



English at Beckford

September 2017



Below are the aims of Beckford together with the curriculum for each year group.

- We believe that a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.
- We base our learning around high-quality texts so that through reading in particular, our children have a chance to develop culturally, emotionally, intellectually, socially and spiritually.
- We believe that the skills of language are essential to participating fully as a member of society.

Aims for all pupils:

The overall aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. The Beckford curriculum aims to ensure that children:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Develop wide vocabulary, an understanding of grammar and knowledge of conventions for reading, writing and spoken language.
- Experience our rich and varied literary heritage.
- Write clearly, accurately and coherently, choosing language and style for a range of purposes and audience.
- Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are confident in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debates.

At Beckford we believe in;

- Using high-quality texts

By using texts which engage, motivate and inspire children, learning becomes meaningful.

- Talking about language and literature

By orally clarifying their thinking, pupils consolidate their understanding. Listening to pupils' discussion and explanations provides an invaluable assessment opportunity.

- Challenge for all

All pupils should experience English learning which challenges and stretches them. Pupils should be encouraged to develop their independence. All pupils in a class should experience a similar amount of success.

- Assessment for learning

This is an integral part of all lessons. Teachers are expected to respond to pupils within a lesson and adjust planning and teaching to meet pupils' needs.

- Marking and feedback

This is the most effective way of moving pupils' learning on when carried out effectively. Feedback needs to be appropriate and accessible to the pupil and focused on achievements and next steps. Marking is essential to inform the next lesson. Structures must be put in place to ensure that pupils respond to the marking so that it is a two-way dialogue.

- Meaningful English links

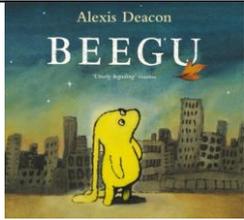
Teachers are expected to plan for a learning journey, linking lessons together so there is progress over time. Opportunities to apply learning should be exploited in other curriculum areas whenever possible.

- Opportunities for learning outside the English lessons

There is an expectation at Beckford for additional English learning to take place each day. This includes daily guided reading sessions, cross-curricular reading and writing and shared class texts.

Writing Curriculum Yearly Overview 2017-18.

Year 1

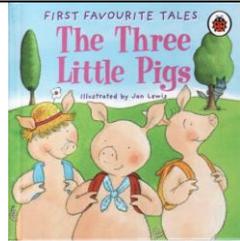


Writing Outcomes:

- Writing down personal response to text/illustrations
- "Role on the wall" – describing Beegu inside and out
- Writing a letter in role
- **Write an information guide to Earth**

Grammar Coverage:

- **How words can combine to make sentences.**
- **The separation of words with spaces.**
- **Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.**



Writing Outcomes:

- Retelling the story
- Writing a letter in role
- Descriptions of characters
- **Write an alternative version of the story (e.g. The 3 Little Pigs and the Big Bad Dragon)**

Grammar Coverage:

- **Sequences sentences to form short narratives.**
- How words can combine to make sentences.
- The separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- **To use and identify simple and appropriate nouns.**

Half Term



Writing

Outcomes:

- Write questions about the front cover
- Descriptions of aliens
- Instructions for going on a moon visit
- Writing in role – postcard from the moon using first person
- **Retelling the story**

Grammar Coverage:

- **Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.**
- **To start simple sentences with a subject e.g. 'I', 'the' and 'my'.**
- To use and identify simple and appropriate nouns.
- **Begin to use / name / identify adjectives.**
- **To use capital letters for names (proper noun) and the personal pronoun 'I'.**
- The separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.

Non-fiction: Instruction Writing

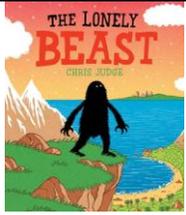
Writing Outcomes:

- Sequencing events and using conjunctions of time
- Instructions for cooking porridge
- **Instructions for making playdough**

Grammar Coverage:

- **To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.**
- **To begin to use/ identify / name determiners correctly (a, an, the, my, his, her, its etc.)**
- **Join words and clauses using 'and'**
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- **Identify and use regular plural noun suffixes (-s, -es), including the effects on the meaning of the noun.**

End of Autumn Term



Writing Outcomes:

- Diary entry in role as The Beast
- Descriptive poems using adjectives
- Script for a TV news report
- **Newspaper report**

Grammar Coverage:

- Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- To use and identify simple and appropriate nouns.
- Use / name / identify adjectives.
- To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- Identify and use regular plural noun suffixes (-s, -es) Including the effects on the meaning of the noun.
- **Begin to use descriptive language.**



Winter Poems

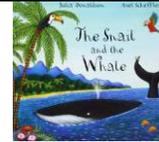
Writing Outcomes:

- Order phrases to create a free verse poem and perform
- Descriptions using adjectives
- **Poems using adjectives**

Grammar Coverage:

- **Join words and clauses using 'and'**
- Begin to use descriptive language.
- Begin to use / name / identify adjectives.
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- To use and identify simple and appropriate nouns.
- To use capital letters for names and the personal pronoun 'I'.

Half Term

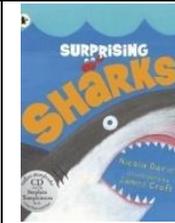


Writing Outcomes:

- Writing lists:
 - descriptions of feelings
 - questions about the story
 - true or false statements
- Book review
- **Diary entry in role**

Grammar Coverage:

- To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- **To begin to use/ identify / name determiners correctly (a, an, the, my, his, her, its etc)**
- Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.
- To start simple sentences with a subject e.g. 'I', 'the' and 'my'.
- To use capital letters for names (proper noun) and the personal pronoun 'I'.
- **Suffixes that can be added to verbs with no change in spelling of the root word (helping, helped, helper)**
- Use / name / identify adjectives.



