

Year 1					
- Writing Outcome	- Writing objectives (success criteria)	- Writing skills and knowledge	- Reading Text	- Topic	- Possible links to writing outcome
<ul style="list-style-type: none"> - Poetry - Pattern and rhyme (1 week) 	<ul style="list-style-type: none"> - Can read and discuss different poems - Can explore the meaning of the new language - Can recognise the words that rhyme - Can count the syllables in words - Can recognise patterns in poems - Can explain the main theme of a poem - Can recognise words that rhyme 	<p>Know: Rhyme adds musicality to poems Patterns in poems give poems rhythm Be able to: Recognise words that rhyme Count syllables in words</p>	- Beegu	Brainwaves	-
<ul style="list-style-type: none"> - Setting description (2 Weeks) 	<ul style="list-style-type: none"> - Can explain what a setting is - Can identify and collect vocabulary that can be used to describe a setting - Can orally describe a setting - Can say a sentence aloud before writing it - Can choose vocabulary to describe a setting - Can plan my writing Can say my sentence aloud before writing it - Can use 'and' to join sentences - Can leave suitable spaces between words - Can correctly use capital letters and end marks - Can re-read my writing to ensure each sentence makes sense - Can edit writing to enhance the impact on the reader 	<p>Know: A setting is the place where the action takes place Features of a setting description Be able to: choose vocabulary to describe a setting Say a sentence aloud before writing it</p>	<ul style="list-style-type: none"> - Beegu - Where the Wild Things are 	Brainwaves	<p>Reading Link</p> <p>Write a setting description from Beegu (From Beegu's point of view?) Settings – space, school, dog shelter etc</p> <p>Write about the island from Where the Wild things are</p>
<ul style="list-style-type: none"> - Instructional writing (2 Weeks) 	<ul style="list-style-type: none"> - Can recognise the layout and features of an instructional text - Can label a diagram to support instructions - Can say sentences beginning with an imperative verb. - Can compose and record short, clear sentences - Can explain consecutive steps in a set of instructions. - Can give a title to their writing Can compose and write simple sentences - Can use a numbered list to order steps. - Can use imperative verbs. - Can include and label a diagram to explain an instruction 	<p>Know: The features and layout of instructional writing How to write a set of instructions for something they have made Be able to: Use imperative verbs to write command sentences Use a numbered list to order steps in their writing</p>	- Where the Wild Things are	Brainwaves	<ul style="list-style-type: none"> - Link to own experience such as art (stencil printing) or biscuit/sandwich making <p>Reading Link</p> <p>Make a trap/how to catch a wild thing Instructions for Max to find the island</p>

