative Conjunctions</p> <p>Correlative conjunctions are used in pairs to join alternatives or equal elements. The most common pairs are either / or, neither / nor, not only / but also.</p>		
	<ul style="list-style-type: none"> <li>- Dialogue through narrative</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- atrium</li> <li>- toga</li> <li>- centurion</li> <li>- mosaic</li> <li>- treason</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How to punctuate dialogue</b></li> <li>- <b>How to reason about vocabulary choices in a sentence level context</b></li> <li>- <b>Be able to: Punctuate dialogue accurately within extended writing</b></li> <li>- <b>Use dialogue to help them tell the events in a story</b></li> <li>- Accurately punctuate dialogue in a narrative</li> <li>- Develop characters through dialogue</li> <li>- Understand the third person perspective</li> <li>- Understand how dialogue can be used to tell a story</li> <li>- Identify cultural or historical references in a narrative</li> <li>- Identify descriptive devices in a narrative</li> <li>- Select vocabulary precisely</li> <li>- Understand the past tense is used for events that have happened in a time before now</li> <li>- How to develop a simple narrative plot</li> <li>- Punctuate dialogue accurately within extended writing</li> <li>- Edit writing for a specific purpose</li> <li>- Use of dialogue to convey character</li> <li>- Use of dialogue to describe events and action in a story</li> <li>- Read written work aloud to check for meaning</li> <li>- Suggest proofing edits to improve the quality of outcomes</li> <li>- Use historical references to clarify context in extended writing</li> <li>- Reasoning about vocabulary choices</li> <li>- Editing extended writing secretarially</li> </ul>	<ul style="list-style-type: none"> <li>- inverted commas- The symbols “ ” or ‘ ’ are put around a word or phrase to show that someone else has written or said it.</li> <li>- punctuation of speech- In direct speech, various punctuation conventions are used to separate the words that are spoken from the rest of the text. This allows a reader to follow what’s going on.</li> </ul> <p>1. The words that are actually spoken should be enclosed in inverted commas. Books sometimes use single inverted commas but it is also correct to use double inverted commas.</p> <p>2. Every time a new speaker says something, you should start a new paragraph.</p> <p>3. There should be a comma, full stop, question mark, or exclamation mark at the end of a piece of speech. This is placed inside the closing inverted comma or commas.</p> <p>4. If direct speech comes after the information about who is speaking, you should use a comma, placed before the first inverted comma, to introduce the piece of speech.</p>	<ul style="list-style-type: none"> <li>- Can accurately punctuate dialogue at sentence level</li> <li>- Can develop the characters through dialogue</li> <li>- Identify dialogue in a narrative</li> <li>- Can select historical references to indicate context in a narrative</li> <li>- Can reason about precise vocabulary choices</li> <li>- Can plan and sequence a narrative</li> <li>- Can punctuate dialogue accurately within extended writing</li> <li>- Can suggest edits to improve the clarity and precision of their writing</li> <li>- Can develop characters through dialogue in extended writing</li> <li>- Can use dialogue to help you tell the events in a story</li> <li>- Can edit extended pieces of writing for meaning</li> <li>- Can use historical references in extended writing</li> <li>- Can explain their reasons for vocabulary choices</li> <li>- Can comment on the impact of changes made</li> </ul>	
	<ul style="list-style-type: none"> <li>- Poetry on a theme – emotions</li> </ul>	<ul style="list-style-type: none"> <li>- gulp</li> <li>- squirming</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A range of poetic patterns and devices</b></li> <li>- <b>How to use a thesaurus to refine vocabulary choices</b></li> </ul>	<ul style="list-style-type: none"> <li>- Assonance -Assonance is the similarity in sound between two syllables that are close together,</li> </ul>	<ul style="list-style-type: none"> <li>- identify themes in poems and make connections between poems</li> </ul>	<p><b>Personal:</b></p> <p>Link poems to Zones of regulation</p>

	- (1 Week)		<ul style="list-style-type: none"> <li>- <b>Be able to: Recognise and use assonance, repetition and rhyme</b></li> <li>- <b>Use intonation, volume and pace to convey meaning in performance poetry</b></li> <li>- Understand the themes of poems and make connections between poems</li> <li>- Recognise key poetic patterns and devices</li> <li>- Select precise and ambitious vocabulary</li> <li>- Recognise and use key poetic patterns and devices</li> <li>- How to use intonation, volume and pace to convey meaning in performance poetry and edit for meaning</li> </ul>	<p>created by the same vowels but different consonants.</p> <ul style="list-style-type: none"> <li>- simile -A simile is an expression that compares one thing with another and always includes the words 'as' or 'like'.</li> <li>- Rhyming scheme -Rhyming scheme is the pattern of rhyme that comes at the end of each verse or line in poetry.</li> <li>- Form -In poetry, form can be understood as the physical structure of the poem: the length of the lines, their rhythms and their system of rhymes and repetition.</li> <li>- Intonation- Intonation is the sound changes produced by the rise and fall of the voice when speaking, especially when this has an effect on the meaning of what is said: Falling intonation – describes how the voice falls on the final stressed syllable of a phrase or a group of words. Rising intonation – describes how the voice rises at the end of a sentence. Rising intonation is common in yes-no questions. Fall-rise intonation – describes how the voice falls and then rises. We use fall-rise intonation at the end of statements when we want to say that we are not sure or when we may have more to add.</li> </ul>	<ul style="list-style-type: none"> <li>- recognise and use assonance, repetition and rhyme to evoke emotion in poetry</li> <li>- select precise and ambitious vocabulary and use it to write lines of poetry</li> <li>- use a variety of poetic devices in poetry</li> <li>- use intonation, volume and pace to convey meaning in performance poetry and can edit for meaning</li> </ul>	- refer to negative emotions and what triggers them.
	<ul style="list-style-type: none"> <li>- Advanced instructional writing</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- fabric</li> <li>- silk</li> <li>- muslin</li> <li>- beeswax</li> <li>- batik</li> <li>- tjanting</li> <li>- molten</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure and layout of an instructional text</b></li> <li>- <b>How to maintain a formal tone</b></li> <li>- <b>Be able to: Organise an instructional text, using appropriate features</b></li> <li>- <b>Use adverbials of manner to add detail to an instruction</b></li> <li>- Understand how adverbials of time can be used to sequence instructions</li> <li>- Understand how adverbials of manner can be used to bring clarity to instructions</li> <li>- Use presentational and organisational features to organise information clearly</li> </ul>	<ul style="list-style-type: none"> <li>- Adverbials of time -Adverbials of time tell us when an action takes place, e.g. After the wax has set, ...</li> <li>- Adverbials of manner -Adverbials of manner tell us how an action takes place, e.g. carefully.</li> <li>- Imperative verbs -Imperative verbs are usually used for giving orders or instructions.</li> </ul>	<ul style="list-style-type: none"> <li>- use adverbials of time in instructional sentences</li> <li>- use adverbials of manner to add detail to an instruction</li> <li>- organise an instructional text, using appropriate features</li> <li>- write sentences using formal language</li> <li>- use a known structure to plan an advanced instructional text</li> </ul>	<b>Global:</b> Link to Art/IPC - create a piece of Art linked to IPC topic (History?) and write instructions for next year's Year 3s on how to make it.



			<ul style="list-style-type: none"> <li>- Recognise language and structures that contribute to formality</li> <li>- Use models as a stimulus for your own writing</li> <li>- Introduce instructions with information that adds to the context</li> <li>- Use adverbials of time and manner in extended writing</li> <li>- Edit for meaning in extended writing</li> <li>- Adopt and maintain a formal tone throughout an extended writing task</li> </ul>		<ul style="list-style-type: none"> <li>- introduce your instructions with information that adds to the context</li> <li>- use adverbials of time and manner in extended writing</li> <li>- edit extended pieces of writing for meaning</li> <li>- maintain a formal tone throughout an extended writing task</li> </ul>	
Year 4						
Autumn	<ul style="list-style-type: none"> <li>- Poems which explore form</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- wrathful</li> <li>- obscuring</li> <li>- seething</li> <li>- deluge</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The formation of a haiku and a cinquain</b></li> <li>- <b>What imagery and onomatopoeia are</b></li> <li>- <b>Intonation, volume and tone are important when performing</b></li> <li>- <b>Be able to: Perform poetry, using deliberate intonation, volume and tone changes</b></li> <li>- <b>Write poems, using imagery, a known form and onomatopoeia</b></li> <li>- that imagery is the use of descriptive language to represent objects, ideas and actions</li> <li>- know the structure of haikus</li> <li>- know the structure of cinquain poems</li> <li>- recall the key poetic devices explored so far (imagery and onomatopoeia) as well as the forms of the model poems (haiku and cinquain)</li> <li>- analyse poetry to understand it better and identify known features</li> <li>- know how to locate a word in a thesaurus and how to identify the word class</li> </ul>	<ul style="list-style-type: none"> <li>- Imagery- Imagery is the use of words to describe ideas or situations that engage the senses.</li> <li>- Onomatopoeia- Onomatopoeia is the act of creating or using words that include sounds that are similar to the noises the words refer to.</li> <li>- Haiku- A haiku is a short Japanese poem with 17 syllables, organised in a 5, 7, 5 pattern.</li> <li>- Cinquain- A cinquain is an unrhymed, five-line poetic form defined by the number of syllables in each line. The first line has two syllables, the second has four, the third has six, the fourth has eight and the fifth has two (2-4-6-8-2). They are typically written using iambs.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and use imagery and follow a poetic form</li> <li>- Recognise and use onomatopoeia and follow a poetic form</li> <li>- Perform poetry, emphasising the rhythm created by the form imposed on it</li> <li>- Identify and explain the themes and constructs of different types of poems</li> <li>- Refine vocabulary selection to enhance the impact on the reader</li> </ul>	
	<ul style="list-style-type: none"> <li>- Persuasive writing – adverts</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- sensitive</li> <li>- careless</li> <li>- haunt</li> <li>- app</li> <li>- demon</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How superlatives are formed</b></li> <li>- <b>What a slogan is used for</b></li> <li>- <b>The purpose of a rhetorical question</b></li> <li>- <b>Presentational devices to use in an advert</b></li> <li>- <b>Be able to: Use appropriate presentation and language to write a persuasive advert</b></li> <li>- that a suffix is an ending we add to the base form of a word to change it into a different word form.</li> <li>- that a superlative is an adjective that takes a comparison to the highest degree</li> <li>- that a slogan is a short and memorable phrase</li> <li>- a simile is a comparison phrase that finds similar characteristics in two objects and compares them</li> <li>- a rhetorical question is a question designed to create a dramatic effect or to make a point rather than to get an answer</li> </ul>	<ul style="list-style-type: none"> <li>- Superlative- Superlatives are words that indicate something of the highest degree. They are used to exaggerate your point, e.g. greatest.</li> <li>- Rhetorical question- A rhetorical question is a question written in order to create a dramatic effect or to make a point. It must be punctuated with a question mark.</li> <li>- Slogan- A slogan is a short, easily remembered phrase, especially one used to advertise an idea or a product.</li> </ul>	<ul style="list-style-type: none"> <li>- Use superlatives to exaggerate points</li> <li>- Use a range of devices to create catchy slogans and to attract the attention of the reader</li> <li>- Identify and use rhetorical questions as a device to enhance direct reader address</li> <li>- Use presentational and organisational features to emphasise specific information</li> <li>- Use emotive language and technical vocabulary within extended writing to entice and persuade the reader</li> <li>- Use rhetorical questions and bullet points within extended writing</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Society:</b> Link to Safer Internet Day (usually in October) Global Kids Online offers ideas and activities about internet safety. Experiment with the teacher sharing a post on social media with a request to share and finding out what areas of the world the post is shared to.</li> </ul>

			<ul style="list-style-type: none"> <li>- organisational features - bullet points help writers to organise and emphasise information effectively.</li> <li>- what emotive language is and why it is used within persuasive texts</li> <li>- the purpose of superlatives</li> <li>- the use of rhetorical questions and bullet points to organise or emphasise</li> <li>- Identify technical language</li> <li>- recall and explain alliteration, similes and word play</li> <li>- explain the purpose of the final paragraph: to summarise the advice and persuade the reader</li> <li>- to edit secretarially and for impact</li> <li>- that presentational features are used to display the words in a way that engages the reader.</li> </ul>		<ul style="list-style-type: none"> <li>- Use a range of literary devices to enhance the impact of extended writing</li> <li>- Edit writing for secretarial accuracy and impact</li> <li>- Present writing in an appropriate way to advertise your argument effectively</li> </ul>	Plot these on a map to visually identify the reach of the internet and the potential issues with this.
	<ul style="list-style-type: none"> <li>- First person diary entries</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- conquest</li> <li>- overthrew</li> <li>- longship</li> <li>- hull</li> <li>- settlement</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The difference between direct and reported speech</b></li> <li>- <b>Devices for informal tone</b></li> <li>- <b>Be able to: Write in the past tense from the first person perspective.</b></li> <li>- <b>Use a range of sentence structures.</b></li> <li>- Explain the purpose of diaries and how they are written in an informal tone</li> <li>- that colloquialisms are informal, non-standard expressions, sometimes known as slang</li> <li>- what contractions are and how to contract two words into one using an apostrophe</li> <li>- write in the first person and the personal pronouns used in first person writing are I, my, mine, we, us, our, ours.</li> <li>- the meanings of the terms preposition, conjunction and adverbial.</li> <li>- when we report what someone said, we use a 'reporting verb' like 'say' or 'tell'. When the reporting verb is in the past tense, we change the tenses in the reported speech to past tense.</li> <li>- know the structure of a diary</li> <li>- why exclamation marks are unlikely to be found in a formal text</li> <li>- the elements to look for when editing secretarially</li> </ul>	<ul style="list-style-type: none"> <li>- Preposition- A preposition is a word that tells you where or when something is in relation to something else.</li> <li>- Conjunction- A conjunction is a word such as 'and', 'but', 'so', or 'although' that connects words, phrases, and clauses in a sentence. reported</li> <li>- Speech- Speech reports consist of two parts: the reporting clause and the reported clause. The reporting clause includes a verb such as say, tell, ask, reply, shout, usually in the simple past tense. The reported clause includes what the original speaker said.</li> <li>- Colloquialisms- Colloquialisms are informal, non-standard expressions, sometimes known as slang, e.g. bloke, gobsmacked, chinwag, gutted, stropky.</li> <li>- Contractions- Contractions are used in informal structures, where two words are brought together and shortened to make one word. Missing letters are marked with an apostrophe, e.g. don't.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and use a range of devices to create an informal tone</li> <li>- Adopt and sustain the first person perspective</li> <li>- Use prepositions, conjunctions and adverbials to express time and cause</li> <li>- Recognise and use reported speech</li> <li>- Identify the structure of a diary entry and use the same structure to plan an extended outcome</li> <li>- Create an informal tone within an extended diary entry</li> <li>- Use conjunctions, adverbials and prepositions in extended writing</li> <li>- Use reported speech and make correct tense choices in extended writing</li> <li>- Make simple proofing edits to improve the accuracy of writing</li> </ul>	
	<ul style="list-style-type: none"> <li>- Critical analysis of narrative poetry</li> </ul>	<ul style="list-style-type: none"> <li>- inevitable</li> <li>- linger</li> <li>- gleam</li> <li>- indignant</li> <li>- stern</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A narrative poem tells a story</b></li> <li>- <b>Key poetic conventions, e.g. similes, alliteration</b></li> <li>- <b>Be able to: Use quotations to illustrate a point</b></li> <li>- <b>Critique a poem</b></li> <li>- <b>Give an opinion about a poem</b></li> </ul>	<ul style="list-style-type: none"> <li>- Critical analysis- A critical analysis is an analysis of a poem in terms of poetic devices, structure, purpose and personal response.</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the story told in a narrative poem. Use intonation, volume and movement to perform poetry</li> <li>- Identify the features of a poem. Compare and contrast poems</li> </ul>	