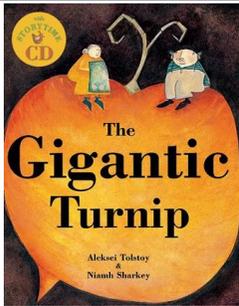
Writing Outcomes:

- Labelling diagrams
- Writing notes from research
- **Non-chronological report on sharks**

Grammar Coverage:

- **To begin to use a simple range of prepositions (to indicate position) adding precision to writing. (through, over, under, in, on, next to, above, below)**
- Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.
- Join words and clauses using 'and'
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Suffixes that can be added to verbs with no change in spelling of the root word (helping, helped, helper)
- Use / name / identify adjectives.

End of Spring Term



Writing Outcomes:

- Story predict
- Predictions using "because"
- Writing notes to support oral retelling
- Retelling the story
- **Write a story with the same structure but different characters/setting**

Grammar Coverage:

- **To begin to use simple regular, past and imperative tense.**
- To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- To begin to use a simple range of prepositions (to indicate position) adding precision to writing. (through, over, under, in, on, next to, above, below)
- **How the prefix un- changes the meaning of verbs and adjectives.**



Writing Outcomes:

- Writing notes to support oral retelling
- "Role on the wall" – describing characters inside and out
- Keeping a bean growth diary
- Questions to ask a character
- **Write the story of "The Ogre and the Beanstalk"**

Grammar Coverage:

- Join words and clauses using 'and'
- Use descriptive language.
- To begin to use simple regular, past and imperative tense.
- Identify and use regular plural noun suffixes (-s, -es) Including the effects on the meaning of the noun.
- To start simple sentences with a subject e.g 'I', 'the' and 'my'.
- To use capital letters for names and the personal pronoun 'I'

Half Term



Writing Outcomes:

- Annotating illustrations
- Descriptions of animals and habitat, including description of animal movement (introduction to adverbs)
- **Animal fact file**

Grammar Coverage:

- To use and identify simple and appropriate nouns.
- Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.
- Join words and clauses using 'and'
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- To use and identify simple and appropriate nouns
- Identify and use regular plural noun suffixes (-s, -es) Including the effects on the meaning of the noun.
- How the prefix un- changes the meaning of verbs and adjectives.



Writing Outcomes:

- Notes to support oral retelling (adverbials of time)
- **Write a story with the same structure but different characters/setting**

Grammar Coverage:

- To begin to use simple regular, past and imperative tense.
- To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- To begin to use a simple range of prepositions (to indicate position) adding precision to writing. (through, over, under, in, on, next to, above, below)
- Recognise and write grammatically correct simple phrases and sentences, showing some control of word order.
- Join words and clauses using 'and'
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.

End of Summer Term

Opportunities for writing across the curriculum:

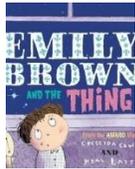
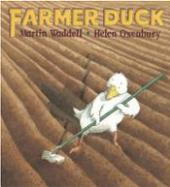
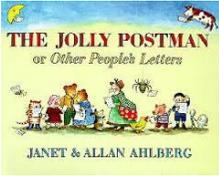
- Retelling of Winter Show story
- Book Week – whole school text
- Whole school writing stimulus – May moderation cycle
- Recount of trip to Paradise Wildlife Park

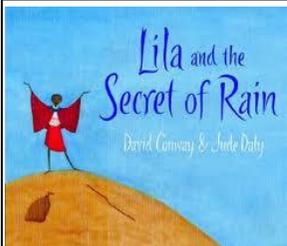
Terminology for pupils:

word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark

Writing Curriculum Yearly Overview 2017-18.

Year 2

 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Poem with noun phrases • Description of one event • Noun phrase suggestions • Letter to the Thing • Own story • Cartoon strip with extended captions <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Join words and clauses using 'and' • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Recognise and write grammatically correct simple phrases and sentences, showing some control of word order. • Expanded noun phrases for description and specification (the blue butterfly, plain flour). • Use / name / identify adjectives. 	 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Descriptive noun phrases • Instructions for a board game • Rewrite story – create own story book <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling (contractions) and to mark singular possession in nouns (the girl's name) • Commas to separate items in a list. • To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'. • Recognise and use simple prepositions to indicate position and space (next to, under, over). 	<p>Half Term</p>	 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Instructions (recipe) • Letter to Goldilocks • Persuasive advert poster • First person letter to Mr Meeny as the wolf <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Begin to recognise and use more extensive range of determiners (a/an, the, this/that). • Expanded noun phrases with specific nouns (poodle, not dog) for description and specification (the blue butterfly, plain flour). • To use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'. • Use of suffix -ly to turn adjectives into adverbs. 	 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Performance with actions • Description of a journey • Use of structure to write own poem • Firework poem • Present tense nonsense poem into past tense nonsense poem <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Correct choice and consistent use of present and past tense throughout writing. • Use of progressive form of verbs in the present and past tense to mark actions in progress. (Progressive verbs are on-going actions e.g she is drumming, he was shouting) • Formation of nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman). • Use of suffixes -er, -est, in adjectives and -ly to turn adjectives into adverbs. • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<p>End of Autumn Term</p>
---	---	-------------------------	--	---	----------------------------------



Writing Outcomes:

- Predictions from illustrations
- Description with illustrations of storm scene
- First person description
- Oral retelling and story mapping
- **Own weather disaster story**

Grammar Coverage:

- Begin to recognise and use more extensive range of determiners (a/an, the, this/that).
- Expanded noun phrases with specific nouns (poodle, not dog) for description and specification (the blue butterfly, plain flour)
- Formation of adjectives using suffixes such as -ful, -less
- Use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but).

Non-fiction: Non-chronological report (My School)

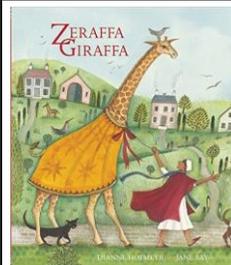


Writing Outcomes:

- Introduction paragraph
- Headings as questions
- Information paragraphs
- Letter to MP re: school
- **Beckford School prospectus**

Grammar Coverage:

- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but).
- Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Commas to separate items in a list.
- Formation of nouns using suffixes such as -ness, -er and by compounding (whiteboard, superman).