<ul style="list-style-type: none"> - Stories with familiar settings (3 Weeks) 	<ul style="list-style-type: none"> - Can identify nouns and adjectives - Can use adjectives - Can orally compose and record a sentence including an adjective - Can sequence sentences to re-tell a story - Can plan a story using a planning frame - Can say a sentence before writing it down - Can use adjectives to describe the setting - Can re-read sentences to check they make sense - Can sequence sentences to tell a story - Can re-read sentences to check they make sense 	<p>Know: The component parts of a story</p> <p>To check their writing for sense</p> <p>Sequence sentences to tell a story</p> <p>Be able to: Use adjectives to describe a familiar setting</p>	<ul style="list-style-type: none"> - Storm Whale 	<p>Treasure Island</p>	<p>Reading Link</p> <p>Link to reading text – Storm Whale (T4W) retell the story.</p> <p>Change characters, settings etc to innovate</p>
<ul style="list-style-type: none"> - Poetry – Playing with language (2 Weeks) 	<ul style="list-style-type: none"> - Can identify the initial sound in a word - Can identify words that alliterate - Can identify the end sound in a word - Can identify words that rhyme - Can identify examples of synonyms and near synonyms - Can say my sentence aloud before writing it 	<p>Know: A synonym is a word that means the same as or similar to another word</p> <p>Words with the same sound at the start alliterate</p> <p>Be able to: Identify examples of rhyme and alliteration</p> <p>Use examples of synonyms and near synonyms in sentences</p>	<ul style="list-style-type: none"> - The Owl and the Pussycat - The Boy who cried wolf 	<p>Treasure Island</p>	<p>-</p>
<ul style="list-style-type: none"> - Recount from personal experience (2 weeks) 	<ul style="list-style-type: none"> - Can use past tense - Can recount an event orally - Can recount an event orally in the order it happened - Can compose a sentence orally and rehearse it before recording the sentence - Can use 'and' to join sentences and words - Can correctly use end marks - Can re-read writing to ensure each sentence makes sense - Can edit writing to check the punctuation 	<p>Know: The terms 'sequence, chronological order and recount'</p> <p>Be able to: Explain events in the order that they happened</p> <p>Write simple sentences to explain an event</p>	<ul style="list-style-type: none"> - The Tale of Peter Rabbit - Look up! 	<p>A Day in the Life</p>	<p>Link to own experience – making a sandwich, decorating a biscuit, trip?</p> <p>Reading Link</p> <p>Recount a mischievous visit from Peter Rabbit.</p>
<ul style="list-style-type: none"> - Informal Letters (2 weeks) 	<ul style="list-style-type: none"> - Can use the pronoun 'I' - Can use a capital letter for the personal pronoun 'I' - Can use a capital letter for a proper noun (name) - Can recognise the form of a letter 	<p>Know: The features and layout of an informal letter</p> <p>How to organise ideas in a letter</p> <p>Be able to: Use a question mark accurately</p>	<p>The Tale of Peter Rabbit</p> <p>Look up! Nathan Bryan</p>	<p>A Day in the Life</p>	<p>Reading Link</p> <p>Write to an astronaut to find out information using a question</p>

	<ul style="list-style-type: none"> - Can organise my writing for its intended purpose - Can compose and write a question - Can accurately use a question mark - Can plan their writing - Can re-read sentences to check they make sense 	Use the personal pronoun 'I' accurately			
- Poetry on a theme (1 week)	<ul style="list-style-type: none"> - Can read and discuss different poems - Can identify a main theme in a poem - Can explore the meaning of new language - Can write a poem on a theme following the style / structure of a known poem 	<p>Know: The theme is the main idea of a poem</p> <p>Poems can be written on similar themes</p> <p>Be able to: Talk about the language in a poem</p> <p>Write in a similar style to a poem</p>	The Tale of Peter Rabbit Look up! Nathan Bryan	A Day in the Life	<p>Reading Link</p> <p>Poem about 'what I found' in Mr McGregor's garden or Woodlands (link to characters and food from the story)</p> <p>Use example model text from CLUSP 'What I found in the garden'</p>
Stories with familiar settings (3 weeks)	<ul style="list-style-type: none"> - Can use adjectives to describe a setting - Can orally compose and record a sentence Can use 'and' to join words and clauses - Can use capital letters and full stops to demarcate their sentences - Can sequence sentences to re-tell a story - Can plan a story using a planning frame - Can say a sentence before writing it down - Can use adjectives to describe the setting - Can sequence sentences to tell a story - Can re-read sentences to check they make sense - Can edit writing to enhance the impact on the reader 	<p>Know: The component parts of a story</p> <p>To check their writing for sense</p> <p>Be able to: Sequence sentences to tell a story</p> <p>Use adjectives to describe a familiar setting</p>	Here we are Oliver Jeffers Chocolate cake, Michael Rosen	Time Travellers	<p>Topic Link</p> <p>Link to Great fire of London. Use the Gingerbread Man as the base of the familiar setting. Children to write their own text using Pudding Lane, River Thames, rats and horses, Samuel Pepys.</p>
Recount from personal experience (2 weeks)	<ul style="list-style-type: none"> - Can recount an event orally in the order that it happened - Can use past tense - Can recount an event orally - Can plan a recount - Can compose a sentence orally and rehearse it before recording the sentence - Can explain an event in the order that it happened - Can re-read writing to ensure each sentence makes sense - Can compose a sentence orally and rehearse it 	<p>Know: A recount follows a chronological order</p> <p>A personal recount is about something they have experienced</p> <p>Be able to: Recount an event orally</p> <p>Say sentences out loud before recording</p>	Here we are Oliver Jeffers Chocolate cake, Michael Rosen	Time Travellers	<p>Topic Link</p> <p>Children to write a recount about burning their houses down with fire in the playground.</p>