	- (2 Weeks)		<ul style="list-style-type: none"> <li>- the way a poem is performed reinforces the story</li> <li>- that intonation, volume and movement are used to engage the audience as well as to add meaning</li> <li>- the meanings of the words compare and contrast</li> <li>- what a critical analysis is</li> <li>- the meaning of the term direct quotation</li> <li>- the present tense from the third person perspective</li> <li>- structure of a critical analysis text.</li> <li>- know how to use point, evidence, expand in analysis</li> <li>- Explain the meaning of editing as you go (spelling)</li> </ul>	<ul style="list-style-type: none"> <li>- Narrative poem- A narrative poem is a type of poem that tells a story. It uses poetic techniques to create a narrative and includes story elements such as a plot, characters and a setting.</li> </ul>	<ul style="list-style-type: none"> <li>- Select language for analysis, focusing on verb choice</li> <li>- Use direct quotations from a text to illustrate a point</li> <li>- Use the third person perspective in the present tense in extended writing</li> <li>- Plan a critical analysis</li> <li>- Organise writing into paragraphs within extended writing</li> <li>- Edit a passage of writing to ensure clarity, concision and meaning</li> <li>- Use direct quotations to illustrate points in extended writing</li> </ul>	
	<ul style="list-style-type: none"> <li>- Third person adventure stories</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- gasp</li> <li>- phial</li> <li>- hunk</li> <li>- rustle</li> <li>- lantern</li> <li>- moss</li> <li>- hag</li> <li>- broth</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The third person perspective</b></li> <li>- <b>The progressive and simple past tense</b></li> <li>- <b>A range of descriptive devices</b></li> <li>- <b>Be able to: Plan and execute a third person adventure story</b></li> <li>- <b>Use a balance of dialogue and description to tell the story</b></li> <li>- the rules of punctuating speech</li> <li>- that the present tense is used for dialogue and the past tense is used for the reporting clause</li> <li>- that fronted adverbials are words or phrases placed at the beginning of a sentence that are used to describe the action that follows.</li> <li>- know fronted adverbials are followed by a comma</li> <li>- that pronouns are words that are used in the place of nouns</li> <li>- that the plural s is used to show more than one and that the possessive s is used to show belonging.</li> <li>- understand the difference between singular and plural possession</li> <li>- explain what noun phrases and similes are</li> <li>- that the personal pronouns used in third person perspective writing are he, she, it, they, him, her, them, his, hers, its, their and theirs.</li> <li>- know verbs are doing or being words and that verb choice is very important</li> <li>- Discuss common elements of story structure, e.g. characters, settings, a problem, action, a resolution</li> <li>- reflect on the variety of ways used to open stories</li> <li>- how to form the simple past tense</li> <li>- explain editing as you go</li> </ul>	<ul style="list-style-type: none"> <li>- Simple past tense- The simple past tense is used for actions that have now finished. For regular verbs, we add -ed to the base verb to put it into the past tense, e.g. walk becomes walked.</li> <li>- Past progressive tense- The past progressive tense is used for actions that were ongoing in the past. This tense is formed with the auxiliary verb 'to be', in the past tense, plus the present participle of the verb with an -ing ending, e.g. He was running through the forest.</li> <li>- Subordinate clause- A subordinate clause is a clause that cannot form a sentence on its own but can be joined to a main clause to form a sentence.</li> <li>- Fronted adverbials- Fronted adverbials are words or phrases placed at the beginning of a sentence that are used to describe the action that follows.</li> <li>- Punctuation of speech- <ul style="list-style-type: none"> <li>• Words that are actually spoken should be enclosed in inverted commas.</li> <li>• A comma, full stop, question mark or exclamation mark is needed at the end of a piece of speech. This is placed inside the closing inverted commas.</li> <li>• If the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Use inverted commas to mark spoken words in dialogue. Use the present tense in dialogue and the past tense in a reporting clause</li> <li>- Understand how speech can be used to develop characters in a narrative</li> <li>- Identify and use fronted adverbials to express time, place and manner</li> <li>- Choose nouns or pronouns accurately and effectively. Use plurals and possessive apostrophes accurately</li> <li>- Recognise and use a range of descriptive devices</li> <li>- Sustain the third person perspective, except in dialogue</li> <li>- Understand the strength of a range of verbs</li> <li>- Understand the structure of a narrative and use this to inform your own writing</li> <li>- Use speech to open a story within extended writing</li> <li>- Use similes to create atmosphere within extended writing</li> <li>- Use the past tense to tell a story within extended writing</li> <li>- Edit as you go within extended writing</li> <li>- Use expanded noun phrases and powerful verbs to create</li> </ul>	

				direct speech comes after the information about who is speaking, you should use a comma, placed before the first inverted commas, to introduce the piece of speech.	atmosphere within extended writing - Edit a piece of extended writing secretarially	
	<ul style="list-style-type: none"> <li>- News reports</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- confluence</li> <li>- channel</li> <li>- cascading</li> <li>- flood defences</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The perspective is the viewpoint that something is written from.</b></li> <li>- <b>The tense tells us when an event has happened.</b></li> <li>- <b>Be able to: Plan, draft and write a simple news report.</b></li> <li>- <b>Include accurately punctuated direct quotations.</b></li> <li>- the purpose of news reports</li> <li>- that the perspective of a text is the viewpoint from which it is written</li> <li>- the progressive form of the past tense</li> <li>- the rules for punctuating speech</li> <li>- know the typical structure for a news report</li> <li>- the difference between formal and informal language</li> <li>- compare third and first person perspectives</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Past progressive tense- The past progressive tense indicates ongoing actions that took place in the past. This tense is formed with the helping (auxiliary) verb 'to be', in the past tense, plus the present participle of the verb (with an -ing ending), e.g. ... sewage began seeping under doors and cascading into cellars.</li> <li>- Simple past tense- The simple past is a verb tense that is used to talk about things that happened or existed before now. The simple past tense emphasises that the action has finished. With most verbs, the past tense is formed by adding -ed, e.g. overwhelmed, overflowed. Pupils should also learn about irregular past tense verbs, e.g. burst, rose.</li> <li>- Direct quotation- A direct quotation states the exact words spoken by someone, surrounded by quotation marks and embedded in your writing, e.g. "It was the most frightening thing I've ever witnessed," said Sasbridge resident, Frances Funnell.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the structure and organisation of a news report</li> <li>- Identify third and first person perspective</li> <li>- Use simple and progressive past tense</li> <li>- Include direct quotations, punctuating them accurately</li> <li>- Organise a paragraph around a key theme or point within extended writing</li> <li>- Identify language that is specifically used for a news report</li> <li>- Include direct quotations, punctuating them accurately</li> <li>- Edit secretarially</li> </ul>	<b>Global or Community:</b> Use Newsround and newspaper reports on either World or local events that are relatable to the children. Get children to create their own version of the news story as both newsreaders and witnesses; video it so they can empathise on a personal level.
Spring	<ul style="list-style-type: none"> <li>- Stories from other cultures</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- contrast</li> <li>- prolong</li> <li>- engulf</li> <li>- evaporate</li> <li>- townsfolk</li> <li>- ancient</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The simple past tense</b></li> <li>- <b>The third person perspective</b></li> <li>- <b>Editing strategies</b></li> <li>- <b>Be able to: Use a range of descriptive devices to compose and recount a short narrative</b></li> <li>- <b>Use cultural references to indicate a setting</b></li> <li>- what cultural references are and give some examples</li> <li>- Discuss other stories that are set in different cultures</li> <li>- That expanded noun phrases help build atmosphere</li> <li>- Explain that a simile is the comparison of one thing with another thing</li> <li>- Explain that a metaphor is</li> </ul>	<ul style="list-style-type: none"> <li>- Simple past tense- The simple past tense is used for actions that have now finished. For regular verbs, we add -ed to the base verb to put them in the past tense, e.g. walk becomes walked.</li> <li>- Fronted adverbial- Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how stories use cultural references</li> <li>- Deliberately select vocabulary that helps build atmosphere</li> <li>- Construct and refine powerful similes to describe a setting in a narrative</li> <li>- Construct and refine powerful metaphors to describe a setting in a narrative</li> <li>- Use and sustain the simple past tense</li> </ul>	<b>Society OR Community:</b> Identify a significant cultural or geographic event to base the story on that happens in the location you have selected to study (e.g. the apple blossom in Japan, the Holi festival in

			<ul style="list-style-type: none"> <li>- Demonstrate how to add the suffix -ed to the base verb to create the past tense</li> <li>- Compare and contrast first and third person with reference to prior learning</li> <li>- that words or phrases that describe the action in a sentence are called adverbials</li> <li>- Punctuate speech using inverted commas</li> <li>- that authors make specific word choices to create a particular atmosphere</li> <li>- Explain the elements to look for when we are editing for meaning</li> <li>- that the resolution of a narrative needs to satisfy and intrigue the reader</li> <li>- Explain the meaning of editing secretorially</li> </ul>	<p>They are always followed by a comma. E.g. Rushing forwards, ... .</p> <ul style="list-style-type: none"> <li>- Expanded noun phrase- An expanded noun phrase adds more detail about the noun by including one or more adjectives. An adjective is a word that describes a noun, e.g. a fiery orange colour.</li> <li>- Metaphor- A metaphor is an expression, often found in literature that describes a person or object by referring to something that is considered to have similar characteristics to that person or object.</li> <li>- Simile- A simile is an expression that compares one thing with another, and always includes either the word 'as' or 'like'.</li> <li>- Present participle- The present participle is the form of a verb that in English ends in -ing and comes after another verb to show continuous action. It is used to form the present continuous tense.</li> </ul>	<ul style="list-style-type: none"> <li>- Adopt and sustain the third person perspective</li> <li>- Form and use fronted adverbials</li> <li>- Use speech to convey character and atmosphere and punctuate speech accurately</li> <li>- Create a simple structure in a story plot</li> <li>- Introduce the characters and settings of a descriptive narrative</li> <li>- Create atmosphere through careful and precise selection of vocabulary</li> <li>- Edit for meaning in extended writing</li> <li>- Bring a narrative to a satisfying resolution</li> <li>- Describe the responses of characters in a story</li> <li>- Edit a piece of extended writing to ensure accuracy</li> </ul>	<p>India, the Northern Lights in Norway, Christmas lights switch on in the UK). Ensure that pupils have good contextual knowledge from their studies more broadly in the curriculum. Alternatively, teachers may wish to select a local event that outlines the culture of the school's locality.</p>
	<ul style="list-style-type: none"> <li>- Persuasive writing – adverts</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- sensor</li> <li>- database</li> <li>- microchip</li> <li>- shaft</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How superlatives are formed</b></li> <li>- <b>What a slogan is used for</b></li> <li>- <b>The purpose of a rhetorical question</b></li> <li>- <b>Organisational and presentational devices to use in an advert</b></li> <li>- <b>Be able to: Use appropriate language to write a persuasive advert</b></li> <li>- <b>Use organisational and presentational devices to emphasise specific information</b></li> <li>- that a superlative can be used in persuasive writing to exaggerate a point</li> <li>- that a slogan is a short and memorable phrase used in advertising</li> <li>- rhetorical questions are questions that are designed to create a dramatic effect or to make a point rather than to get an answer</li> <li>- that organisational features are used to break up longer pieces of text to make information easier to find and read</li> <li>- the use of technical and powerful vocabulary to convince and entice the reader</li> <li>- Explain editing for meaning</li> </ul>	<ul style="list-style-type: none"> <li>- Superlative- The superlative is the form of an adjective or adverb that expresses that the thing or person being described has more of the particular quality than anything or anyone else of the same type, e.g. greatest.</li> <li>- Rhetorical question- A rhetorical question is a question, asked in order to make a statement, that does not require an answer. It must be punctuated with a question mark.</li> </ul>	<ul style="list-style-type: none"> <li>- Use superlatives to exaggerate points</li> <li>- Use a range of devices to create catchy slogans and to attract the reader</li> <li>- use rhetorical questions in a persuasive text</li> <li>- Use organisational and presentational features to emphasise specific information</li> <li>- Plan a persuasive advert text. Use technical and powerful vocabulary to convince and entice the reader</li> <li>- Use superlatives to exaggerate as a persuasive device, within extended writing</li> <li>- Use rhetorical questions and slogans to persuade, within extended writing</li> <li>- Edit for meaning</li> </ul>	