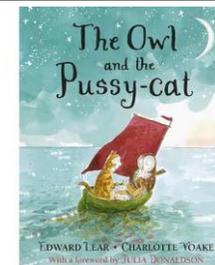


Writing Outcomes:

- Adverbs to describe verbs within illustration
- Sentences predictions from inferred clues
- Letter to Egyptian King
- Writing in role as Atir
- Newspaper article
- **Letter of PM about captivity**

Grammar Coverage:

- To begin to use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- Replace proper nouns with pronouns.
- Correct choice and consistent use of present and past tense throughout writing.
- Use of progressive form of verbs in the present and past tense to mark actions in progress. (Progressive verbs are on-going actions e.g she is drumming, he was shouting)
- Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Expanded noun phrases for description and specification (the blue butterfly, plain flour).
- Use of suffixes -er, -est, in adjectives and -ly to turn adjectives into adverbs



Writing Outcomes:

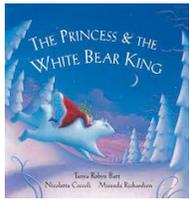
- Descriptive writing
- Story map of journey
- Postcard first person as Owl to mum
- Diary entry first person as Cat
- Instruction writing for making own pea-green boat
- **Sequel of the Owl and the Pussycat's next adventure**

Grammar Coverage:

- Use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl's name).
- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but)
- Recognise and use simple prepositions to indicate position and space (next to, under, over).
- Expanded noun phrases for description and specification (the blue butterfly, plain flour).
- Use of suffixes -er, -est, in adjectives and -ly to turn adjectives into adverbs

Half Term

End of Spring Term

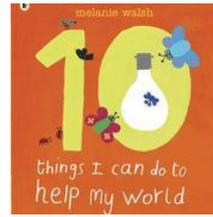


Writing Outcomes:

- Story introduction – visualisation and description
- Persuasive writing to the princess
- Diary entry as the princess
- Whole story sequencing
- **Re-tell part of the story for whole class large book**

Grammar Coverage:

- Use conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last'.
- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but).
- Expanded noun phrases for description and specification (the blue butterfly, plain flour).
- Use of suffixes –er, -est, in adjectives and -ly to turn adjectives into adverbs



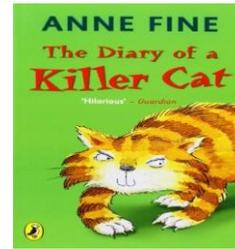
Writing Outcomes:

- Persuasive language
- Technical language in own glossary
- Information paragraph for group information poster
- **Information leaflet for West Hampstead**

Grammar Coverage:

- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but).
- Commas to separate items in a list.
- Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.

Half Term

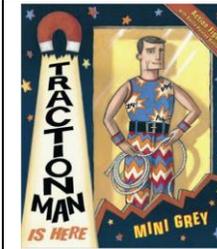


Writing Outcomes:

- Diary entry first person
- Wanted poster
- Newspaper report
- **Recount of events from different character's perspective e.g. receptionist, gerbil**

Grammar Coverage:

- Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.
- Commas to separate items in a list.
- Use of suffixes –er, -est, in adjectives and -ly to turn adjectives into adverbs.
- Formation of nouns using suffixes such as –ness, -er and by compounding (whiteboard, superman).
- Expanded noun phrases for description and specification (the blue butterfly, plain flour).
- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but).
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl's name).



Writing Outcomes:

- Character profile – Top Trump
- Own superhero character profile
- Own comic strip adventure with extended captions
- **Own original adventure story**

Grammar Coverage:

- Commas to separate items in a list.
- Correct choice and consistent use of present and past tense throughout writing.
- Use of progressive form of verbs in the present and past tense to mark actions in progress.(Progressive verbs are on-going actions e.g she is drumming, he was shouting
- Formation of nouns using suffixes such as –ness, -er and by compounding (whiteboard, superman).
- Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but).
- Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl's name).

End of Summer Term

Opportunities for writing across the curriculum:

- Topic booklet about Florence Nightingale and Mary Seacole
- Writing in role as a Tudor sailor
- Retelling of Winter Show story
- Mosque recount
- Malala biography and school poster linked to Schools Around the World topic
- Book Week – whole school text
- Whole school writing stimulus – May moderation cycle

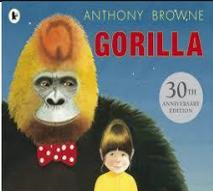
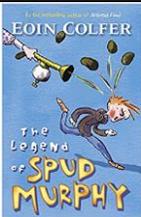
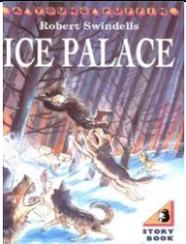
Terminology for pupils:

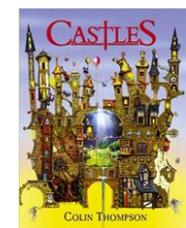
- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
noun, verb, adjective, suffix, comma, apostrophe

Sentence Development Alan Peat: (see resource)

- All the Ws
- List sentences
- Short

Writing Curriculum Yearly Overview 2017-18
Year 3

 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Writing diary in role as Hannah • Descriptive setting with 2A sentence focus • Sequel writing their next adventure <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Write grammatically correct simple and compound sentences • Use capital letters, full stops, question marks commas in a list, and exclamation marks to demarcate sentences. • Use of the present perfect forms of verbs instead of simple past (he has gone out to play contrasted with he went out to play) • Use of suffixes –er, -est, in adjectives and -ly to turn adjectives into adverbs. 	 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Descriptive writing of setting • Letter to persuade Marty to behave • Diary entry as Marty or Will • Diary entry as Spud • Inverted commas for writing conversation between brothers • Sequel – Spud Murphy Returns <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use some conjunctions of time as openers e.g. 'first', 'next', 'then', 'soon', 'after that' and 'last' • Subordinating conjunctions (using when, if, that, because) and co-ordination (using or, and, but) • Use inverted commas to punctuate direct speech. • Use capital letters, full stops, question marks commas in a list, and exclamation marks to demarcate sentences. 	<p>Half Term</p>	 <p>Writing Outcomes:</p> <ul style="list-style-type: none"> • Descriptive poetry • Descriptive writing of setting • Letter of advice to Ivan • Diary entry from Dad's perspective • Story mapping retell • Writing speech between Ivan and his brother • Writing own ending to the story <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech • Powerful verbs to create impact • Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of) • Precise expanded noun phrases for description and specification (the silvery, shiny moon). • Introduction to paragraphs as a way to group related material • Use adverbs of manner e.g. silently, quickly 	<p>End of Autumn Term</p>
---	---	------------------	--	---------------------------