	<p>before recording the sentence</p> <ul style="list-style-type: none"> - Can re-read writing to ensure each sentence makes sense 				
<ul style="list-style-type: none"> - Poetry, pattern and rhyme (enrichment) (1 week) 	<ul style="list-style-type: none"> - Can read and discuss different poems - Can recognise the pattern of a poem - Can explain the main theme of a poem - Can count the syllables in words - Can explore the meaning of the new language - Can recognise words that rhyme 	<p>Know: A syllable is a single, unbroken sound in a spoken word</p> <p>A repeated pattern of the number of syllables gives a poem a rhythm</p> <p>Be able to: Recognise words that rhyme Identify and count syllables in words</p>	<p>There's a rang-a-tan in my bedroom James Sellick</p> <p>Tango makes three Justin Richardson and Peter Parnell</p>	Green Fingers	-
<ul style="list-style-type: none"> - Informal Letters (2 weeks) 	<ul style="list-style-type: none"> - Can recognise the structure of a letter - Can identify the main features of a letter - Can use the pronoun 'I' - Can use a capital letter for the personal pronoun 'I' - Can plan my writing - Can compose and write a question - Can accurately use a question mark - Can organise my writing appropriate to the text type - Can say my sentence aloud before writing it - Can correctly use capital letters and end marks - Can re-read my writing to ensure each sentence makes sense - Can edit my writing to check for finger spaces, presentation and layout 	<p>Know: The features and structure of a letter</p> <p>Be able to: Write in the form of a letter</p>	<p>There's a rang-a-tan in my bedroom</p> <p>Tango makes three</p>	Green Fingers	<p>Reading Link</p> <p>Write a letter about the reasons why to stop the rainforest being destroyed for palm oil/protect the rainforest (Persuasive letter)</p>
<ul style="list-style-type: none"> - Setting descriptions (2 weeks) 	<ul style="list-style-type: none"> - Can identify and collect vocabulary that can be used to describe a setting - Can use 'and' to join words and sentences - Can say my sentence aloud before writing it - Can choose vocabulary to describe a setting - Can describe a setting orally - Can plan my writing - Can say my sentence aloud before writing it - Can re-read my writing to ensure each sentence makes sense 	<p>Know: A setting is the place where the action takes place</p> <p>An adjective describes a noun</p> <p>Be able to: Choose vocabulary to describe a setting</p> <p>Use 'and' to join words and sentences</p>	<p>There's a rang-a-tan in my bedroom</p> <p>Tango makes three</p>	Green Fingers	<p>Reading Link</p> <p>Setting description of the: Rainforest</p> <p>Antarctic (Tango makes three)</p> <p>Zoo/New York City (Tango makes three)</p> <p>Extended/independent: Watch the intro to The Lion King as stimulus</p>
<ul style="list-style-type: none"> - Poetry on a theme (enrichment) (1 week) 	<ul style="list-style-type: none"> - Can read and discuss different poems - Can explore the meaning of new language - Can write a poem on a theme following the 	<p>Know: The theme is the main idea of the poem</p> <p>Be able to: Read and discuss different poems</p>	<p>The Lion inside Rachel Bright</p> <p>Aesop's fables – Hare and the Tortoise</p>	Our Earth, Our Home	-