					<ul style="list-style-type: none"> <li>- Organise and present extended writing in an attractive way that advertises your argument effectively</li> <li>-</li> </ul>	
	<ul style="list-style-type: none"> <li>- Explanatory texts</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- digestion</li> <li>- nutrient</li> <li>- pulp</li> <li>- cementum</li> <li>- dentine</li> <li>- enamel</li> <li>- incisors</li> <li>- canines</li> <li>- molars</li> <li>- carnivore</li> <li>- herbivore</li> <li>- omnivore</li> <li>- bacteria</li> <li>- cavity</li> <li>- decay</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure and tone of an explanatory text</b></li> <li>- <b>How conjunctions and adverbs can be used to express time and cause</b></li> <li>- <b>Be able to: Sustain the present tense</b></li> <li>- <b>Use technical vocabulary in context</b></li> <li>- <b>Organise writing in paragraphs</b></li> <li>- Know the purpose of an explanatory text and the meaning of the term technical vocabulary</li> <li>- the meaning of the simple present tense</li> <li>- that adverbs can be used to express time and cause</li> <li>- that conjunctions can also be used to express time and cause</li> <li>- that pronouns are words that are used in the place of nouns or noun phrases, e.g. I, it, she, etc.</li> <li>- the purpose of paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>- Simple present tense- The simple present tense is used to describe habits, facts and general truths, e.g. We convert food into nutrients.</li> <li>- Adverb- An adverb is a word that describes how, when or where something happened.</li> <li>- Conjunction- A conjunction is a word used to connect clauses or sentences. They can express time and cause.</li> <li>- Pronoun- A pronoun is a word that is used in the place of a noun or a noun phrase. It usually refers to a noun that has already been mentioned, e.g. she, it.</li> </ul>	<ul style="list-style-type: none"> <li>- Select technical vocabulary to explain concepts clearly and accurately</li> <li>- Use and sustain the present tense</li> <li>- Use adverbs to express time and cause</li> <li>- Use conjunctions to express time and cause</li> <li>- Choose nouns and pronouns appropriately to avoid repetition and improve clarity</li> <li>- Recognise the structure of a text and how it is organised</li> <li>- Use the present tense and technical vocabulary in extended writing</li> <li>- Write using adverbs and conjunctions to express time and cause in extended writing</li> <li>- Organise writing in paragraphs.</li> <li>- Edit for meaning</li> </ul>	
	<ul style="list-style-type: none"> <li>- Third person adventure stories</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- chuckle</li> <li>- stern</li> <li>- windbreak</li> <li>- stream</li> <li>- shrill</li> <li>- beckon</li> <li>- wade</li> <li>- clench</li> <li>- stroke</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure of a story</b></li> <li>- <b>Dialogue can convey character and develop the narrative</b></li> <li>- <b>A range of descriptive devices</b></li> <li>- <b>Be able to: Plan a story with a simple plot</b></li> <li>- <b>Plan and construct dialogue as part of a narrative</b></li> <li>- <b>Balance descriptive devices to describe a setting</b></li> <li>- the rules of punctuating speech</li> <li>- that the present tense is used for dialogue and the past tense is used for the reporting clause</li> <li>- that dialogue helps us to understand the characters</li> <li>- that adverbials can describe how, when or where the action took place</li> <li>- how fronted adverbials are used and punctuated</li> <li>- the meaning of the terms noun, pronoun and proper noun</li> <li>- that the plural s is used to show more than one and that the possessive s is used to show belonging</li> <li>- use a range of descriptive devices</li> <li>- the meaning of the term personification</li> <li>- that the past progressive tense is used for actions that were ongoing in the past</li> </ul>	<ul style="list-style-type: none"> <li>- Past simple tense- The past simple tense is used for actions that have been completed in a time before now. For regular verbs we add -ed to the base verbs to put them in the past tense, e.g. walk becomes walked.</li> <li>- Subordinate clause- A subordinate clause is a clause that cannot form a sentence on its own but can be joined to a main clause to form a sentence.</li> <li>- Fronted adverbials- Fronted adverbials are words or phrases placed at the beginning of a sentence that are used to describe the action that follows.</li> </ul>	<ul style="list-style-type: none"> <li>- Use inverted commas to mark spoken words in dialogue.</li> <li>- Use the past and present tenses correctly</li> <li>- Understand how dialogue is used to convey character and develop the narrative</li> <li>- Understand how adverbials can be used to add detail to a narrative</li> <li>- Choose nouns and pronouns accurately and effectively</li> <li>- Use a range of descriptive devices</li> <li>- Identify and manipulate tense through verb forms</li> <li>- Use a range of sentence structures in a narrative context</li> <li>- Understand the structure of a narrative and use this to plan a story with a simple plot</li> <li>- Use dialogue to convey character and introduce a narrative</li> </ul>	

			<ul style="list-style-type: none"> <li>- the difference between simple, compound and complex sentences</li> <li>- Make connections with other adventure stories</li> <li>- the use of short sentences to increase the pace and build tension</li> <li>- use a balance of dialogue and description</li> <li>- the purpose of editing for meaning and editing secretarially</li> </ul>		<ul style="list-style-type: none"> <li>- Describe the setting of a story in extended writing using descriptive language</li> <li>- Use and sustain the past tense throughout a narrative</li> <li>- Balance description and dialogue to develop a narrative</li> <li>- Edit a piece of extended writing for meaning and secretarially</li> <li>- Vary sentence structure for effect</li> </ul>	
	<ul style="list-style-type: none"> <li>- Poems which explore form</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- raider</li> <li>- monk</li> <li>- brutalise</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The formation of a haiku and a cinquain</b></li> <li>- <b>What imagery and onomatopoeia are</b></li> <li>- <b>Intonation, volume and tone are important in the performance of poetry</b></li> <li>- <b>Be able to: Perform poetry, using deliberate intonation, volume and tone changes</b></li> <li>- <b>Write poems, using imagery, a known form and onomatopoeia</b></li> <li>- Explain a haiku as a type of poem from Japan that has a specific structure based on a syllable pattern</li> <li>- Explain the structure of a cinquain poem, contrasting it to that of the haiku studied in the previous lesson</li> <li>- that precise vocabulary is chosen to evoke particular responses from the reader</li> <li>- what a synonym is</li> <li>- that intonation, volume and gesture can add to the performance of a poem</li> </ul>	<ul style="list-style-type: none"> <li>- Personification- Personification is when a human quality or characteristic is given to something that is not human.</li> <li>- Haiku- A haiku is a short Japanese poem with 17 syllables, organised in a 5, 7, 5 pattern.</li> <li>- Cinquain- A cinquain is non rhyming, five-line poetic form defined by the number of syllables in each line. The first line has two syllables, the second has four, the third has six, the fourth has eight and the fifth has two (2-4-6-8-2). They are typically written using iambs.</li> <li>- Present participle- The present participle is the form of a verb that in English ends in -ing and comes after another verb to show continuous action. It is used to form the present continuous tense</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise and use rhyme and personification to create rhythm and imagery in writing</li> <li>- Use alliteration to create rhythm</li> <li>- Precise selection of vocabulary to enhance meaning in extended writing</li> <li>- Use a thesaurus to improve and refine vocabulary choices</li> <li>- Perform poetry using intonation to convey meaning</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>- Stories from other cultures</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- Golden Age</li> <li>- Aegean Sea</li> <li>- crops</li> <li>- flummoxed</li> <li>- riddle</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How to form the past tense</b></li> <li>- <b>The third person perspective</b></li> <li>- <b>Editing strategies</b></li> <li>- <b>Be able to: Use a range of descriptive devices to compose and recount a short narrative</b></li> <li>- <b>Use cultural references to indicate a setting</b></li> <li>- Understand how stories use cultural references</li> <li>- Deliberately select vocabulary that helps build atmosphere</li> <li>- Use a range of descriptive devices</li> <li>- Use and sustain the past tense</li> <li>- Sustain third person perspective</li> <li>- Creating simple structure in a story plot</li> <li>- Convey a message or moral through the characters in the story</li> </ul>	<ul style="list-style-type: none"> <li>- Simple past tense- The simple past tense is used for actions that have now finished. For regular verbs we add -ed to the base verbs to put them in the past tense, e.g. walk becomes walked.</li> <li>- Fronted adverbial- A fronted adverbial is an adverbial phrase at the front of a sentence, which gives information about where, how or why and is always followed by a comma, e.g. During the golden ages...</li> <li>- Expanded noun- phrase An expanded noun phrase adds more</li> </ul>	<ul style="list-style-type: none"> <li>- identify historical and geographical references in a story</li> <li>- use descriptive devices to convey atmosphere in a setting description</li> <li>- balance descriptive devices across a description</li> <li>- form and use the simple past tense</li> <li>- write in the third person perspective</li> <li>- Plan a story with a simple plot</li> <li>- identify the moral of a story and understand how the characters' actions help this to unfold</li> </ul>	<b>Personal:</b> For planning the story, use a moral that relates to issues the children have experienced in their own lives (e.g. Never give up, Be happy with what you have, Lead by example, The more you lie, the less you will be believed). Role play real-life situations

			<ul style="list-style-type: none"> <li>- Describe the setting of a story using fronted adverbials and expanded noun phrases</li> <li>- Edit for meaning</li> <li>- Use expanded noun phrases to describe characters and their actions</li> <li>- Select vocabulary to create atmosphere</li> <li>- Edit for meaning</li> <li>- Use past tense to tell a story</li> <li>- Edit secretarially</li> <li>-</li> </ul>	<p>detail to the noun by adding one or more adjectives. An adjective is a word that describes a noun, e.g. the sun-baked lands.</p>	<ul style="list-style-type: none"> <li>- Use fronted adverbials and expanded noun phrases to write sentences that describe setting</li> <li>- Edit extended writing as we go</li> <li>- convey characters' actions through detailed description</li> <li>- select vocabulary to create a desired atmosphere in a story</li> <li>- edit extended pieces of writing for meaning</li> <li>- sustain the simple past tense in a piece of extended writing</li> <li>- act on selfevaluation and feedback to improve the quality of your written work</li> </ul>	<p>where the moral could be applied. Create mini books and read them to Y3 to pass on the lesson from the moral.</p>
	<ul style="list-style-type: none"> <li>- First person diary entries - imaginative</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- rubble</li> <li>- summon</li> <li>- shove</li> <li>- chamber</li> <li>- morsel</li> <li>- perish</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A diary entry can be factual or fictional</b></li> <li>- <b>Prepositions and conjunctions can be used to express time and cause</b></li> <li>- <b>Devices for informal tone</b></li> <li>- <b>Be able to: Identify and construct contractions accurately</b></li> <li>- <b>Write from the first person perspective</b></li> <li>- <b>Draw on their reading to inform their writing</b></li> <li>- how colloquialisms and creative punctuation create an informal tone</li> <li>- Understand historical context and first person perspective</li> <li>- how contractions create an informal tone</li> <li>- how prepositions and conjunctions can be used to express time and cause</li> <li>- Understand the structure of a text and use this to inspire your own writing</li> <li>- Create an informal tone within an extended diary entry</li> <li>- Sustain the first person perspective</li> <li>- Use prepositions and conjunctions to express cause and manner</li> <li>- Edit secretarially</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Preposition- A preposition is a word that is used to describe the relationship (often time or location) of one thing to another, e.g. after, before, on, under, inside, behind. Some prepositions can also be used as adverbials.</li> <li>- Conjunction- A conjunction is a word such as 'and', 'but', 'while' or 'although' that connects words, phrases and clauses in a sentence.</li> <li>- Reported speech- Speech reports consist of two parts: the reporting clause and the reported clause. The reporting clause includes a verb such as say, tell, ask, reply, shout, usually in the simple past tense, and the reported clause includes what the original speaker said. E.g. He said that he was sorry for disturbing me then breathlessly told me that the digging crew had found something.</li> <li>- Colloquialism- Colloquialisms are informal, non-standard expressions, sometimes known as slang (e.g. bloke, gobsmacked, chinwag, gutted, stroppy).</li> <li>- Contractions- Contractions are used in informal structures where two words are brought together and shortened to make one word.</li> </ul>	<ul style="list-style-type: none"> <li>- identify informal language and grammatical features</li> <li>- identify the perspective of a text</li> <li>- discuss historical references in a text</li> <li>- identify and construct contractions accurately</li> <li>- identify and use conjunctions and prepositions to express time or cause</li> <li>- draw on reading to inform their writing</li> <li>- use a range of devices to create an informal tone</li> <li>- identify and correct errors in tense and perspective by rereading work aloud</li> <li>- use prepositions and conjunctions to express cause and manner within extended writing</li> <li>- make changes to their writing retrospectively, focusing on accuracy of transcription</li> </ul>	



				Missing letters are marked with an apostrophe (e.g. don't).		
	<ul style="list-style-type: none"> <li>- Critical analysis of narrative poetry</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- Catechism</li> <li>- uncultured</li> <li>- illiterate</li> <li>- inauspicious</li> <li>- foible</li> <li>- dainty</li> <li>- morsel</li> <li>- vivid</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A critical analysis is a careful examination and evaluation of a text</b></li> <li>- <b>How to conduct a debate</b></li> <li>- <b>Be able to: Identify similarities and differences between poems written by the same poet</b></li> <li>- <b>Use formal standard English to express a personal response to poetry</b></li> <li>- Explain the story told in a narrative poem</li> <li>- Use intonation, volume and movement to perform poetry</li> <li>- Analyse poetic devices used to create tone and atmosphere</li> <li>- compare poetry</li> <li>- use debate to explore personal responses to a poem</li> <li>- Use what we have read as a stimulus for our writing</li> <li>- Understand key language features that contribute to a formal tone</li> <li>- Use direct quotations from a text to illustrate a point</li> <li>- Use the first person perspective to give a personal response</li> <li>- Editing extended writing for impact</li> </ul>	<ul style="list-style-type: none"> <li>- Formal tone- A formal tone is direct but respectful and uses full words with grammatical precision. It avoids using personal language, contractions and colloquialisms.</li> <li>- Poetic devices- Poetic devices are the tools used to convey meaning or rhythm. For example: alliteration, rhyming structure, metaphor, simile, imagery, personification, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- use performance techniques to tell the story in a narrative poem</li> <li>- explain the impact of poetic devices on the atmosphere and tone of a poem</li> <li>- identify similarities and differences between poems written by the same poet</li> <li>- formal standard English to express a personal response to poetry</li> <li>- plan a text using the structure of a model text</li> <li>- create a formal tone through the absence of contractions and the language selected</li> <li>- use quotations to illustrate a point</li> <li>- give a formal, wellconsidered personal response to a poem</li> <li>- make meaningful improvements to writing and explain the impact of these changes on the text</li> </ul>	<p><b>Personal:</b></p> <p>Link the model texts (each poem is a cautionary tale) to the stories with morals. Discuss what lessons the poems are trying to convey as part of the analysis.</p>
	<ul style="list-style-type: none"> <li>- News reports</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- lake</li> <li>- monument</li> <li>- dam</li> <li>- silt</li> <li>- nutrient</li> <li>- temple</li> <li>- fertile</li> <li>- resettle</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The structure and organisation of a news report</b></li> <li>- <b>The structure and purpose of a paragraph</b></li> <li>- <b>Different devices to achieve cohesion within paragraphs</b></li> <li>- <b>Be able to: Recognise the perspective of a text</b></li> <li>- <b>Write paragraphs around a key theme</b></li> <li>- <b>Use pronouns and conjunctions to aid the flow of writing</b></li> <li>- Understand the structure and organisation of a news report</li> <li>- explain the simple and progressive past tense</li> <li>- Identify third and first person perspective</li> <li>- Identify language that is specifically used for a news report</li> <li>- use direct quotations, punctuating them accurately</li> <li>- Use pronouns and conjunctions to aid the flow of writing</li> <li>- Organise paragraphs accurately</li> <li>- Edit for impact</li> </ul>	<ul style="list-style-type: none"> <li>- Past progressive- tense The past progressive tense indicates continuing action, something that was ongoing at some point in the past. This tense is formed with the helping (auxiliary) verb 'to be', in the past tense, plus the present participle of the verb (with an -ing ending), e.g. The dam was designed to end the destructive cycle of floods that were causing so many problems for people living near the banks of the river.</li> <li>- Simple past tense- The simple past is a verb tense that is used to talk about things that happened or existed before now. The simple past tense emphasises that the action has finished. With most verbs, the past tense is formed by adding -ed, e.g. reassembled.</li> <li>- Direct quotation- A direct quotation conveys the exact words spoken by someone, surrounded</li> </ul>	<ul style="list-style-type: none"> <li>- identify a news article from its structure and features</li> <li>- identify and change the tense of a sentence based on the verb form selected</li> <li>- recognise the perspective of a text</li> <li>- Adopt a formal tone suitable for a news report</li> <li>- plan a coherent news report using a given structure</li> <li>- construct quotations to use in a news report</li> <li>- write coherently, using pronouns and conjunctions to aid the flow of their writing</li> <li>- write paragraphs around a key theme</li> <li>- evaluate their writing against the original brief</li> </ul>	