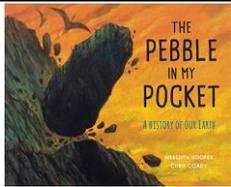


Writing Outcomes:

- Informative text organisation
- **Descriptive writing for own castle design**

Grammar Coverage:

- **Use capital letters, full stops, question marks commas in a list, and exclamation marks to demarcate sentences.**
- **Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.**
- **Use of the forms a or an according to whether the next word begins with a consonant or a vowel**
- **Headings and sub-headings to aid presentation**
- **Precise expanded noun phrases for description and specification (the silvery, shiny moon).**
- **Introduction to paragraphs as a way to group related material**
- **Expressing time, place and cause using prepositions (before, after, during, in, because of).**
- **Write grammatically correct simple and compound sentences**



Writing Outcomes:

- Group and individual poem
- Non-fiction fact collecting
- Information text about Ice Age
- Descriptive journey
- **Factual retell in role as the pebble**

Grammar Coverage:

- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)
- Headings and sub-headings to aid presentation
- Introduction to paragraphs as a way to group related material
- Precise expanded noun phrases for description and specification (the silvery, shiny moon).
- **Formation of nouns using a range of prefixes (super-, anti-, auto-)**



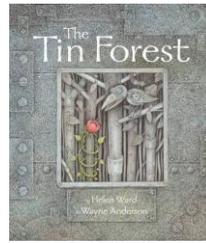
Writing Outcomes:

- First person letter writing
- Dream description
- **Own dream story**

Grammar Coverage:

- Introduction to paragraphs as a way to group related material
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)
- Formation of nouns using a range of prefixes (super-, anti-, auto-).

Half Term



Writing Outcomes:

- Description of illustration
- Diary writing as the old man
- Conversation between the old man and the bird
- Descriptive poem
- **Rewrite story adding speech**

Grammar Coverage:

- Use inverted commas to punctuate direct speech
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)
- Precise expanded noun phrases for description and specification (the silvery, shiny moon).
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Introduction to paragraphs as a way to group related material
- Use adverbs of manner e.g. silently, quickly.
- **Fronted adverbials**



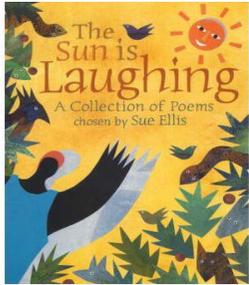
Writing Outcomes:

- Dialogue between farmers discussing issue of Iron Man
- Farmers letter of advice to Hogarth's father
- Hogarth's diary of the night the Iron Man is trapped
- Film/book comparison
- **Newspaper article re: space creature's arrival/Iron Man saving the world**

Grammar Coverage:

- Write grammatically correct simple and compound sentences
- Use capital letters, full stops, question marks commas in a list, and exclamation marks to demarcate sentences
- Precise expanded noun phrases for description and specification (the silvery, shiny moon).
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).

End of Spring Term

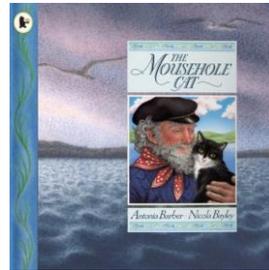


Writing Outcomes:

- Adaptation of 'I have an oasis..'
- Poetry reviews of Poetry Pie
- **Write own poem based on structure**

Grammar Coverage:

- Use determiners correctly (a/an, the, this/that, those/these)
- Precise expanded noun phrases for description and specification (the silvery, shiny moon).
- Formation of nouns using a range of prefixes (super-, anti-, auto-)
- Use of the forms a or an according to whether the next word begins with a consonant or a vowel.



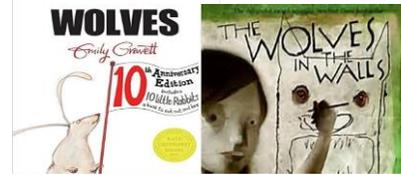
Writing Outcomes:

- Non-fiction travel brochure writing
- Descriptive writing of the storm
- Imagined conversation between fishermen
- **Writing own ending in first person as Mowser**

Grammar Coverage:

- Fronted adverbials
- Use adverbs of manner e.g. silently, quickly
- Use capital letters, full stops, question marks commas in a list, and exclamation marks to demarcate sentences
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).

Half Term



Writing Outcomes:

- Predictions
- Note taking
- Non-fiction information about wolves
- Publishing using IT (VLE)
- Story mapping from wolf's perspective
- **First person letter from rabbit**
- **Own story of encounter with wolves**

Grammar Coverage:

- **Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)**
- Use adverbs of manner e.g. silently, quickly
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).
- Headings and sub-headings to aid presentation
- **Use of the perfect form of verbs to mark relationships of time and cause. (I have written it down so we can check what he said.)**



Writing Outcomes:

- Predictions
- Dialogue of freeze frame
- Story map description
- Diary entry as Princess or Frog Prince
- **Writing own ending to a fairytale**

Grammar Coverage:

- **Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)**
- Precise expanded noun phrases for description and specification (the silvery, shiny moon)
- Use capital letters, full stops, question marks commas in a list, and exclamation marks to demarcate sentences
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).