	style / structure of a known poem	Write a poem on a given theme	The Proudest Blue		
- Instructional writing (2 weeks)	<ul style="list-style-type: none"> - Can say sentences beginning with an imperative verb - Can compose consecutive steps of a set of instructions - Can give a title to their writing - Can compose and write simple sentences - Can compose and write simple sentences - Can use a numbered list to order steps - Can use imperative verbs - Can include a diagram to explain an instruction - Can label a diagram 	<p>Know: The features and layout of instructional writing How to write a set of instructions for something they have made</p> <p>Be able to: Use imperative verbs to write command sentences</p> <p>Use a numbered list to order steps in their writing</p>	<p>The Lion inside Rachel Bright</p> <p>Aesop’s fables – Hare and the Tortoise</p> <p>The Proudest Blue</p>	Our Earth, Our Home	<p>Topic Link</p> <p>Link to D&T – Make a bug hotel</p>

Year 2

- Writing Outcome	- Writing objectives	- Writing skills and knowledge	- Reading Text	- Topic	- Possible links to writing outcome
- Character descriptions (2 weeks)	<ul style="list-style-type: none"> - Can select precise adjectives to use in expanded noun phrases - Can use adverbs to add detail - Can orally describe the actions, appearance and feelings of their character - Can identify conjunctions - Can use common conjunctions to extend sentences - Can edit writing for impact - Can describe the actions, appearance and feelings of their character - Can select precise adjectives to use in expanded noun phrases 	<p>Know: Different descriptive techniques Conjunctions can be used to extend sentences</p> <p>Be able to: Select precise adjectives to use in expanded noun phrases</p> <p>Use some common conjunctions to extend sentences</p>	<ul style="list-style-type: none"> - Grandad’s Island - The Goose that laid the Golden eggs - Mrs Noah’s pockets 	- A to B	<p>Reading Link</p> <p>Grandads island – character description</p> <p>The goose that laid the golden egg – character and setting description</p> <p>Paddington – character description</p>
- Poems developing vocabulary (1 week)	<ul style="list-style-type: none"> - Can make connections between poems - Can explore and explain key language from a poem - Can use a dictionary to find the meaning of new words - Can use a model to write a similar poem 	<p>Know: That some poems are intended to be sung A dictionary can support finding the meaning of unknown words</p> <p>Be able to: Make connections between poems Explore and explain key language from a poem</p>	<ul style="list-style-type: none"> - Grandad’s Island - The Goose that laid the Golden eggs - Mrs Noah’s pockets 	A to B	- Firework poems
- Simple retelling of a narrative (3 weeks)	<ul style="list-style-type: none"> - Can identify and use the third person - Can write in the past tense - Can identify the ideas and language used to inspire a retelling of the story 	<p>Know: Ideas and language from stories read can inspire your own stories Third person is an outside perspective</p>	<ul style="list-style-type: none"> - Grandad’s Island - The Goose that laid the Golden eggs - Mrs Noah’s pockets 	A to B	<p>Reading Link</p> <ul style="list-style-type: none"> - The goose that laid the golden egg – retelling of the story