				by quotation marks and embedded in your writing, e.g. "This 21st day of July 1970, will live long in the hearts of all Egyptians," a government spokesperson told reporters.		
	<ul style="list-style-type: none"> <li>- Explanatory texts</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- matter</li> <li>- atom</li> <li>- molecule</li> <li>- substance</li> <li>- evaporation</li> <li>- particle</li> <li>- rigid</li> <li>- volume</li> <li>- bonds</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How to use pronouns to avoid repetition</b></li> <li>- <b>The component parts of an introduction</b></li> <li>- <b>Subheadings break the text into smaller chunks and tell the reader what to expect in each section</b></li> <li>- <b>Be able to: Introduce a paragraph with a topic sentence and add supporting detail</b></li> <li>- <b>Form and use the present tense</b></li> <li>- <b>Use conjunctions to express cause</b></li> <li>- Precise selection of vocabulary</li> <li>- use the present tense</li> <li>- Recognise devices used to elaborate on key information</li> <li>- Choose nouns and pronouns appropriately</li> <li>- Understand the structure of a non-narrative paragraph</li> <li>- Use carefully selected vocabulary to explain technical processes</li> <li>- Edit secretorially</li> </ul>	<ul style="list-style-type: none"> <li>- Simple present tense- The simple present tense is formed with a pronoun followed by a conjugated verb. It expresses habits and general truths that are true in the current moment, e.g. Heated solids melt to form liquids because the extra energy weakens ...</li> <li>- Adverb- An adverb is a word or phrase that modifies or qualifies an adjective or verb or other adverb or a word group, expressing a relation of place, time, circumstance, manner, cause, degree, etc.</li> <li>- Conjunction- A conjunction is a word used to connect words, clauses or sentences.</li> <li>- Noun- A noun is a word that refers to a person, place, thing, event, substance or quality.</li> <li>- Pronoun- A pronoun is a word that is used instead of a noun or a noun phrase.</li> </ul>	<ul style="list-style-type: none"> <li>- define and use technical vocabulary</li> <li>- form and use the present tense</li> <li>- Use a range of devices to elaborate on key information</li> <li>- use nouns and pronouns appropriately to avoid repetition</li> <li>- introduce a paragraph with a topic sentence and add supporting detail</li> <li>- use Tier 2 and 3 words within extended writing</li> <li>- use nouns and pronouns effectively</li> <li>- use adverbs to express time and conjunctions to express cause</li> <li>- make changes to their writing retrospectively, focusing on transcription</li> </ul>	
Year 5						
Autumn	<ul style="list-style-type: none"> <li>- Third person stories set in another culture</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- culture</li> <li>- laurel</li> <li>- oracle</li> <li>- intone</li> <li>- thicket</li> <li>- wayward</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Reporting clauses convey the mood of characters</b></li> <li>- <b>Short sentences add pace to a narrative</b></li> <li>- <b>Be able to: Interweave cultural references to establish context</b></li> <li>- <b>Use and sustain the third person</b></li> <li>- understand what is meant by cultural references</li> <li>- Explain what expanded noun phrases are to pupils</li> <li>- know that some information about characters may be stated explicitly, other information may be implicit</li> <li>- the rules for punctuating direct speech</li> <li>- that reporting clauses are important to the develop characters</li> <li>- Discuss the meaning of the term audience and have an awareness of who their audience is</li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun- phrase An expanded noun phrase is a simple noun phrase (e.g. these hillsides) expanded with at least one adjective, e.g. these rocky hillsides. A more complex example is: a large boulder beside a dense, waxy-leaved laurel bush.</li> <li>- Reporting clause- The reporting clause in direct speech is the clause that indicates who is talking, e.g. "Of course," replied the girl, dreamily. The reporting clause here is in bold. It can be placed</li> </ul>	<ul style="list-style-type: none"> <li>- Identify cultural references in a narrative</li> <li>- Use expanded noun phrases to add precise detail to describe a setting</li> <li>- Describe and develop characters in detail</li> <li>- Use dialogue to help to tell the story</li> <li>- Understand the structure of a narrative. Plan a narrative in note form</li> <li>- Include cultural references to set the context for the story</li> <li>- Describe and develop characters and settings in detail</li> </ul>	<b>Global or Community:</b> As homework, research and explore the origins and beliefs of other cultures in order to show empathy and a deeper understanding of their chosen culture and any references used.

			<ul style="list-style-type: none"> <li>- use cultural references in their introduction to make the setting and cultural context clear</li> <li>- describe and develop characters and settings in detail</li> <li>- use dialogue to help move the story forward</li> <li>- use expanded noun phrases to add precise detail</li> <li>- Explain editing for meaning</li> <li>- edit secretarially with a focus on checking spelling</li> </ul>	before, after or between pieces of speech.	<ul style="list-style-type: none"> <li>- Use dialogue to help to tell the story</li> <li>- Use expanded noun phrases to add precise detail</li> <li>- Edit to clarify meaning</li> <li>- Write an effective story resolution including cultural references</li> <li>- Edit writing for impact</li> <li>- Edit writing secretarially. Evaluate writing against its intended purpose.</li> </ul>	
	<ul style="list-style-type: none"> <li>- Formal letters of application</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- vacancy</li> <li>- punctual</li> <li>- genuine</li> <li>- proven</li> <li>- curriculum vitae</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How language can be adapted to persuade</b></li> <li>- <b>The rule of three</b></li> <li>- <b>Be able to: Use and sustain a formal tone</b></li> <li>- <b>Structure a formal letter in clear paragraphs</b></li> <li>- purpose and context of a formal letter of application</li> <li>- Explain the first person perspective</li> <li>- that formal letters of application often use persuasive language and devices</li> <li>- that paragraphs are used to organise ideas around a theme</li> <li>- introduction which summarises what the letter is about, the main paragraphs and a conclusion that summarises the main points</li> <li>- use a formal layout for a letter</li> <li>- Explain editing for meaning</li> <li>- Explain editing for impact</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Parenthesis- Parenthesis is a word, phrase or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own, e.g. Nor, I believe, should there be any barrier to people who are still in full time education offering support to their classmates.</li> <li>- Rule of three- The rule of three is a persuasive technique where an author groups three words, phrases or ideas to make their point more engaging and memorable, e.g. Punctual, hardworking and well-organised.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and sustain a formal tone throughout</li> <li>- Use and sustain the first person perspective</li> <li>- Use precise language and devices to persuade</li> <li>- Build a paragraph around a key point</li> <li>- Structure a letter in clear paragraphs</li> <li>- Use precise language and devices to persuade</li> <li>- Use and sustain a formal tone</li> <li>- Edit writing for meaning</li> <li>- Edit writing for impact</li> </ul>	<b>Personal:</b> Use the application plan by picking someone in their life (family, close circle of trusted adults) and list their positive attributes that make them a good citizen and reliable person. Discuss how these are recognised worldwide and are transferable skills/qualities that are valued in all societies.
	<ul style="list-style-type: none"> <li>- Poems that use word play</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- solution</li> <li>- dilution</li> <li>- substitution</li> <li>- immaterial</li> <li>- demise</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Word play enhances meaning through the sound of words.</b></li> <li>- <b>Homophones are an effective word play device.</b></li> <li>- <b>Be able to: Use word play to engage the reader.</b></li> <li>- <b>Perform a poem and vary intonation and volume to convey meaning.</b></li> <li>- the meaning of the terms word play and pun</li> <li>- precise selection of vocabulary for effect</li> <li>- Explain the meaning of editing for impact</li> </ul>	<ul style="list-style-type: none"> <li>- Word play- Word play refers to making jokes by using words in a clever and humorous way, especially by using a word that has two meanings, or words that sound the same but are spelt differently and have different meanings (homophones).</li> <li>- Alliteration- Alliteration is the use, especially in poetry, of the same sound or sounds, especially consonants, at the beginning of several words that are close together.</li> <li>- Internal rhyme- Internal rhyme is rhyme that occurs in the middle of lines of poetry instead of at the end, e.g. Science class was a gas.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and comment on the impact of word play in poetry</li> <li>- Precise selection of vocabulary</li> <li>- Use similar writing as a model for your own</li> <li>- Editing for impact. Perform your own composition using appropriate intonation, volume and movement.</li> </ul>	

				<ul style="list-style-type: none"> <li>- Pun- A pun is a joke exploiting the different possible meanings of a word or the fact that there are words which sound alike but have different meanings, e.g. That's what I call fizzy. Cool! (physical).</li> </ul>		
	<ul style="list-style-type: none"> <li>- Dialogue in narrative; first person myths and legends</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- bolster</li> <li>- comrade</li> <li>- cyclops</li> <li>- fiend</li> <li>- begrudge</li> <li>- futile</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The language of speech and writing differs</b></li> <li>- <b>Relative clauses add extra information</b></li> <li>- <b>Be able to: Write dialogue appropriate to a character</b></li> <li>- <b>Balance description and dialogue to help tell a story</b></li> <li>- know the difference between myth (not based in fact) and legend (some basis in fact)</li> <li>- the term dialogue and the conventions for punctuating direct speech</li> <li>- the differences between the language of speech and writing</li> <li>- the meaning of character traits</li> <li>- that relative clauses add extra information to sentences, using a relative pronoun</li> <li>- the purpose and context: first person narrative, focusing on dialogue, based on a myth or legend</li> <li>- the need to focus on balancing description with dialogue</li> <li>- conveying character through dialogue</li> <li>- demonstrate the difference between the language of speech and writing</li> <li>- Explain editing for meaning</li> <li>- write from the main character's perspective</li> <li>- use relative clauses to add information</li> <li>- the meaning of editing for impact</li> <li>- evaluate completed narrative against the Ingredients for Success</li> </ul>	<ul style="list-style-type: none"> <li>- The difference between the language of speech and writing- Speech involves immediate interaction. As such, it can include interruptions, repetition and incomplete sentences (apart from a planned formal speech), e.g. "Er ... ". Spoken language can also be changed, or self-corrected, at the point of speech. Conversely, written language tends to be more complex, characterised by longer sentences and subordinate clauses. Some types of written language, such as texting, are closer to the language of speech.</li> <li>- Relative clause- Relative clauses add information to sentences by using a relative pronoun, such as who, what or which, e.g. As we cowered against the rough stone wall, the cyclops, who was called Polyphemus, rolled a huge boulder across the gap.</li> </ul>	<ul style="list-style-type: none"> <li>- Balance description and dialogue to help tell the story</li> <li>- Demonstrate the difference between the language of speech and writing. Write from the main character's perspective</li> <li>- Write dialogue that is appropriate for the characters speaking</li> <li>- Use relative clauses to add information</li> <li>- Understand the structure of a narrative. Plan a cohesive narrative, drawing on ideas from reading</li> <li>- Balance description and dialogue in the opening to a story</li> <li>- Convey character through dialogue</li> <li>- Demonstrate the difference between the language of speech and writing</li> <li>- Edit writing for meaning</li> <li>- Write from the main character's perspective</li> <li>- Use relative clauses to add information</li> <li>- Edit writing for impact</li> <li>- Evaluate writing against its intended purpose. Perform to engage an audience.</li> </ul>	<p><b>Society:</b> Have a school visit from <a href="#">Ancient Greeks Workshop - Hands on History</a> or visit The British Museum <a href="#">School workshop: A question for the people   British Museum</a> and combine the myth writing with the birth of democracy.</p>
	<ul style="list-style-type: none"> <li>- Poems which explore form</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- deforestation</li> <li>- meander</li> <li>- dynamic</li> <li>- egret</li> <li>- bias</li> <li>- stagnation</li> <li>- evolve</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How syllables can be used to impose structure on some poetic forms</b></li> <li>- <b>The form and structure of haikus and cinquains</b></li> <li>- <b>Be able to: Write a poem that fulfils specific criteria.</b></li> <li>- <b>Perform a poem varying tone and volume and using movement for effect.</b></li> <li>- the meaning and effect of internal rhyme</li> <li>- cinquains have a set form like haikus</li> <li>- summarise the similarities and differences between these types of poems</li> <li>- Edit writing for impact.</li> </ul>	<ul style="list-style-type: none"> <li>- Haiku- A haiku is a poem with three lines and usually seventeen syllables, written in a style that is traditional in Japan.</li> <li>- Cinquain- A cinquain is a short poem consisting of five lines containing, respectively, two, four, six, eight, and two syllables.</li> <li>- Internal rhyme- Internal rhyme is rhyme that takes place within a line or phrase, rather than just at</li> </ul>	<ul style="list-style-type: none"> <li>- Understand and comment on the form and content of a range of poems</li> <li>- Understand and comment on the form and content of a range of poems. Select vocabulary precisely</li> <li>- Use similar writing as a model</li> <li>- Edit writing for impact. Perform a composition using appropriate intonation, volume and movement.</li> </ul>	<p><b>Global:</b> Watch examples of climate change poetry by children. Give research homework so children can discover what the effects of climate change could be on future generations. Make the focus of the poem on</p>

				the end of each line, e.g. Variation trumps stagnation.		<p>influencing the people of the world to make change.</p> <p>1. <a href="#">One World Poetry Winner - 'Deforestation' by Mohamed (youtube.com)</a></p> <p>2. <a href="#">English Recitation Competition on Nature/Environment   Poem Competition save nature for kids/children - YouTube</a></p> <p>3. <a href="#">Stopping climate change   Conserving our planet   Ubongo Kids (youtube.com)</a></p>
	<ul style="list-style-type: none"> <li>- Balanced argument</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- extinction</li> <li>- conversely</li> <li>- embryo</li> <li>- futile</li> <li>- ecosystem</li> <li>- compromise</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A balanced argument includes opposing views</b></li> <li>- <b>Views need to be supported with evidence to convince</b></li> <li>- <b>Be able to: Write in a sustained formal tone</b></li> <li>- <b>Use adverbials to signal similar or opposing viewpoints</b></li> <li>- <b>Use emotive language</b></li> <li>- the purpose of and context: to write a balanced argument on a chosen theme</li> <li>- discuss the meaning of the word oppose</li> <li>- that paragraphs in argument texts follow a common structure that ensures the information is clearly conveyed to the reader</li> <li>- a balanced argument includes supporting evidence and emotive language to convince the reader.</li> <li>- modal verbs are used to indicate possibility</li> <li>- the title of the text is in the form of a rhetorical question</li> <li>- use emotive language to convey strength of feeling as well as adverbials to create cohesion</li> <li>- the structure of the conclusions. Make explicit the need to consider both sides of the debate and explain own viewpoint</li> <li>- the purpose of editing for impact</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Modal verbs- Modal verbs come before another verb and indicate how possible or likely something is, e.g. Who knows what other species suffer when a type of large animal dies out and what effect that might have on their ecosystem?</li> <li>- Cohesion- Creating cohesion means linking words, phrases, sentences or paragraphs so that relationships are clear to the reader. Devices include the use of pronouns to refer back to a noun or noun phrase already used, e.g. The only reason they are threatened now is because humans have been chopping down their natural habitat. Other cohesive devices include repetition and referring back to a point previously made.</li> </ul>	<ul style="list-style-type: none"> <li>- Use adverbials to represent both sides of a debate and develop cohesion</li> <li>- Build a paragraph around a point. Give clear evidence to support points</li> <li>- Deliberately select emotive language to convey strength of feeling</li> <li>- Indicate possibility and certainty by using modal verbs</li> <li>- Structure and plan a balanced argument</li> <li>- Give clear evidence to support points</li> <li>- Develop cohesion throughout the text by referring to previous points. Deliberately select emotive language to convey strength of feeling</li> <li>- Explain one's own point of view in the conclusion</li> <li>- Edit extended writing for impact</li> </ul>	
Spring	<ul style="list-style-type: none"> <li>- Third person stories in another culture</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- dedicated</li> <li>- recede</li> <li>- submerged</li> <li>- musing</li> <li>- hauling</li> <li>- menacing</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Dialogue can help tell the story and convey information about characters</b></li> <li>- <b>An expanded noun phrase is a simple noun phrase expanded with at least one adjective</b></li> <li>- <b>Be able to: Interweave cultural references to establish context</b></li> <li>- <b>Describe and develop characters and settings in detail</b></li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrase- An expanded noun phrase is a simple noun phrase (e.g. the river) expanded with at least one adjective, e.g. the mighty river. A more complex example is: the</li> </ul>	<ul style="list-style-type: none"> <li>- Identify cultural references in a narrative</li> <li>- Use expanded noun phrases to add precise detail to describe a setting</li> <li>- Describe and develop characters in detail</li> <li>- Use dialogue to help tell the story</li> </ul>	