End of Summer Term

Opportunities for writing across the curriculum:

- Trip recounts of Ragged School Museum (Oct), Natural History Museum (Feb) and Belmont Farm (May)
- Retelling of Winter Show story
- Science writing – You are what you eat information text, Life cycle of a bean
- Topic writing –Volcanoes information text, Diary entry first person earthquake experience
- Book Week – whole school text
- Whole school writing stimulus – May moderation cycle

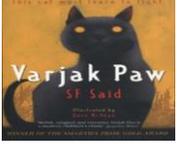
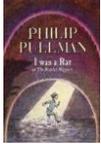
Terminology for pupils:

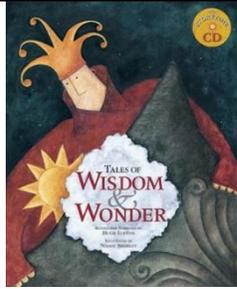
- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
noun, verb, adjective, suffix, comma, apostrophe,
word family, conjunction, adverb, proper noun, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause

Sentence Development Alan Peat: (see resource)

- BOYS
- As-ly
- ___ing, ___ed.
- Double -ly ending

Writing Curriculum Yearly Overview 2017-18 Year 4

 <p>Into the Forest <i>Anthony Browne</i></p> <p><u>Writing Outcomes:</u></p> <ul style="list-style-type: none"> • Letter writing. • Writing in role. • Play script. • Diary writing. • Write the end of the story in role with a new character. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech. • Precise expanded noun phrases for description and specification (the silvery, shiny moon). • Use capital letters, full stops, question marks to demarcate sentences. • Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition. • Write grammatically correct simple and compound sentences. 	 <p>Varjak Paw <i>S.F. Said</i> <i>Writing Outcomes:</i></p> <ul style="list-style-type: none"> • Predictions. • Summary? • Diary writing. • Descriptive writing. • Character profile. • Write the end from a different character's point of view. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Standard English from for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done). • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair). • Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of). • Write grammatically correct simple and compound sentences. 	<p>Half Term</p>	<p><u>Non-fiction: Newspaper (First News)</u></p> <p><u>Writing Outcomes:</u></p> <ul style="list-style-type: none"> • Summary? • Research. • Note making. • Newspaper article about a local news event. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!" • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Expressing time, place and cause using conjunctions, adverbs, or prepositions . • Use of paragraphs to organise ideas around a theme. 	 <p>I was a rat. <i>Philip Pullman.</i></p> <p><u>Writing outcomes:</u></p> <ul style="list-style-type: none"> • Diary writing • Justify opinions • Letter for different purposes • Final chapter to continue a theme. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!" • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Expressing time, place and cause using conjunctions, adverbs, or prepositions . • Use of paragraphs to organise ideas around a theme. 	 <p>Personification Poetry. <i>Grace Nichols.</i></p> <p><u>Writing outcomes:</u></p> <ul style="list-style-type: none"> • Descriptive writing. • Poetry reviews. • Personification poem. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use similes to enhance description. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair). 	<p>End of Autumn Term</p>
--	---	------------------	--	---	--	---------------------------



The Pedlar of

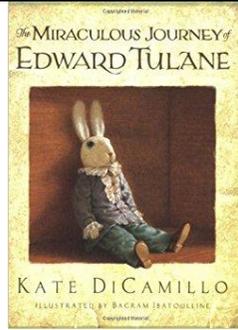
Swaffham.
Tales of Wisdom and Wonder.

Writing Outcomes:

- Letter writing
- Justifying opinion
- Newspaper report
- **Persuasive letter**

Grammar Coverage:

- **Fronted adverbials (Later that day, I heard the bad news).**
- **Use of commas after fronted adverbials.**
- Use of paragraphs to organise ideas around a theme.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- **Noun phrases to open sentences e.g. 'The little old man with a hobble...'**



The

Miraculous Journey of Edward Tulane.

Kate DiCamillo.

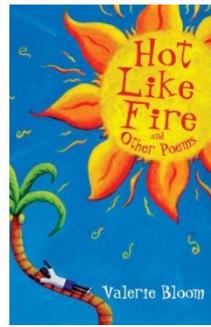
Writing Outcomes:

- Justify opinions
- Balanced argument
- Diary
- Letter
- Summary
- Descriptive writing
- **Sequel/Epilogue**

Grammar Coverage:

- Noun phrases to open sentences e.g. 'The little old man with a hobble...'
- **The grammatical difference between plural and possessive –s.**
- **Apostrophes to mark plural possession**
- Fronted adverbials (Later that day, I heard the bad news).
- Use of commas after fronted adverbials.
- Use of paragraphs to organise ideas around a theme.

Half Term



Hot Like Fire.
Valerie Bloom.

Writing Outcomes:

- Letter
- Justify opinions

Grammar Coverage:

- Performance poetry
- **Biography**
- Use similes to enhance description.
- Fronted adverbials (Later that day, I heard the bad news).
- The grammatical difference between plural and possessive – s.
- Apostrophes to mark plural possession



The Lion, The Unicorn and other Hairy Tales.
Jane Ray.

Writing Outcomes:

- Prediction
 - Persuasive letter
 - Justifying opinion

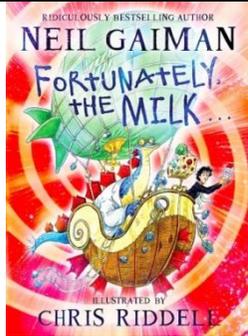
- Diary

- **Just So story.**

Grammar Coverage:

- **Subject/ verb agreement.**
- **Synonyms for commonly used words.**
- Standard English forms for verb inflections (was / were, did / done).

End of Spring Term



Fortunately the milk.
Neil Gaiman

Writing Outcomes:

- Diary
- Descriptive writing
- Balanced argument
- **Additional chapter**

Grammar Coverage:

- Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!"
- Noun phrases to open sentences e.g. 'The little old man with a hobble...'
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).

Non-fiction: Fact file.

The Roman Army.