	<ul style="list-style-type: none"> - Can write a plan for a story - Can use the ideas and language used in a story to plan the retelling of that story - Can retell a story in the correct order - Can describe characters and settings using adjectives, adverbs and expanded noun phrases - Can use the third person throughout writing - Can use the ideas and language from a story read - Can edit writing 	<p>Be able to: Retell a story in the correct order</p> <p>Use a range of descriptive devices to describe characters and settings</p>			
<ul style="list-style-type: none"> - Formal Invitations (2 weeks) 	<ul style="list-style-type: none"> - Can name key information required for the text type - Can design a layout to present information in a format that is easy to understand - Can orally compose a sentence with a formal tone. - Can say statement and command sentences. - Can choose language that will interest the reader - Can plan my writing - Can present key information in a way that is easy to understand 	<p>Know: The difference between a formal and an informal tone</p> <p>The key information needed for an invitation</p> <p>Be able to: Use statements and commands in my writing</p> <p>Organise information so that it is easy to understand</p>	<ul style="list-style-type: none"> - Paddington - The Christmas Pine 	A to B	<p>Reading Link</p> <ul style="list-style-type: none"> - Paddington – invitation to Teddy bear picnic
<ul style="list-style-type: none"> - Stories from other cultures (3 weeks) 	<ul style="list-style-type: none"> - Can use adjectives - Can orally compose descriptive sentences - Can identify details that show an understanding of the culture - Can use adjectives, adverbs and expanded noun phrase - Can orally compose descriptive sentences - Can include details that show an understanding of the culture - Can explain what is meant by the third person - Can use the past tense - Can identify a story structure and plan a story using that structure - Can use a variety of descriptive techniques to describe a setting and character - Can include details that show an understanding of the culture - Can edit writing to check for meaning 	<p>Know: Stories can be set in different cultures</p> <p>The component parts of a story</p> <p>Be able to: Include details in a story that show an understanding of the culture</p> <p>Write a story plan using the story structure as a framework</p>	<ul style="list-style-type: none"> - Paddington - The Christmas Pine 	A to B	<ul style="list-style-type: none"> - Handas surprise – retold the story - Setting description using adjectives - Character description

<ul style="list-style-type: none"> - Poetry on a theme (1 week) 	<ul style="list-style-type: none"> - Can conclude a story - Can perform a poem with the intonation that makes the meaning clear - Can understand the language used and possible reasons why it was chosen by the poet - Can understand the language used and possible reasons why it was chosen by the poet - Can make connections to other poems they have read - Can use a model to write a poem in a similar style - Can perform a poem or verse they have written 	<p>Know: Key poetic devices, e.g. rhyme, rhythm, repetition</p> <p>Be able to: Make connections between poems</p> <p>Prepare and perform a humorous poem</p>	<ul style="list-style-type: none"> - The Quangle Wangle’s hat - Coming to England - The street beneath my feet 	<p>Buildings</p>	<p>Reading Link</p> <ul style="list-style-type: none"> - The Quangle wangle hat – looking at patterns, rhyme and created nonsense poems and performing poetry
<ul style="list-style-type: none"> - Non-chronological reports (3 weeks) 	<ul style="list-style-type: none"> - Can use subordinating conjunctions to extend sentences - Can organise a text using headings and subheadings to make it easy for the reader to understand - Can plan the structure and content of a non-chronological report in note form - Can use precise vocabulary to explain ideas - Can decode and explain meaning of unknown vocabulary and select technical vocabulary to include in writing - Can include relevant information in an introduction - Can use present tense throughout - Can use statement and question sentences - Can use subheadings to organise their writing - Can edit writing for meaning, with a focus on clarity and informative content - Can use present tense - Can incorporate technical vocabulary - Can conclude a report 	<p>Know: The difference between a statement and a question</p> <p>How subheadings help the reader to navigate the text</p> <p>Be able to: Maintain the present tense</p> <p>Use simple subordinating conjunctions (e.g. when, if, because)</p> <p>Write to inform</p>	<ul style="list-style-type: none"> - The Quangle Wangle’s hat - Coming to England - The street beneath my feet 	<p>Buildings</p>	<p>Reading Link</p> <ul style="list-style-type: none"> - Steet beneath my feet – non chronological report
<ul style="list-style-type: none"> - Formal Invitations (2 weeks) 	<ul style="list-style-type: none"> - Can orally compose sentences with a formal tone - Can choose language that will interest the reader - Can write statement and command sentences - Can name key information required for the text type 	<p>Know: The difference between a formal and an informal tone</p> <p>The key information needed for an invitation</p> <p>Be able to: Use statements and commands in their writing</p>	<ul style="list-style-type: none"> - The Quangle Wangle’s hat - Coming to England - The street beneath my feet 	<p>Buildings</p>	<p>Reading Link</p> <ul style="list-style-type: none"> - Coming to Engand – formal invitations - - adverts to Floella’s dad