			<ul style="list-style-type: none"> <li>- <b>Use and sustain the third person</b></li> <li>- Establish purpose and context: to write a third person narrative set in another culture, demonstrated through the inclusion of a range of cultural references</li> <li>- Explain what expanded noun phrases are</li> <li>- how the author has conveyed information</li> <li>- how dialogue is an important mechanism for telling the reader more about characters</li> <li>- to create a planning structure based on a text</li> <li>- how the author can quickly establish culture and setting in introduction</li> <li>- how the author has built suspense</li> <li>- to use dialogue to help tell the story</li> <li>- precise vocabulary selection</li> <li>- editing for meaning focuses on checking writing to ensure that it makes sense</li> <li>- Discuss what makes a good ending</li> <li>- explain some of the key features of the ending</li> <li>- Explain that editing for impact means making changes to the language used and sentence composition to achieve the desired effect on the reader</li> <li>- use of synonyms</li> <li>- vary sentence lengths</li> </ul>	<p>magnificent new temple dedicated to Hatshepsut.</p> <ul style="list-style-type: none"> <li>- Reporting clause- The reporting clause in direct speech is the clause that indicates who is talking, e.g. "Far from it. In fact, one of them was extremely helpful to me," he replied, casually picking an apricot out of a basket beside her and taking a bite. The reporting clause here is in bold. It can be placed before, after or between pieces of speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the structure of a narrative. Plan a narrative in note form</li> <li>- Include cultural references to set the context for the story</li> <li>- Describe and develop characters and settings in detail</li> <li>- Use dialogue to help tell the story</li> <li>- Use expanded noun phrases to add precise detail</li> <li>- Edit to clarify meaning</li> <li>- Write an effective story resolution that includes cultural references</li> <li>- Edit writing for impact</li> <li>- Vary the length of sentences for effect</li> </ul>	
	<ul style="list-style-type: none"> <li>- Formal letters of application</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- investment</li> <li>- revolutionise</li> <li>- incorporate</li> <li>- induction</li> <li>- indispensable</li> <li>- phenomenal</li> <li>- astute</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The subjunctive verb form is used to formally make a request or suggest a possibility</b></li> <li>- <b>How language can be adapted to persuade</b></li> <li>- <b>Be able to: Use and sustain a formal tone</b></li> <li>- <b>Structure a formal letter in clear paragraphs</b></li> <li>- Explain the purpose of a persuasive formal letter</li> <li>- devices that can be used to achieve a formal register</li> <li>- modal verbs are used to express degrees of possibility</li> <li>- the subjunctive is a verb form or mood that refers to actions that are possibilities rather than facts</li> <li>- know the purpose of paragraphs and the conventions for signalling a new one</li> <li>- know the key features of a formal letter</li> <li>- using cohesive devices</li> <li>- use some of the persuasive devices</li> <li>- Revisit the use of parenthesis to add information</li> <li>- Explain that editing for impact means making changes to language and sentence composition to achieve the desired effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>- Subjunctive verb form- The subjunctive is a verb form or mood that refers to actions that are possibilities rather than facts. It is also used to express wishes, demands or suggestions. It is mostly used to create a formal tone, e.g. Were you to grant me such an opportunity, I have every confidence that you would be profoundly impressed.</li> </ul>	<ul style="list-style-type: none"> <li>- Use precise language and devices to persuade</li> <li>- Use and sustain a formal tone throughout</li> <li>- Recognise and use the subjunctive verb form</li> <li>- Write introductory sentences to signal the theme of a paragraph</li> <li>- Structure and plan the content of a formal letter</li> <li>- Structure writing in clear paragraphs</li> <li>- Use precise language and devices to persuade</li> <li>- Use and sustain a formal tone</li> <li>- Edit writing for impact</li> </ul>	-
	<ul style="list-style-type: none"> <li>- Playscripts – Shakespeare retelling</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- synonymous</li> <li>- lament</li> <li>- futility</li> <li>- decree</li> <li>- naively</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Who Shakespeare was and why he is so significant to British heritage</b></li> <li>- <b>A synopsis is often written in the present tense to convey a sense of immediacy</b></li> <li>- <b>Be able to: Write a synopsis of a Shakespearean play</b></li> </ul>	<ul style="list-style-type: none"> <li>- Parenthesis- A word, sentence, etc. that is added to a piece of writing to give extra information. It is separated from the rest of the text using brackets, commas or dashes,</li> </ul>	<ul style="list-style-type: none"> <li>- Know who Shakespeare was and understand his significance. Summarise characters drawing on explicit and implicit information.</li> <li>- Write concisely</li> </ul>	-

		<ul style="list-style-type: none"> <li>- ensuing</li> <li>- inconsolable</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Write concisely in the third person</b></li> <li>- <b>Select vocabulary precisely to convey meaning</b></li> <li>- Explain the meaning of synopsis</li> <li>- synopsis is usually written in the present tense using the third person</li> <li>- explain some of the techniques used to write with concision</li> <li>- Explain how precise vocabulary choices can enhance the meaning and create a better impact on the reader</li> <li>- that a sentence should make sense if the parenthesis is removed</li> <li>- know how a synopsis is structured</li> <li>- a synopsis should include a hook</li> <li>- use sentences that begin with fronted adverbials</li> <li>- use of the comma to separate clauses and to mark a fronted adverbial</li> </ul>	<p>e.g. When she appears, professing her love for him despite their families' differences, Romeo makes himself apparent.</p>	<ul style="list-style-type: none"> <li>- Precise selection of vocabulary to enhance meaning</li> <li>- Use commas, brackets and dashes to mark parenthesis</li> <li>- Plan the structure and content of a synopsis in note form</li> <li>- Incorporate Shakespearian characters and settings in writing</li> <li>- Select vocabulary precisely to enhance meaning</li> <li>- Edit writing for meaning</li> <li>- Use commas to clarify meaning or avoid ambiguity</li> </ul>	
	<ul style="list-style-type: none"> <li>- Biography</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- astronaut</li> <li>- crew</li> <li>- NASA</li> <li>- civilian</li> <li>- crater</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A biography tells the story of someone's life</b></li> <li>- <b>How to form the perfect form of the past and present tenses</b></li> <li>- <b>Be able to: Plan and write a well-structured biography</b></li> <li>- <b>Sustain the third person</b></li> <li>- <b>Add additional information using relative clauses</b></li> <li>- that a biography is an account of a person's life written by someone else</li> <li>- identify the use of pronouns and conjunctions for cohesion</li> <li>- the difference between coordinating and subordinating conjunctions</li> <li>- that a relative clause is used to add information to a main clause using a relative pronoun</li> <li>- how the present perfect tense is formed</li> <li>- how the past perfect tense is formed</li> <li>- the purpose for and context of biographies</li> <li>- use pronouns to avoid repetition</li> <li>- know biography needs to be written with a formal tone so contractions (e.g. didn't) should be avoided</li> <li>- use of a subordinate clause to start a sentence</li> <li>- that editing for meaning focuses on checking writing to ensure that it makes sense</li> <li>- use pronouns and conjunctions for cohesion</li> <li>- use of precise vocabulary</li> <li>- Explain that editing for impact means making changes to language and sentence composition to achieve the desired effect on the reader</li> <li>- how the purpose should dictate the type of grammar and vocabulary used</li> </ul>	<ul style="list-style-type: none"> <li>- Auxiliary verb- Auxiliary verbs take a supportive role in a sentence, second to the main verb. The three main auxiliary verbs are be, do, and have.</li> <li>- Present perfect tense- The present perfect tense describes actions that started in the past and continued (or continue to be true) into the present. It pairs the auxiliary verb have or has with the past participle of the main verb. E.g. His amazing career has earned him many awards ...</li> <li>- Past perfect tense- The past perfect tense describes actions that happened and were completed in the past before something else happened. It pairs the auxiliary verb had with the past participle of the main verb. E.g. A few years after he had completed his training ...</li> <li>- Relative clause- A relative clause is used to add information to sentences using a relative pronoun such as who, that, which, etc. E.g. In 1973, Lovell retired from the NASA space program, which is hardly surprising considering all he</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence and describe events chronologically and factually</li> <li>- Use pronouns and conjunctions to aid the flow of writing</li> <li>- Use relative clauses to add information</li> <li>- Use the present perfect and past perfect tenses</li> <li>- Plan the structure and content of a biography in note form</li> <li>- Use the present perfect and past perfect tenses</li> <li>- Use relative clauses to add information</li> <li>- Edit writing for meaning</li> <li>- Use pronouns and conjunctions to aid the flow of writing</li> <li>- Use the present perfect and past perfect tenses</li> <li>- Edit writing for impact</li> <li>- Select appropriate grammar and vocabulary to suit a purpose</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Community or Social or Global:</b></li> <li>- Choose an influential figure from either the local community; someone who has made social change, or someone who has had a global impact with their influence. Relate to how they used their influence to effect positive change.</li> </ul>

				had been through, and returned to civilian life.		
	<ul style="list-style-type: none"> <li>- Poems that use word play</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- ponderous</li> <li>- gait</li> <li>- callously</li> <li>- opine</li> <li>- concur</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Word play is a poetic device that enhances meaning through the sound of words</b></li> <li>- <b>Collective nouns are singular nouns that refer to a group of people, animals or things</b></li> <li>- <b>Be able to: Identify examples of word play, including homophones, and explain their intended impact on the reader</b></li> <li>- <b>Use word play to engage and amuse the reader</b></li> <li>- the meaning of word play</li> <li>- that the precise vocabulary and accuracy of expression or detail are chosen to enhance meaning and amuse the reader</li> <li>- editing for impact</li> </ul>	<ul style="list-style-type: none"> <li>- Collective noun- A collective noun is a singular noun, such as committee, that refers to a group of people, animals or things. Relevant examples from the model text: <ul style="list-style-type: none"> <li>• a murder of</li> <li>• a murmuration of starlings</li> <li>• a parliament of owls</li> </ul> </li> <li>- Pun- A pun is a joke that exploits the different possible meanings of a word or the fact that there are words that sound alike but have different meanings, e.g. The lion's beef unnerved the cows.</li> <li>- Alliteration- Alliteration is the use of the same letter or sound at the beginning of words that are close together, e.g. callously cawing, grating gaggle.</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse poetic devices used and explain their intended impact</li> <li>- Make precise language choices to enhance meaning and amuse</li> <li>- Use similar writing as a model for own composition. Use word play to amuse.</li> <li>- Perform own composition using appropriate intonation, volume and movement. Edit writing for impact.</li> </ul>	-
Summer	<ul style="list-style-type: none"> <li>- Playscripts</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- emperor</li> <li>- rowdy</li> <li>- exile</li> <li>- imperial</li> <li>- monarch</li> <li>- forge</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Playscripts may vary in their level of formality</b></li> <li>- <b>How to use appropriate gestures and varied tone and volume to add impact to the spoken word</b></li> <li>- <b>Be able to: Use key organisational and presentational devices to write a script</b></li> <li>- <b>Convey character by what is said, how it is said and through actions</b></li> <li>- Understand the organisational and presentational devices used in playscripts to guide the reader</li> <li>- use of italics and brackets for stage directions</li> <li>- use of the present tense</li> <li>- Convey character by what is said, how it is said and through actions</li> <li>- Understand the varied levels of formality in different aspects of a playscript</li> <li>- Write in the appropriate form</li> <li>- use boxing-up to create a planning frame</li> <li>- edit for impact</li> <li>- Write in the appropriate form</li> <li>- Read with appropriate intonation and volume</li> </ul>	<ul style="list-style-type: none"> <li>- Gesture- A movement that you make with your hands, your head or your face to show a particular meaning.</li> <li>- Intonation- The rise and fall of the voice when speaking.</li> </ul>	<ul style="list-style-type: none"> <li>- Read a playscript, taking note of and understanding organisational and presentational devices</li> <li>- Convey character by what is said, how it is said and through actions</li> <li>- Demonstrate shifts in formality in different aspects of a playscript</li> <li>- Write a short scene in the appropriate form</li> <li>- Plan the outline of a playscript, including detail on setting and characters</li> <li>- Convey character by what is said, how it is said and through actions</li> <li>- Demonstrate shifts in formality in different aspects of a playscript</li> <li>- Edit writing to improve the impact on the audience</li> <li>- Evaluate writing against its intended purpose</li> <li>- Perform a playscript with appropriate intonation, volume and movement</li> </ul>	-
	<ul style="list-style-type: none"> <li>- Dialogue in</li> </ul>	<ul style="list-style-type: none"> <li>- commotion</li> <li>- barbarism</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Dialogue can be used to convey information about a character</b></li> </ul>	<ul style="list-style-type: none"> <li>- Expanded noun phrase- An expanded noun phrase is a simple</li> </ul>	<ul style="list-style-type: none"> <li>- balance description and dialogue to help tell the story</li> </ul>	-