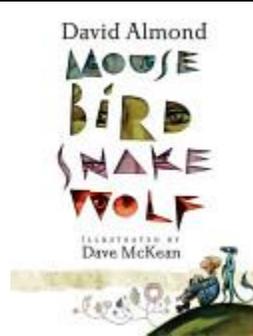
Writing Outcomes:

- Explanations
- **Information text about an aspect of life in the Roman Army.**

Grammar Coverage:

- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).
- Use of paragraphs to organise ideas around a theme.
- Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!"
- Use similes to enhance description.

Half term



Mouse, Bird, Snake, Wolf.
David Almond.

Writing

Outcomes:

- Explanations
- Justify opinions
- **Speech about an environmental issue.**

Grammar Coverage:

- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).
- Use of paragraphs to organise ideas around a theme.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.



Belonging and Where the Forest Meets the Sea.
Jeannie Baker.

Writing Outcomes:

- Description
- Diary
- Persuasive letter
- **Own page for a group book about change over time.**

Grammar Coverage:

- Expressing time, place and cause using conjunctions, adverbs, or prepositions.
- Use of paragraphs to organise ideas around a theme.
- Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!"
- Use similes to enhance description.

End of Summer Term

Opportunities for writing across the curriculum:

- Scientific explanations / recounts
- Writing in role across History topics
- Speeches about environmental issues
- Letters to organisations
- Wiki pages

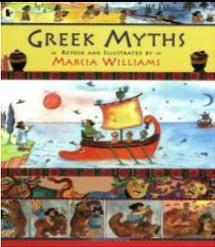
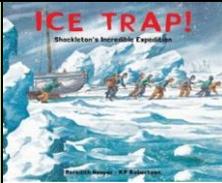
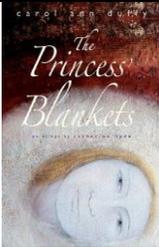
Terminology for pupils:

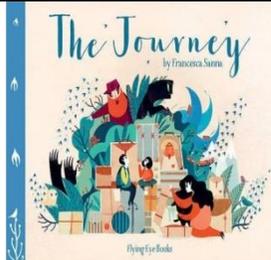
- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
noun, verb, adjective, suffix, comma, apostrophe, word family, conjunction, adverb, proper noun, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause,
subordinate clause
pronoun, possessive pronoun, adverbial

Sentence Development Alan Peat: (see resource)

- 2A Sentences
- Emotion, comma.
- Verb, person.
- If, if, if, then.
- With a(n) action, more action

Writing Curriculum Yearly Overview 2017-18 Year 5

 <p>Greek Myths Marcia Williams</p> <p><u>Writing Outcomes:</u></p> <ul style="list-style-type: none"> • Writing in role. • Retelling the myths (Pandora's Box, Arion and the Dolphins, Theseus and the Minotaur). • Planning, drafting and redrafting. • Writing your own myth. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Use of commas to clarify meaning or avoid ambiguity. • Write grammatically correct simple, compound and complex sentences. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair). • Use of paragraphs to organise ideas around a theme. • Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (Odysseus shouted "Sit down!") 	<p><u>Non-fiction</u> <u>'Visit Greece'</u></p> <p><u>Writing Outcomes:</u></p> <ul style="list-style-type: none"> • Research. • Note taking. • Persuasive language. • Tourist information leaflet for either ancient or modern Greece. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Apostrophes to mark plural possession. • Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must). • Use of commas to clarify meaning or avoid ambiguity. • Prepositions for; possession – <u>of</u> this street; means – <u>by</u> car and accompaniment – <u>with</u> me. • Headings and sub-headings to aid presentation. • Bullet points. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair). 	<p>Half Term</p>	 <p>Ice Trap Meredith Hooper</p> <p><u>Writing Outcomes:</u></p> <ul style="list-style-type: none"> • Describing setting (ocean, life on the floe, Elephant Island and South Georgia). • Writing in role as Percy (the stowaway). • Biography (Ernest Shackleton) • Retelling the story from Shackleton's perspective. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify). • Brackets, dashes or commas to indicate parenthesis. • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before). • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. • Devices to build cohesion within a paragraph (then, after, that, this, firstly). • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair). 	<p>End of Autumn Term</p>
		 <p>The Princess' Blankets Carol Ann Duffy</p> <p><u>Writing Outcomes:</u></p> <ul style="list-style-type: none"> • Newspaper article about the princess needing help. • Description of setting (ocean, forest, mountain, Earth). • Letter of advice to a family member. • Write an alternative ending to the fairy tale. <p><u>Grammar Coverage:</u></p> <ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis. • Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before). • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. • Devices to build cohesion within a paragraph (then, after, that, this, firstly). • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair). 		

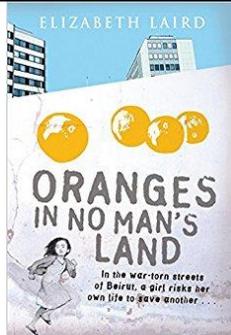


The Journey
 Francesca Sana
 Writing
 Outcomes:

- Describing setting (travelling through the forest and the border).
- Describing characters.
- Persuasive letter to mother giving advice about whether or not she should leave).
- Writing in role as child or mum.
- **Retelling the whole story from one character's perspective.**

Grammar Coverage:

- Write grammatically correct simple, compound and complex sentences.
- Brackets, dashes or commas to indicate parenthesis.
- Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
- Devices to build cohesion within a paragraph (then, after, that, this, firstly).



Oranges in No Man's Land
 Elizabeth Laird
 Writing
 Outcomes:

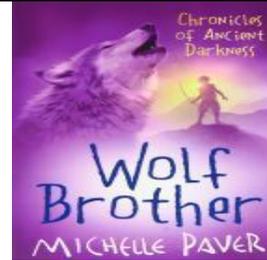
- Diary writing from Ayesha's point of view.

- Story mapping
- **Letter to author about her experiences.**

Grammar Coverage:

- Write grammatically correct simple, compound and complex sentences.
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.
- Use of commas to clarify meaning or avoid ambiguity.
- Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!"