	<ul style="list-style-type: none"> - Can design a layout to present information in an easily understandable format - Can write statement and command sentences - Can use a formal tone in their writing - Can present key information in a way that is easy to understand 	Organise information so that it is easy to understand			
- Stories from other cultures (1 week continued over to Spring 2)	<ul style="list-style-type: none"> - Can use adjectives, adverbs and expanded noun phrases - Can orally compose descriptive sentences - Can explain what is meant by the third person - Can orally compose descriptive sentences - Can use adverbs to add descriptive details to characters - Can identify a story structure and plan a story using that structure - Can use and sustain the past tense - Can use a variety of descriptive techniques to describe a setting and character - Can use and maintain the third person - Can include details that show an understanding of the culture - Can edit writing to enhance the impact on the reader - Can conclude a story 	<p>Know: Stories can be set in different cultures</p> <p>The component parts of a story</p> <p>Be able to: Include details in a story that show an understanding of the culture</p> <p>Write in the past tense</p> <p>Write in the third person</p>	<ul style="list-style-type: none"> - The Quangle Wangle's hat - Coming to England - The street beneath my feet 	Buildings	<p>Reading Link</p> <ul style="list-style-type: none"> - Coming to England – recount from Floella's perspective - Writing in the first person - Past tense - - Coming to England – character description – story writing
- Stories from other cultures (2 weeks continued)	- Same as above	Same as above	<ul style="list-style-type: none"> - The rhythm of the rain - Little people, big dreams: David Attenborough 	Live and let live	<p>Reading Link</p> <ul style="list-style-type: none"> - The rhythm of the rain – retell the story of the little boy in the book Rhythm of the rain -
- Recount from personal experience (2 weeks)	<ul style="list-style-type: none"> - Can orally compose sentences in the first person - Can order events in chronological order - Can recognise past tense - Can use adverbs to describe the event - Can plan the content of their writing - Can use adjectives and expanded noun phrases to describe an event - Can use the first-person perspective throughout their writing 	<p>Know: Chronological order</p> <p>How to use adjectives, adverbs and expanded noun phrases to describe an event</p> <p>Be able to: Write in the first person</p> <p>Write in the past tense</p> <p>Recount a real event or experience</p>	<ul style="list-style-type: none"> - The rhythm of the rain - Little people, big dreams: David Attenborough 	Live and let live	<p>Reading Link</p> <p>Coming to England – recount</p> <p>Reading Link</p> <p>The rhythm of the rain – recount of the boy in the book</p> <p>Topic link</p> <p>Recount of David Attenborough life – look at his documentaries on</p>