	narrative - first person myths and legends - (3 Weeks)	<ul style="list-style-type: none"> <li>- arduous</li> <li>- baffle</li> <li>- fiendish</li> <li>- ominous</li> <li>- reek</li> </ul>	<ul style="list-style-type: none"> <li>- <b>The language of speech and writing can differ</b></li> <li>- <b>Be able to: Balance description and dialogue in a narrative written in the first person</b></li> <li>- <b>Use inverted commas accurately to punctuate speech</b></li> <li>- recognise the balance of description and dialogue to help tell the story</li> <li>- Demonstrate the difference between the language of speech and writing</li> <li>- Use additional punctuation within speech</li> <li>- Use relative clauses to add information</li> <li>- Understand the structure of a narrative</li> <li>- Balance description and dialogue in the opening to a story</li> <li>- Convey character through dialogue</li> <li>- Edit writing secretarially</li> <li>- Use commas, brackets, dashes to include relative clauses</li> <li>- Demonstrate the shift between the first and third person</li> <li>- Edit writing for impact</li> <li>- Evaluate writing against its intended purpose</li> </ul>	noun phrase (e.g. a voyage) expanded with at least one adjective, e.g. a long and arduous voyage. - Relative clause- Add information to sentences by using a relative pronoun, such as who, what or which, e.g. "There, they are sacrificed to a monster known as the Minotaur, who is half-man, half-bull."	<ul style="list-style-type: none"> <li>- demonstrate the difference between the language of speech and writing</li> <li>- write dialogue that is appropriate for the character</li> <li>- use relative clauses to add information</li> <li>- understand and describe the main structure of a narrative</li> <li>- plan in note form a cohesive narrative using ideas from reading</li> <li>- balance description and dialogue in the opening to a story</li> <li>- write accurately punctuated dialogue that conveys character</li> <li>- demonstrate the difference between the language of speech and writing</li> <li>- edit writing to improve the accuracy of punctuation</li> <li>- use relative clauses to add information</li> <li>- move between the first and third person in dialogue and description</li> <li>- edit writing to improve the impact on the reader</li> <li>- evaluate own and others' writing against its intended purpose</li> </ul>	
	- Balanced argument - (2 Weeks)	<ul style="list-style-type: none"> <li>- culprit</li> <li>- prohibit</li> <li>- decompose</li> <li>- durable</li> <li>- impose</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A balanced argument includes opposing views</b></li> <li>- <b>Views need to be supported with evidence to convince</b></li> <li>- <b>Be able to: Write in a sustained formal tone</b></li> <li>- <b>Use oppositional and additional conjunctions</b></li> <li>- <b>Use emotive language</b></li> <li>- identify oppositional and additional conjunctions</li> <li>- Give clear examples to support points</li> <li>- Develop cohesion throughout the text by referring to previous points</li> <li>- select appropriate emotive language</li> <li>- Use a formal tone</li> <li>- plan a balanced report</li> <li>- incorporate supporting detail and facts to convince the reader</li> <li>- Use appropriate emotive language</li> <li>- Use a variety of cohesive devices</li> <li>- Edit for impact</li> </ul>	- Parenthesis- Parenthesis is a word, phrase or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. It can be marked with either commas, brackets or dashes, e.g. Plastic bottles, popular with pupils, decompose very slowly.	<ul style="list-style-type: none"> <li>- represent both sides of a debate, using oppositional and additional conjunctions to do so</li> <li>- support points with examples and make links between points</li> <li>- deliberately select emotive language to convey strength of feeling</li> <li>- adopt and sustain a formal tone</li> <li>- plan the structure and content of a balanced report</li> <li>- deliberately select emotive language to convey strength of feeling</li> <li>- use a range of cohesive devices, including reference to previous points, to add flow to writing</li> <li>- review and edit writing considering the intended impact on the reader</li> </ul>	<b>Global:</b> Link to poems about global warming/climate change. Recap the difference people now could have on future generations.

	- Biography	- graduate - crystallography - molecule - helix	- <b>Know: The key features of a biography</b> - <b>Relative pronouns are used to introduce a relative clause</b> - <b>Be able to: Organise information into paragraphs ordered chronologically</b> - <b>Use relative clauses to add information</b> - <b>Use the present and past perfect tenses to show relationships of time</b> - know biographies are chronological and factual - know and use conjunctions relating to cause and effect, e.g. however, therefore - Identify a relative clause - Recap the simple present and past tenses. - Establish purpose and context of chosen subject of biography - use a planning framework: an introduction; early life; career and achievements and a conclusion, summarising contribution or legacy - use relative clauses to add information - Include pronouns and conjunctions to link ideas - Use the past and present perfect tenses accurately - know to edit writing to clarify meaning - Use the third person - link back to the previous paragraph through the use of conjunctions - Edit writing for impact -	- Past perfect tense- The past perfect, also called the pluperfect, is a verb tense used to talk about actions that were completed before some point in the past. The past perfect tense is for talking about something that happened before something else, e.g. By this stage, scientists had realised ... - Present perfect tense- The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g. we have talked before) or began in the past and continued to the present time (e.g. ... their discovery has led to many life-saving medical advances). This tense is formed by have / has + the past participle	- sequence and describe events chronologically and factually - use pronouns and conjunctions to add cohesion to writing - write relative clauses to add information - identify and write examples of the present and past perfect tenses - identify key conventions of a biography - plan the structure and content of a biography - use relative clauses to add information - use pronouns and conjunctions to aid the flow of writing - use the present and past perfect tenses to convey events from the past that continue to have impact - edit writing to improve clarity of meaning - use and sustain the third person - use pronouns and conjunctions to aid the flow of writing - edit language and composition choices to improve impact on the reader - evaluate their writing against its intended purpose	<b>Social:</b> Focus on figures that represent diversity in Science - Look at clips from 'Hidden Figures' to link to Space topic and the discrimination black, female scientists experienced in the 1960s.
	- Poems which explore form - (1 Week)	- paralyse - deceased - casualty - soar	- <b>Know: The bridge in a set of lyrics is designed to change the pace or direction of the piece</b> - <b>Homophones can be used to create word play</b> - <b>Be able to: Edit word choices for impact</b> - <b>Perform their own composition using appropriate intonation, volume and movement</b> - how the mood is created through precise vocabulary choices - Use similar writing as a model for your own - How to edit word choices for impact - plan a performance of their own lyrics using prosody	- Inspiration for the lyrics- The writer took inspiration from a Bosnian who missed four years of schooling due to the war, yet still achieved a first class degree. His message is that we are masters of our own destiny. In this case, the lyrics focus on the response to the Covid pandemic, seen from a pupil's point of view. - Verse and chorus- The verse conveys evocative ideas whilst the chorus is designed to be catchy. - Pre-chorus- The pre-chorus is a section that appears between the verse and the chorus and is often repeated, e.g. You are wrong.	- identify and use precise vocabulary to enhance meaning - plan lyrics drawing on the form and structure of a model - use precise vocabulary to enhance meaning - edit word choices for impact	-

				<ul style="list-style-type: none"> <li>- Bridge- The bridge often appears towards the end and is designed to change the pace or direction, e.g. Unstoppable, we climb. Unstoppable, we strive. Unstoppable, we rise.</li> </ul>		
Year 6						
Autumn	<ul style="list-style-type: none"> <li>- Autobiography</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- predator</li> <li>- arachnid</li> <li>- option</li> <li>- biology</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The past progressive tense shows on-going actions that took place in the past</b></li> <li>- <b>Relative clauses are used to give additional information about a noun by using a relative pronoun</b></li> <li>- <b>Be able to: Sequence and describe events chronologically and factually</b></li> <li>- <b>Use conjunctions, adverbs and prepositions to express time, place and cause</b></li> <li>- Explain that an autobiography is an account of a person's life written by that person</li> <li>- that conjunctions, adverbs and prepositions can be used to express time, place and cause</li> <li>- that a relative clause is used to add extra information to a main clause using a relative pronoun</li> <li>- Compare and explain the simple past tense and the past progressive tense</li> <li>- know the key features of an autobiography</li> <li>- know an autobiography is a factual account of a life and also needs to entertain and engage: rhetorical questions, opinions, humour and commentary on the events are included</li> <li>- that an introductory or topic sentence can be used to signpost the theme of the paragraph to the reader</li> <li>- that parenthesis and the relative clause are both effective devices for adding detail</li> <li>- that editing for impact means making changes to language and sentence composition to achieve the desired effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>- Simple and progressive forms of the past tense- Simple past: actions that were completed in the past, e.g. We even discovered some new species, one of which was named after me ... Past progressive: on-going actions that took place in the past, e.g. They were looking for ...</li> <li>- Relative clauses- Used to give additional information about a noun by using a relative pronoun (who, which, that, when, where, whose), e.g. By working hard at school, I managed to earn a place at a good university where I studied biology.</li> <li>- Parenthesis- A parenthesis is a word, phrase or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. The parenthesis can be marked using commas, dashes or brackets, e.g. My real break came, however, during a chance discussion with a researcher.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify and use phrases that indicate the chronology of events</li> <li>- Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>- Use relative clauses to add information to sentences</li> <li>- Use and sustain the simple and progressive forms of the past tense</li> <li>- Plan an autobiography in note form</li> <li>- Use precise word choices and rhetorical questions to engage the reader</li> <li>- Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>- Use relative clauses to add information to sentences</li> <li>- Edit for impact</li> </ul>	
	<ul style="list-style-type: none"> <li>- Discursive writing and speeches</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- culinary</li> <li>- mellow</li> <li>- Keats</li> <li>- carbon footprint</li> <li>- self-indulgent</li> <li>- plea</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The passive voice conveys a formal tone</b></li> <li>- <b>Multiple viewpoints need to be represented in a discussion</b></li> <li>- <b>Be able to: Edit their writing according to specific criteria</b></li> <li>- <b>Deliver a speech using appropriate formality and expression</b></li> <li>- explain situations where it may be necessary to deliver a speech</li> <li>- give opinion conveyed in the form of a rhetorical question</li> </ul>	<ul style="list-style-type: none"> <li>- Passive voice- A sentence is written in the passive voice when the subject of the sentence has an action done to it by someone or something else. It is a device that can be used to support a formal register, e.g. Is our planet being harmed by our demand for unseasonable food?</li> </ul>	<ul style="list-style-type: none"> <li>- Represent multiple viewpoints using a range of conjunctions and adverbials to do so</li> <li>- Elaborate on key points by offering further details</li> <li>- Deliberately select emotive language to convey strength of feeling</li> <li>- Adopt and sustain a formal tone, including use of the passive voice</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Community or Social or Global:</b> Choose an influential subject to change either the local community; social change, or global impact. Write a speech to</li> </ul>

			<ul style="list-style-type: none"><li>- that an introductory sentence is followed by notes to elaborate on the point</li><li>- that emotive language can be used to persuade, appeal to or provoke an audience</li><li>- identify examples of emotive language</li><li>- Explain the active and passive verb forms</li><li>- know the purpose of and context for the discursive speeches</li><li>- Use sub-headings accurately</li><li>- know that the introduction should acknowledge the audience first</li><li>- identify shifts from formal to informal tone</li><li>- use and sustain a formal register</li><li>- understand delivering a speech requires the speaker to engage the audience</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Conjunction- A conjunction is a word used to connect clauses in a sentence or to co-ordinate words in the same clause, e.g. The growing of these tropical fruits is not supported by the UK's temperate climate, so they are imported, mostly from Ghana.</li><li>- Adverbial- An adverbial is a word or phrase that adds more information to a sentence. It can explain how, when, where or how often something happens, e.g. But they are not in season at this time of the year.</li></ul>	<ul style="list-style-type: none"><li>- Structure and plan a discursive speech</li><li>- Elaborate on key points by offering further details and examples</li><li>- Deliberately select emotive language to convey strength of feeling in extended writing</li><li>- Sustain a formal register, including the passive voice, in extended writing</li><li>- Deliver a speech using appropriate formality and expression</li></ul>	<ul style="list-style-type: none"><li>- attempt to influence others to effect positive change.</li></ul>
	<ul style="list-style-type: none"><li>- Poems that create images and explore vocabulary</li><li>- (1 Week)</li></ul>	<ul style="list-style-type: none"><li>- august</li><li>- immortal</li><li>- staunch</li><li>- mingle</li><li>- comrade</li><li>- profound</li></ul>	<ul style="list-style-type: none"><li>- <b>Know: How figurative language can be used to enhance images for the reader</b></li><li>- <b>Making eye contact, changing facial expressions or using gestures adds impact to words</b></li><li>- <b>Be able to: Use a given poetic structure to inform their own writing</b></li><li>- <b>Learn a poem by heart and perform it using intonation, volume and movement</b></li><li>- identify the structure of the model text (verses of regular length)</li><li>- recognise rhyme and rhyming pattern</li><li>- know how figurative language is used to create images</li><li>- understand the structure of a poem that tells a story</li><li>- that intonation means to vary the pitch and volume of the voice to match the meaning of a text</li><li>- understand editing for impact focuses on reviewing the selection of word choices and how well the writer has conveyed the intended tone and mood for the reader</li></ul>	<ul style="list-style-type: none"><li>- figurative language- including similes, metaphors, alliteration, onomatopoeia, personification, oxymoron</li></ul>	<ul style="list-style-type: none"><li>- Explore the themes and conventions of a poem</li><li>- Explain the impact of the author's language on the reader</li><li>- Use similar writing as a model.</li><li>- Select vocabulary precisely to match meaning</li><li>- Learn a poem by heart, performing it using intonation, volume and movement</li><li>- Editing for impact</li></ul>	<ul style="list-style-type: none"><li>- <b>Global-</b> discuss the importance of armistice day and the impact of WWI on the World. What did the war teach us? How did it change relations between countries?</li><li>- Possible trip to museum at Royal Arsenal?</li></ul>
	<ul style="list-style-type: none"><li>- First person stories with a moral</li><li>- (2 Weeks)</li></ul>	<ul style="list-style-type: none"><li>- moral</li><li>- destined</li><li>- ravine</li><li>- reverberate</li><li>- eccentric</li><li>- ominous</li><li>- discern</li></ul>	<ul style="list-style-type: none"><li>- <b>Know: How to plan a narrative and interweave a moral</b></li><li>- <b>Characters are portrayed through their actions, what is said and how it is said</b></li><li>- <b>Be able to: Balance description, action and dialogue in a narrative</b></li><li>- <b>Use and sustain the first person perspective</b></li><li>- Explain the purpose of the unit: to write a first person narrative with the same moral as the model text</li><li>- know the definitions and give examples of conjunctions, prepositions and adverbs</li><li>- recognise a story in the first person relates events from the narrator's perspective</li></ul>	<ul style="list-style-type: none"><li>- Relative clause- A relative clause is used to provide additional information about a noun.</li><li>- Relative pronoun- A relative clause is introduced with a relative pronoun (e.g. who, whose, that, which, where).</li></ul>	<ul style="list-style-type: none"><li>- Use conjunctions, adverbs and prepositions to express time, place and cause</li><li>- Develop characters through precise description</li><li>- Develop atmosphere and settings through precise description</li><li>- Balance description, action and dialogue across the text</li><li>- Weave an inherent moral or lesson throughout the story. Build and shape a cohesive narrative, using text models to inform planning</li></ul>	<ul style="list-style-type: none"><li>- <b>Personal-</b> Use a moral that applies to school or personal life. Discuss how we could use these stories to share with younger children to teach them life lessons. Children to share their stories with younger year</li></ul>