Half Term



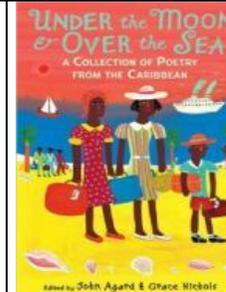
Wolf Brother
 Michelle Paver

Writing
 Outcomes:

- Describing setting (forest, mountains).
- Writing in role as boy.
- Drawing and annotating.
- Newspaper report about bear attack.
- **Writing the end of the story in the style of the author (Pg 223 onwards).**

Grammar Coverage:

- **Form negative statements correctly – avoiding double negative.**
- **Use similes and personification to enhance description.**
- Brackets, dashes or commas to indicate parenthesis.
- Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
- Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify).
- Fronted adverbials (Later that day, I heard the bad news) and noun phrases to open sentences.



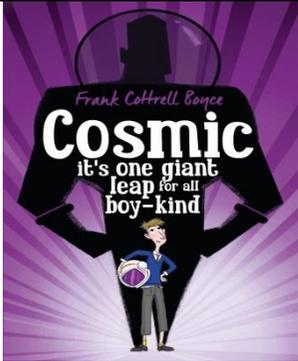
Under the Moon and Over the Sea.
 John Agard and Grace Nicholls
 Writing
 Outcomes:

- Performing poetry (reader's theatre)
- Alliteration, rhyme, personification, metaphor
- **Writing own poem around a location.**

Grammar Coverage:

- Similes, personification, metaphors and alliteration.
- **Verb prefixes (dis-, de-, mis-, over-, and re-).**
- Precise expanded noun phrases for description and specification (the silvery, shiny moon).
- **Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify).**

End of Spring Term



Cosmic
Frank Cottrell Boyce

Writing Outcomes:

- Writing in role as Liam or Florida (retelling different parts of the story: receiving the keys for the Porsche; winning a trip to Infinity Park;

learning how to become a takinaut; going to space etc).

- Note taking and mind mapping.
- Writing a persuasive advert for Infinity Park.
- Letter writing to Liam (for and against his actions).
- **Writing a newspaper article about the launch of the rocket.**

Grammar Coverage:

- Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before).
- **To use a range of ambitious conjunctions for different purposes.**
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences
- Using inverted commas and other punctuation to indicate direct speech.
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
- Devices to build cohesion within a paragraph (then, after, that, this, firstly).

Half Term



There's a Boy in the Girls' Bathroom
Louis Sachar
Writing Outcomes:

- Drafting and

redrafting.

- Diary writing from Bradley's perspective.
- Letter of advice to Jeff.
- Retelling parts of the story (entering the girls' bathroom, fighting with girls, going to his first birthday party).
- **Letter of response to Carla.**

Grammar Coverage:

- Use inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause ending speech with inverted commas (The conductor shouted "Sit down!")
- Devices to build cohesion within a paragraph (then, after, that, this, firstly).
- Modal verbs to indicate degrees of possibility (might, should, will, must).
- Expressing time, place and cause using conjunctions (when, before, after, while, so because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of).
- Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify).

Non-fiction: 'Invaders'

Writing Outcomes:

- Research
- Note taking
- Technical vocabulary
- **Write your own information texts about invasion.**
- **Raiders by Lynne Benton**

Grammar Coverage:

- Brackets, dashes or commas to indicate parenthesis.
- Verb prefixes (dis-, de-, mis-, over-, and re-).
- Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must).
- Headings and sub-headings to aid presentation.
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

End of Summer Term

Opportunities for writing across the curriculum:

- Recount of trip to the National Portrait Gallery.
- Recount of trip to Kew Gardens.
- Recount of residential trip to Kench Hill.
- Speech writing – taking care of our environment (linking to topic).
- Book Week – whole school text.
- Whole school writing stimulus – May moderation cycle.

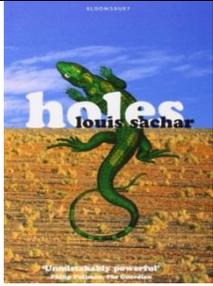
Terminology for pupils:

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
noun, verb, adjective, suffix, comma, apostrophe, word family, conjunction, adverb, proper noun, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause,
subordinate clause, pronoun, possessive pronoun, adverbial
relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity

Sentence Development Alan Peat: (see resource)

- 3_ed
- Noun, which/who/where
- 2 pair sentences
- 3 bad – (dash) question?
- Name –adjective pair – sentences
- O. (I.)

Writing Curriculum Yearly Overview 2017-18 Year 6



Holes
Louise Sacher

Writing Outcome:

- Diary entries.
- Letter

writing home about Camp Green Lake.

- Newspaper reports.
- **Write a sequel chapter using flashbacks.**

Grammar Coverage:

- **Range of sentences for different effect.**
- **Moving the subordinate clause for different effects.**
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher expanded to: the strict maths teacher with curly hair).



Replay
The Literacy Shed.

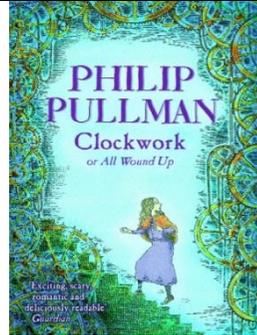
Writing Outcomes:

- Diary entries.
- Write a persuasive argument.
- Description of setting and character.
- **Writing the story from the female's perspective.**

Grammar Coverage:

- **Use of passive voice to affect presentation of information in a sentence (I broke the window / the window was broken by me)**
- **Use of the semi-colon, colon and dash to mark the boundary between independent clauses.**
- **How hyphens can be used to avoid ambiguity (man eating shark/ man-eating shark, recover/re-cover).**
- **Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (the use of adverbials such as on the other hand, in contrast, and ellipses).**

Half Term



Clockwork
Phillip Pullman

Writing Outcomes:

- Diary writing from the daughter's perspective.
- Descriptive

writing around setting.

- Narrative writing, retelling the story.
- Speech around presenting the clockwork item.
- **Writing the story from another character's perspective.**

Grammar Coverage:

- Range of sentences for different effect.
- How words are related by meaning as synonyms and antonyms (big, large, little).
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (the use of adverbials such as on the other hand, in contrast, and ellipses).
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Moving the subordinate clause for different effects.
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.