	<ul style="list-style-type: none"> - Can use past tense throughout their writing - Can recount events in chronological order and use words or phrases to show time - Can edit writing secretorially 				animals etc – link to topic
<ul style="list-style-type: none"> - Non-chronological reports (3 weeks) 	<ul style="list-style-type: none"> - Can recognise organisational features in a non-chronological report - Can compose precise subheadings for a non-chronological report - Can identify the tense of a sentence - Can use the present tense - Can use a subordinating conjunction to extend sentences - Can plan the structure and content of a non-chronological report in note form - Can use precise vocabulary - Can include relevant information in an introduction - Can use statement and question sentences - Can use subheadings to organise their writing - Can use a subordinating conjunction to extend sentences - Can use precise vocabulary to explain ideas - Can edit as you go - Can write a conclusion for a non-chronological report - Can check and edit writing for correct use of tense 	<p>Know: The features of a non-chronological report</p> <p>How subheadings help the reader to navigate the text</p> <p>Be able to: Write to inform</p> <p>Use statement and question sentences</p> <p>Select precise vocabulary</p>	<ul style="list-style-type: none"> - Fantastically great women who changed the world - The sun and the wind 	The Magic Toymaker	<p>Reading Link</p> <ul style="list-style-type: none"> - Fantastically great women who changed the world - - Non – chronological report on women
<ul style="list-style-type: none"> - Simple retelling of a narrative (3 weeks) 	<ul style="list-style-type: none"> - Can identify the ideas and language used to inspire a retelling of the story - Can describe characters and settings using adjectives, adverbs and expanded noun phrases - Can identify and use the third person - Can create a plan following a story structure - Can use the ideas and language used in a story to plan the retelling of that story - Can write in the past tense - Can describe characters and settings using 	<p>Know: The component parts of a story</p> <p>The third person is an outside perspective</p> <p>Be able to: Describe characters and settings using adjectives, adverbs and expanded noun phrases</p> <p>Use ideas and language from the story read</p> <p>Use the past tense throughout their retelling</p>	<ul style="list-style-type: none"> - Fantastically great women who changed the world - The sun and the wind 	The Magic Toymaker	<p>Reading Link</p> <ul style="list-style-type: none"> - The sun and the wind – simple retelling of the fable

	<ul style="list-style-type: none"> adjectives, adverbs and expanded noun phrases - Can use the third person throughout your writing - Can use different sentence types with the correct end mark - Can use the ideas and language from a story you have read - Can edit for impact - Can use adjectives, adverbs and expanded noun phrases - 				
- Recount from personal experience (2 weeks)	<ul style="list-style-type: none"> - Can orally compose sentences in the first person - Can use past tense when recounting an event - Can use adjectives and expanded noun phrases - Can plan the content of their writing - Can recount the event in chronological order - Can describe the event using adjectives, adverbs and expanded noun phrases - Can recount events in chronological order - Can edit as you go - Can use the first-person perspective throughout - Can recount events in chronological order 	<p>Know: How to use conjunctions to indicate time</p> <p>A recount follows a chronological order</p> <p>How to form an expanded noun phrase</p> <p>Be able to: Use the first-person perspective</p> <p>Recount events in chronological order</p> <p>Use adjectives and expanded noun phrases to describe an event</p>	- Fantastic Mr Fox	People of the past	<p>Reading Link</p> <p>Fantastic Mr Fox – recount from the Fox’s point of the view</p> <p>Topic link</p> <ul style="list-style-type: none"> - Recount from a person from the past linked to History lesson that week
- Character descriptions (2 weeks)	<ul style="list-style-type: none"> - Can identify a range of descriptive techniques - Can create similes and alliterations to describe a character - Can use adverbs to add detail - Can select precise adjectives to use in expanded noun phrases - Can select adverbs to add detail - Can create a plan for a character description - Can describe the actions, appearance and feelings of their character - Can use conjunctions to extend sentences - Can use a range of descriptive techniques - Can select precise adjectives to use in expanded noun phrases - Can edit writing for impact - 	<p>Know: Different descriptive techniques</p> <p>A character description includes the character’s appearance and personality</p> <p>Be able to: Select precise adjectives to use in expanded noun phrases</p> <p>Use adverbs to add detail</p>	- Fantastic Mr Fox	People of the past	<p>Reading Link</p> <ul style="list-style-type: none"> - Fantastic Mr Fox – setting description/ character description
- Poetry on a theme (1 week)	<ul style="list-style-type: none"> - Can explore and explain key language from a poem 	<p>Know: A dictionary gives the meaning of a word</p>	- Fantastic Mr Fox	People of the past	<p>Reading Link</p> <p>Fantastic Mr Fox – poem on the fox/Bunce/Bean/Boggis</p>

	<ul style="list-style-type: none">- Can use a dictionary to find the meaning of new words- Can make connections between poems- Can use a model to write a similar poem	Be able to: Make connections between poems Explain key language used in a poem			
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