			<ul style="list-style-type: none"><li>- explain the importance of expanded noun phrases and precise word choices</li><li>- Explain the importance of balancing description, action and dialogue</li><li>- plan the structure of the story by weaving this moral into it</li><li>- Explain the features of the opening to a story</li><li>- Explain the key features of the build-up phase of the story</li><li>- Explain the key features of the dilemma / problem phase of the story</li><li>- Explain the key features of the action / events phase of the story</li><li>- Explain the key features of the ending / resolution phase of the story</li><li>- that relative clauses are used to provide additional information about the noun</li></ul>		<ul style="list-style-type: none"><li>- Develop settings, atmosphere and characters through precise description in independent writing</li><li>- Use conjunctions, adverbs and prepositions to express time, place and cause in independent writing</li><li>- Balance description, action and dialogue across the text in independent writing</li><li>- Use relative clauses to add further detail about a subject</li></ul>	groups in reading time.
	<ul style="list-style-type: none"><li>- Shakespeare's sonnets</li><li>- (1 Week)</li></ul>	<ul style="list-style-type: none"><li>- temperate</li><li>- complexion</li><li>- jocund</li><li>- solitude</li><li>- host</li></ul>	<ul style="list-style-type: none"><li>- <b>Know: Who Shakespeare was and how significant his writing is to our literary heritage</b></li><li>- <b>A sonnet has fourteen lines of ten syllables</b></li><li>- <b>Be able to: Use technical terms to explain the structure and style of a sonnet</b></li><li>- <b>Compare poems and justify reading preferences</b></li><li>- Explain iambic pentameter and demonstrate how this contributes to the rhythm</li><li>- summarise it in one sentence each verse</li><li>- point out the similarities and differences between Sonnet 18 and Daffodils</li><li>- know the key features to consider when performing</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Sonnet -A sonnet is a single-stanza poem with fourteen lines. Each line usually has ten syllables.</li><li>- iambic pentameter - Shakespeare often used iambic pentameter in his plays and sonnets. The term refers to a certain number of syllables in a line with emphasis being placed on alternate syllables (roughly represented as 'da DUM da DUM'). It is this pattern that contributes to the rhythm of the words.</li><li>- Rhyming couplets - Rhyming couplets are a rhyming pair of successive lines of verse, typically of the same length, e.g. So long as men can breathe or eyes can see, So long lives this, and this gives life to thee.</li></ul>	<ul style="list-style-type: none"><li>- Orally summarise the conventions and themes of a sonnet using technical terms where appropriate</li><li>- Compare the works of important poets</li><li>- Develop, explain and justify your own reading preferences</li><li>- Learn a poem by heart and perform it using movement and varying intonation and volume</li></ul>	
	<ul style="list-style-type: none"><li>- Explanatory texts</li><li>- (2 Weeks)</li></ul>	<ul style="list-style-type: none"><li>- manufacturing</li><li>- conveyor</li><li>- process</li><li>- transit</li><li>- contraction</li><li>- ultimately</li></ul>	<ul style="list-style-type: none"><li>- <b>Know: The present progressive tense indicates actions that are ongoing now</b></li><li>- <b>The passive verb form places emphasis on the object of a sentence</b></li><li>- <b>Be able to: Use precise tier 3 vocabulary to convey an expert voice</b></li><li>- <b>Use organisational and presentational devices to help the reader navigate a text</b></li><li>- Explain the purpose of an explanation</li><li>- Explain the function of bullet points and subheadings.</li></ul>	<ul style="list-style-type: none"><li>- Passive verb form - This is when the subject of the sentence has an action done to it (used when the writer wants to focus on the object in a sentence), e.g. Each lump or bolus of food is pushed by the tongue ...</li><li>- Simple present and present progressive tenses - Simple present: actions happening now, e.g. The bolus travels down the</li></ul>	<ul style="list-style-type: none"><li>- Use organisational and presentational devices to help the reader navigate a text</li><li>- Use conjunctions, adverbs and prepositions to express time, place and cause</li><li>- Use and sustain the simple and progressive forms of the present tense</li><li>- Use passive verbs to affect the presentation of information</li></ul>	<ul style="list-style-type: none"><li>- <b>Social</b> - Write an explanation of the Rule of Law. Compare this British value with the way we sanction in school. The importance of admitting guilt and how this can</li></ul>

			<ul style="list-style-type: none"> <li>- know the function of conjunctions, adverbs and prepositions</li> <li>- compare the simple present tense and the present progressive tense and explain the difference</li> <li>- use the active and passive verb forms</li> <li>- create a planning structure and outline for the text using proper chronology</li> <li>- make precise vocabulary choices</li> <li>- use conjunctions to signal a cause-and-effect</li> <li>- know that explanatory texts are written in a formal register</li> <li>- know the intended audience might affect the style and content of their original writing</li> </ul>	<p>oesophagus. Present progressive: actions that are ongoing now, e.g. The bolus is travelling down the oesophagus.</p> <ul style="list-style-type: none"> <li>- Coordinating and subordinating conjunctions - Coordinating conjunctions link two words or phrases as an equal pair</li> </ul>	<ul style="list-style-type: none"> <li>- Plan the structure and outline of an explanation</li> <li>- Select vocabulary precisely for effect, including conjunctions, adverbs and prepositions in independent writing</li> <li>- Use the passive verb form to affect the presentation of information in independent writing</li> <li>- Editing writing for impact</li> <li>- Convert one text type to another, demonstrating a shift in formality</li> </ul>	<p>result in a lesser sentence (give examples of instances in school that mirror this). Compare and discuss the behaviour policy to laws applied in society.</p>
Spring	<ul style="list-style-type: none"> <li>- Extended third person narrative – adventure stories</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- boardwalk</li> <li>- wireless</li> <li>- surge</li> <li>- debris</li> <li>- ominous</li> <li>- subside</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: A range of descriptive devices and techniques</b></li> <li>- <b>How to develop an extended narrative over time</b></li> <li>- <b>How to balance description, dialogue and action</b></li> <li>- <b>Be able to: Plan, structure and execute an extended narrative</b></li> <li>- <b>Consciously vary sentence structures</b></li> <li>- <b>Use dialogue to help tell the story</b></li> <li>- Identify a real audience for the writing</li> <li>- be able to explain what is meant by atmosphere in writing</li> <li>- how dialogue is an important vehicle for communicating key character details and traits to the reader</li> <li>- the rules for punctuating dialogue</li> <li>- that there should be a balance between description, action and dialogue across the whole text</li> <li>- the importance of varying sentence structures (multi-clause/short)</li> <li>- the importance of varying sentence openers for cohesion</li> <li>- Establish the purpose, context and audience</li> <li>- create a planning structure</li> <li>- that a plan gives a clear starting point and ensures that ideas have been thought through</li> <li>- the importance of creating a mood or atmosphere through the precise selection of vocabulary</li> <li>- use techniques for building suspense in the build-up</li> <li>- that editing for meaning focuses on checking writing to ensure that it makes sense</li> <li>- consistent use of the simple past and past progressive tenses</li> <li>- how to maintain pace by using adverbs of time</li> <li>- be able to maintain cohesion across a narrative</li> <li>- Explain that editing for impact means making changes to the language used and sentence composition to achieve the desired effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>- Personification- Personification is the attribution of a personal quality or human characteristic to something nonhuman, e.g. the angry elements.</li> <li>- Simple and progressive forms of the past tense- Simple past: actions that were completed in the past, e.g. It looked like a war zone. Past progressive: actions that took place in the past over time, e.g. A storm was coming.</li> <li>- Cohesion- Cohesion is the use of vocabulary and grammatical structures to link ideas within a text. It helps to make writing flow and clarifies meaning for the reader, e.g. A few hours later, they ventured out as a family. It looked like a war zone. Theirs was not the only house to have lost its roof.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop settings and atmosphere through precise description</li> <li>- Develop characters through precise description</li> <li>- Use accurately punctuated dialogue to help to tell the story</li> <li>- Deliberately select and use a variety of sentence structures</li> <li>- Understand the structure of a narrative</li> <li>- Plan a cohesive narrative, drawing on ideas from reading</li> <li>- Develop settings and atmosphere through precise description in independent writing</li> <li>- Develop characters through precise description and dialogue</li> <li>- Deliberately select and use a variety of sentence structures in independent writing</li> <li>- Edit writing to clarify meaning</li> <li>- Use precise description to convey action and atmosphere</li> <li>- Use precise description to convey setting and atmosphere</li> <li>- Edit for impact</li> <li>- Use cohesive devices to link ideas</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Global</b>- base the story on real-life events (Tsunami of Boxing Day 2004). Use clips from the film 'The Impossible' and watch real life news reports of the event. Discuss the impact of natural disasters on people's lives and how other nations came to their aid. Apply this to current global events (war in Syria/Gaza strip).</li> </ul>

			<ul style="list-style-type: none"><li>- that cohesion is the use of vocabulary and grammatical structures to link ideas within a text</li><li>- be able to use the four different cohesive devices exemplified: pronouns, synonyms, adverbials and conjunctions</li></ul>			
<ul style="list-style-type: none"><li>- Explanatory texts</li><li>- (2 Weeks)</li></ul>	<ul style="list-style-type: none"><li>- uniformly</li><li>- latter</li><li>- propel</li><li>- chamber</li><li>- eject</li><li>- viscous</li></ul>	<ul style="list-style-type: none"><li>- <b>Know: The present progressive tense indicates actions that are ongoing now</b></li><li>- <b>The passive verb form places emphasis on the object of a sentence</b></li><li>- <b>Be able to: Use precise Tier 3 vocabulary to convey an expert voice</b></li><li>- <b>Use organisational and presentational devices to help the reader navigate a text</b></li><li>- identify the key organisational features</li><li>- know the meaning and function of conjunctions, adverbs and prepositions</li><li>- explain simple present and present progressive tenses</li><li>- identify the active and passive verb forms and give examples</li><li>- know the purpose and context of their explanatory text</li><li>- how to maintain a formal tone</li><li>- how precise vocabulary choices provide precision and concision as well as an expert voice on the subject</li><li>- use conjunctions, adverbs and prepositions accurately</li><li>- use the passive verb form in context</li><li>- use commas to mark clauses</li><li>- identify the main and subordinate clauses</li><li>- to edit for meaning</li></ul>	<ul style="list-style-type: none"><li>- Passive voice- The passive voice is used when the subject of the sentence has an action done to it (used when the writer wants to focus on the object in a sentence), e.g. The entire Roman town of Pompeii was famously destroyed by Mount Vesuvius in AD 79.</li><li>- Simple present and present progressive tenses- Simple present: actions happening now, e.g. As these chambers fill up ... Present progressive: actions that are ongoing now, e.g. As these chambers are filling up, ....</li></ul>	<ul style="list-style-type: none"><li>- Use organisational and presentational devices to help the reader to navigate a text</li><li>- Use conjunctions, adverbs and prepositions to express time, place and cause</li><li>- Use and sustain the simple and progressive forms of the present tense</li><li>- Use passive verbs to affect the presentation of information</li><li>- Structure and plan an explanation</li><li>- Select vocabulary precisely for effect in independent writing, including conjunctions, adverbs and prepositions</li><li>- Use the passive verb form to affect the presentation of information in independent writing</li><li>- Use organisational and presentational devices to help the reader to navigate the text</li><li>- Edit writing for meaning</li></ul>		
<ul style="list-style-type: none"><li>- News reports</li><li>- (2 Weeks)</li></ul>	<ul style="list-style-type: none"><li>- epicentre</li><li>- fatality</li><li>- notorious</li><li>- infamous</li><li>- federal</li></ul>	<ul style="list-style-type: none"><li>- <b>Know: The structure and register of a news report</b></li><li>- <b>How to form the progressive form of the past tense</b></li><li>- <b>Pronouns and conjunctions are cohesive devices</b></li><li>- <b>Be able to: Consciously control formality</b></li><li>- <b>Write precisely and concisely</b></li><li>- <b>Use modal verbs to indicate possibility and certainty</b></li><li>- that the purpose of a news report is to inform readers about recent events in the world</li><li>- that news reports are generally written in a formal style, but direct quotations can be an exception</li><li>- identify use of the past progressive verb form</li><li>- explain what reported speech is</li><li>- Explain that cohesion is the use of vocabulary and grammatical structures to link ideas within a text</li><li>- that pronouns and conjunctions are examples of cohesive devices</li><li>- identify and name key features of a news report</li><li>- create a planning structure for a news report</li></ul>	<ul style="list-style-type: none"><li>- Simple and progressive forms of the past tense- Simple past: actions completed in the past, e.g. "It was completely unexpected ..."</li><li>- Past progressive: actions that took place in the past over time, e.g. Emergency services were searching the sites ...</li><li>- Informal language structures (for quotations)- In contrast to the formality of the main report, direct quotations may include informal language structures such as: colloquialisms – informal, non-standard expressions, sometimes known as slang, e.g. dodged a bullet contractions – two words contracted together, where</li></ul>	<ul style="list-style-type: none"><li>- Identify the conventions for presenting and organising information in a news report</li><li>- Use and sustain a formal tone, making deliberate exceptions for direct quotations</li><li>- Use pronouns and conjunctions to aid the flow of writing</li><li>- Structure and plan a news report</li><li>- Write in the appropriate form, including the presentation and organisation of information</li><li>- Use and sustain a formal tone, making deliberate exceptions for direct quotations</li><li>- Use pronouns and conjunctions to aid the flow of writing</li><li>- Edit writing for impact</li><li>- Write efficiently in note form</li></ul>	<ul style="list-style-type: none"><li>- <b>Global/Community</b> - base the news report on real-life events. Use real life news reports and current events.</li></ul>	