Non-fiction: Biography Writing

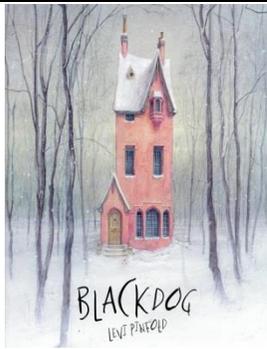
Writing Outcomes:

- Research.
- Note making.
- A biography about Samuel Pepys.

Grammar Coverage:

- Range of sentences for different effect.
- The difference between vocabulary typical of informal and formal speech and writing (find out – discover, ask for – request, go in – enter).
- Layout devices (headings, sub-headings, columns, bullets or tables to structure a text).
- **Punctuation of bullet points to list information.**
- **Use of the colon to introduce a list and use of semi-colons within lists.**
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.
- Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

End of Autumn Term



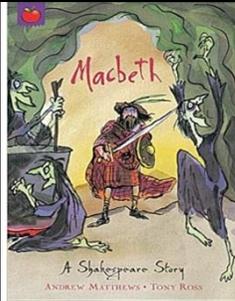
Black Dog
Levi Pinfold

Writing Outcomes:

- Descriptive writing around the images.
- Letters of advice to the families.
- **Writing your own story with a moral.**

Grammar Coverage:

- Range of sentences for different effect.
- Use of passive voice to affect presentation of information in a sentence (I broke the window / the window was broken by me)
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.



Macbeth
William Shakespeare

Writing Outcomes:

- Diary

writing.

- Letter writing.
- Retelling parts of the story - building suspense in narrative.
- **Retelling the story for a younger audience.**

Grammar Coverage:

- How words are related by meaning as synonyms and antonyms (big, large, little).
- Use of passive voice to affect presentation of information in a sentence (I broke the window / the window was broken by me)
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (the use of adverbials such as on the other hand, in contrast, and ellipses).
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Range of sentences for different effect.



Kindlekrax
Philip Ridley

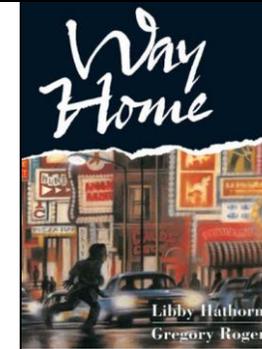
Writing Outcomes:

- Story mapping.
- Planning, drafting and redrafting.
- Diary entries.
- **Write an event**

from a different perspective including a flashback.

Grammar Coverage:

- Range of sentences for different effect.
- Use of passive voice to affect presentation of information in a sentence (I broke the window / the window was broken by me)
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.
- **Shifts between levels of formality through selecting vocabulary precisely and manipulating grammar constructions.**



Way Home
Libby Hathorn

Writing Outcomes:

- Diary

writing.

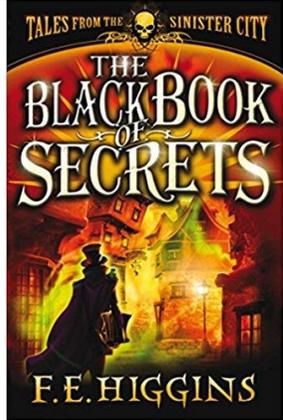
- Persuasive letter writing.
- Newspaper reports.
- **Persuasive writing (linked to 'Shelter').**

Grammar Coverage:

- **The difference between vocabulary typical of informal and formal speech and writing (find out – discover, ask for – request, go in – enter).**
- **The difference between structures of formal / informal speech and writing (question tags: He's your friend, isn't he? or subjunctive forms such as If I were or were they to come).**
- Use of passive voice to affect presentation of information in a sentence (I broke the window / the window was broken by me)
- Layout devices (headings, sub-headings, columns, bullets or tables to structure a text).
- Punctuation of bullet points to list information.

Half Term

End of Spring Term



The Black Book of Secrets.
F.E. Higgins

Writing Outcomes:

- Letter writing to different characters.
- Biography/ autobiography.
- Description of setting and characters.
- **Write your own secret for the book in the style of the author.**

Grammar Coverage:

- The difference between vocabulary typical of informal and formal speech and writing (find out – discover, ask for – request, go in – enter).
- How words are related by meaning as synonyms and antonyms (big, large, little).
- Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (the use of adverbials such as on the other hand, in contrast, and ellipses).
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses.
- Range of sentences for different effect.
- Fronted adverbials (Later that day, I heard the bad news), conjunctions (despite, on the other hand, in addition) and noun phrases to open sentences.

Half Term



Alma
The Literacy Shed

Writing Outcomes:

- Description around setting and character.
- **Narrative writing – retelling the story.**



Ruin
The Literacy Shed

Writing

Outcomes:

- Newspaper articles.
- Narrative writing – retelling the story.

Poetry: Benjamin Zephaniah, Henry Wadsworth-Longfellow.

Writing Outcomes:

- Poetry structure.
- Using the five senses.
- Using similes, personification, metaphors and rhyme.
- **Write your own poem.**

Grammar Coverage:

- To use and recognise abstract nouns.
- **To use similes, metaphors, alliteration, onomatopoeia and personification.**
- Range of sentences for different effect.
- Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must).

End of Summer Term



Mega City
The Literacy Shed

Writing Outcomes:

- **Narrative – retelling the story.**

Opportunities for writing across the curriculum:

- Recounts of trips (Kingswood).
- Leaflet about the Mayan Civilisation in Topic.
- Science work write ups.
- Information texts around The Great Fire of London.

Terminology for pupils:

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark
noun, verb, adjective, suffix, comma, apostrophe, word family, conjunction, adverb, proper noun, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause, pronoun, possessive pronoun, adverbial
relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity,
active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points

Sentence Development Alan Peat: (see resource)

- De: De sentence.
- Some; others.
- Imagine 3 examples:
- The more, the more.
- 'Irony' sentences