			<ul style="list-style-type: none"> <li>- know that news reports are written using the third person and a formal tone</li> <li>- use direct quotations correctly</li> <li>- that synonyms may also be used to achieve cohesion across paragraphs</li> <li>- use vocabulary that can be used as a substitute for the phrase said that</li> <li>- that editing for impact means making changes to language and sentence composition to achieve the desired effect on the reader</li> <li>- Explain that being able to make notes efficiently is a life skill</li> </ul>	<p>missing letters are marked with an apostrophe, e.g. haven't</p> <ul style="list-style-type: none"> <li>- Reported speech- A report of what somebody has said that does not use their exact words. It does not need inverted commas, e.g. Geologist Marcia Hernandez from the University of California said that, in many ways, the population of the state had been very fortunate...</li> </ul>		
	<ul style="list-style-type: none"> <li>- Autobiography</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- resigned</li> <li>- blitz</li> <li>- fret</li> <li>- gangplank</li> <li>- corrugated</li> <li>- prowess</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The past progressive tense shows actions that took place in the past over time</b></li> <li>- <b>Relative clauses are used to give additional information about a noun by using a relative pronoun</b></li> <li>- <b>Be able to: Sequence and describe events chronologically and factually</b></li> <li>- <b>Use conjunctions, adverbs and prepositions to express time, place and cause</b></li> <li>- recall the features of an autobiography</li> <li>- know the definitions of conjunctions, adverbs and prepositions</li> <li>- clarify the difference between coordinating and subordinating conjunctions</li> <li>- know that a relative clause is a type of parenthesis</li> <li>- know a relative pronoun (who, what, which, where, when, that) must be used in a relative clause</li> <li>- that an adverb is positioned in front of the verb in a relative clause</li> <li>- Clarify the purpose, context and audience for the autobiography</li> <li>- an autobiography is a factual account of a life and also needs to entertain and engage</li> <li>- Explain the purpose of an introduction and the devices used to engage the reader</li> <li>- use conjunctions, adverbs and prepositions in context</li> <li>- know autobiography is written in chronological order</li> <li>- Explain the four main purposes of writing and note how the purpose should dictate the type of grammar and vocabulary used</li> </ul>	<ul style="list-style-type: none"> <li>- Simple and progressive forms of the past tense- Simple past tense: actions that were completed in the past, e.g. Rugby was about the only thing I enjoyed. Past progressive tense: actions that took place in the past over time, e.g. At first, it was really thrilling</li> <li>- Parenthesis- Parenthesis is a word, phrase or clause inserted into a sentence to add extra subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own. The parenthesis can be marked using commas, dashes or brackets, e.g. was born in Bolton on January 26th, 1953 – Australia Day, as it happens.</li> <li>- Relative clause- A relative clause is a type of parenthesis. It adds information to sentences by using a relative pronoun, such as who, what, which, where e.g. The promise of moving to a country with a better standard of living, where the sun shone and there was space to run, was irresistible</li> </ul>	<ul style="list-style-type: none"> <li>- Sequence and describe events chronologically and factually</li> <li>- Use conjunctions, adverbs and prepositions to express time, place and cause</li> <li>- Use relative clauses to add information to sentences</li> <li>- Use and sustain the simple and progressive forms of the past tense</li> <li>- Structure and plan the content of an autobiography in note form</li> <li>- Use relative clauses to add information to sentences in independent writing</li> <li>- Use conjunctions, adverbs and prepositions to express time, place and cause in independent writing</li> <li>- Sequence and describe events chronologically</li> <li>- Select appropriate grammar and vocabulary to suit a purpose</li> <li>-</li> </ul>	
	<ul style="list-style-type: none"> <li>- First person stories with a moral</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- opulent</li> <li>- divine</li> <li>- ravenous</li> <li>- instinct</li> <li>- momentum</li> <li>- tentative</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: How to plan a narrative and interweave a moral</b></li> <li>- <b>Characters are portrayed through their actions, what is said and how it is said</b></li> <li>- <b>Be able to: Develop settings, characters and atmosphere through precise description</b></li> <li>- <b>Use and sustain the first person perspective</b></li> </ul>	<ul style="list-style-type: none"> <li>- Cohesive- devices Cohesive devices are words or phrases that show a relationship between different sections of text. Pronouns, determiners and conjunctions are examples of cohesive devices, e.g.</li> </ul>	<ul style="list-style-type: none"> <li>- Develop settings and atmosphere through precise description</li> <li>- Develop characters through precise description</li> <li>- Use cohesive devices to link ideas within a text</li> </ul>	



			<ul style="list-style-type: none"> <li>- <b>Use cohesive devices to make links within and between paragraphs</b></li> <li>- Establish an audience and purpose for writing</li> <li>- Identify specific examples of characterisation</li> <li>- know how to achieve cohesion within and across paragraphs</li> <li>- Explain what is meant by editing for meaning</li> <li>- Explain what is meant by editing for impact</li> <li>- create a planning framework</li> <li>- know how to write consistently in the first person</li> <li>- explain how dialogue can be used to convey character</li> <li>- that pronouns, synonyms, conjunctions and adverbs are all devices that can be used to link ideas across a text</li> <li>- show changes in characters through their actions</li> <li>- know what suspense is and note that it is an effective tool for keeping the attention of the reader in a narrative</li> <li>- use precise word choices to describe a setting and atmosphere</li> </ul>	<p>If you think about it, gold isn't much use to anyone. You can't eat it, drink it or wear it – except as jewellery.</p>	<ul style="list-style-type: none"> <li>- Edit writing to enhance the effect on the reader and clarify meaning</li> <li>- Plan a cohesive narrative informed by text models. Weave an inherent moral or lesson throughout the story</li> <li>- Develop settings, atmosphere and characters through precise description in independent writing</li> <li>- Use conjunctions, adverbs and prepositions to express time, place and cause in independent writing</li> <li>- Use cohesive devices to link ideas across a text</li> <li>- Build suspense in a narrative</li> </ul>	
Summer	<ul style="list-style-type: none"> <li>- Extended third person narrative</li> <li>- (3 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- transfix</li> <li>- hermit</li> <li>- warlock</li> <li>- quay</li> <li>- plinth</li> <li>- ominous</li> <li>- brimstone</li> <li>- mortal</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Short sentences can provide impact</b></li> <li>- <b>The past progressive tense indicates actions that took place in the past over time</b></li> <li>- <b>Be able to: Use precise language and specific devices to develop atmosphere</b></li> <li>- <b>Write a cohesive narrative sustaining use of the third person</b></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Simple and progressive forms of the past tense- The simple past tense is used for actions that were completed in the past, e.g. There stood the wise old hermit who lived in the forest ... . The past progressive tense is used to show actions that took place in the past over time, e.g. ... she was strapping on her sword belt ... .</li> <li>- Cohesion- Cohesion is the use of vocabulary and grammatical structures to link ideas within a text. It helps to make writing flow and clarifies meaning for the reader.</li> <li>- Cohesive devices- Cohesive devices are words or phrases that show a relationship between different sections of text. Examples include: • pronouns, e.g. This gave Trilla time to ... • synonyms, e.g. her foe used to replace Gnarvig • adverbials, e.g. Once again, ... • conjunctions, e.g. She was still none the wiser as her boat neared the volcano island.</li> </ul>	<ul style="list-style-type: none"> <li>- use precise description to develop a setting</li> <li>- use precise description to develop a character</li> <li>- use precise language and specific devices to develop atmosphere</li> <li>- Use accurately punctuated dialogue to help tell the story</li> <li>- understand and describe the main structure of a narrative</li> <li>- plan in note form a cohesive narrative using ideas from reading</li> <li>- use precise description to establish a setting</li> <li>- use precise language and specific devices to develop atmosphere</li> <li>- develop characters through precise description and dialogue</li> <li>- edit writing to improve clarity of meaning</li> <li>- use precise description to convey setting and atmosphere</li> <li>- edit language and composition choices to improve impact on the reader</li> <li>- evaluate their writing against its intended purpose</li> </ul>	

	<ul style="list-style-type: none"> <li>- News reports</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- transfix</li> <li>- constitution</li> <li>- truce</li> <li>- civil</li> <li>- combatant</li> <li>- dictator</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: The main conventions used in the organisation and presentation of a news report</b></li> <li>- <b>Colloquialisms and contractions are examples of informal language structures</b></li> <li>- <b>Be able to: Plan in note form under headings</b></li> <li>- <b>Use cohesive devices to aid the flow of writing</b></li> <li>- <b>Use and sustain a formal tone, making deliberate exceptions for direct quotations</b></li> <li>- name the devices that can be used to convey a formal tone</li> <li>- explain the difference between direct and reported speech</li> <li>- know the meaning of cohesion</li> <li>- explain the structure of a news report</li> <li>- explain the importance of using the 5ws in the introductory paragraph</li> <li>- that notes need only make sense to the writer</li> <li>- know the range of presentational devices available for a news report</li> <li>- that a news report should be written in a formal tone</li> <li>- that some informal devices may be used when quoting</li> <li>- use pronouns, conjunctions and adverbials as cohesive devices</li> <li>- know the purpose of editing for meaning; explain that in a news report clarity of meaning is a priority</li> </ul>	<ul style="list-style-type: none"> <li>- Simple and progressive forms of the past tense- • The simple past tense is used for actions that were completed in the past, e.g. There were street parties in towns and villages ... • The past progressive tense is used for actions that took place in the past over time, e.g. While she was clinging on to power...</li> <li>- Informal language structures (for quotations) -In contrast to the formality of the main report, direct quotations may include informal language structures such as: • colloquialisms – informal, non-standard expressions, sometimes known as slang, e.g. right down to the wire / the game is up • contractions – two words contracted together, where missing letters are marked with an apostrophe, e.g. don't.</li> </ul>	<ul style="list-style-type: none"> <li>- Use and sustain a formal tone, making deliberate exceptions for direct quotations</li> <li>- Use direct quotations and reported speech to record what is said</li> <li>- Use pronouns and conjunctions to aid the flow of writing</li> <li>- Structure and plan the content of a news report</li> <li>- Plan the content of a news report in note form</li> <li>- Write in the appropriate form, including the presentation and organisation of information</li> <li>- Use and sustain a formal tone, making deliberate exceptions for direct quotations</li> <li>- Use pronouns and conjunctions to aid the flow of writing</li> <li>- Edit writing for meaning</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>
	<ul style="list-style-type: none"> <li>- Discursive writing and speeches</li> <li>- (2 Weeks)</li> </ul>	<ul style="list-style-type: none"> <li>- inspirational</li> <li>- initiative</li> <li>- spectacularly</li> <li>- analogy</li> <li>- privilege</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Opinions should be supported by facts</b></li> <li>- <b>Humour can be used to engage the listener in a formal speech</b></li> <li>- <b>Be able to: Select emotive language to convey strength of meaning</b></li> <li>- <b>Sustain a formal tone using the subjunctive verb form and the passive voice</b></li> <li>- know to represent multiple viewpoints</li> <li>- use a range of conjunctions and adverbials</li> <li>- identify fact and opinion</li> <li>- explain how opinions are supported by facts</li> <li>- select emotive language to convey strength of feeling</li> <li>- be able to adopt and sustain a formal tone, including use of the passive voice</li> <li>- be able to structure and planning of a formal speech</li> <li>- know to elaborate on key points by offering further detail and examples</li> <li>- deliberately select emotive language to convey strength of feeling</li> <li>- use the subjunctive and passive verb forms to support a formal register</li> <li>- edit extended writing for impact</li> </ul>	<ul style="list-style-type: none"> <li>- Passive voice- A sentence is written in the passive voice when the subject of the sentence has an action done to it by someone or something else. It is a device that can be used to support a formal register, e.g. What is more, the school has been officially rated as outstanding.</li> <li>- Subjunctive verb form- The subjunctive is the verb form used to explore a hypothetical situation. It creates a formal tone, e.g. Were I to have my time again, there is very little I would change.</li> </ul>	<ul style="list-style-type: none"> <li>- represent multiple viewpoints on a theme, using a range of conjunctions and adverbials</li> <li>- elaborate on key points with further detail and examples</li> <li>- deliberately select emotive language to convey strength of feeling</li> <li>- write in a formal tone, including use of the subjunctive and the passive voice</li> <li>- plan the structure and content of a formal speech</li> <li>- elaborate on key points by offering further detail and examples</li> <li>- deliberately select emotive language to convey strength of feeling</li> <li>- represent and reflect upon the viewpoints expressed</li> <li>- review and edit writing considering the intended impact</li> </ul>	<ul style="list-style-type: none"> <li>-</li> </ul>

			<ul style="list-style-type: none"> <li>- vary intonation and volume and use gestures to engage an audience</li> </ul>			
	<ul style="list-style-type: none"> <li>- Poems that create images and explore vocabulary</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- absolve</li> <li>- tenacious</li> <li>- noxious</li> <li>- supremacist</li> <li>- tyranny</li> <li>- xenophobic</li> <li>- feign</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know: Free verse poetry lacks a consistent rhyming pattern or meter</b></li> <li>- <b>A haiku is comprised of seventeen syllables</b></li> <li>- <b>Be able to: Make precise vocabulary choices to enhance meaning</b></li> <li>- <b>Learn a poem by heart and perform it using appropriate intonation, volume and movement</b></li> <li>- recognise poetic conventions</li> <li>- be able to discuss the impact of the word choices on the reader</li> <li>- Select a context in which to base a short, free verse poem</li> <li>- Explain that the mood of a poem can be affected by factors such as the words used, the rhythm and how the words are arranged</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Haiku- A haiku is a short Japanese poem containing 17 syllables.</li> <li>- Half rhyme- Half rhyme refers to words that almost rhyme. They have the same vowel sound but a different consonant at the end, e.g. heart / hard.</li> </ul>	<ul style="list-style-type: none"> <li>- compare the themes explored and the poetic conventions used in two poems</li> <li>- explain the impact of an author's language on the reader</li> <li>- select vocabulary precisely to enhance meaning and convey a specific mood</li> <li>- select vocabulary precisely to enhance meaning and convey a specific mood</li> <li>- perform a poem with appropriate intonation, volume and movement</li> </ul>	<p><b>Social</b> - Poems are all on the theme of racism. Explore the points of view and relate them to famous speeches by Martin Luther King; Harold Macmillan's 'The Wind of Change' speech in 1960; Nelson Mandela's speech in 1994, where he said "No one is born hating another person because of the colour of his skin." Compare and contrast how/whether attitudes have changed.</p>
	<ul style="list-style-type: none"> <li>- Shakespeare's sonnets</li> <li>- (1 Week)</li> </ul>	<ul style="list-style-type: none"> <li>- transfix</li> <li>- toil</li> <li>- repose</li> <li>- expire</li> <li>- abide</li> <li>- zealous</li> <li>- pilgrimage</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Know; Who Shakespeare was and his cultural significance</b></li> <li>- <b>A sonnet has fourteen lines of ten syllables</b></li> <li>- <b>Be able to: Use technical terminology to comment on the themes and structure of a sonnet</b></li> <li>- <b>Compare sonnets and justify preferences</b></li> <li>- <b>Learn a poem by heart and perform it using movement and varying intonation and volume</b></li> <li>- Recap that a sonnet has a set structure of fourteen lines</li> <li>- Explain iambic pentameter</li> <li>- Recognise the descriptive and poetic techniques and descriptive devices used</li> <li>- Know the features that can be used to enhance a performance</li> </ul>	<ul style="list-style-type: none"> <li>- Sonnet- A sonnet is a one-stanza poem with fourteen lines. Each line usually has ten syllables.</li> <li>- Iambic pentameter Shakespeare often used iambic pentameter in his plays and sonnets. The term refers to a certain number of syllables in a line with emphasis placed on alternate syllables (roughly represented as 'da DUM da DUM'). It is this pattern which contributes to the rhythm of the words.</li> <li>- Rhyming couplets Rhyming couplets are a rhyming pair of successive lines of verse, typically of the same length, e.g. Lo, thus, by day my limbs, by night my mind, For thee, and for myself, no quiet find.</li> </ul>	<ul style="list-style-type: none"> <li>- identify key themes in a sonnet and use text references to explain how a theme is developed</li> <li>- use technical terms to explain the structure and style of a sonnet</li> <li>- develop, explain and justify a preference using text evidence to support ideas</li> <li>- perform a poem with appropriate intonation, volume and movement</li> <li>-</li> </ul>	

				<p>- Analogy- An analogy is a comparison of one thing with another thing that has similar features, e.g. Shakespeare uses the analogy of a journey to describe the mental anguish of the person in Sonnet 27</p>		
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