

### National Curriculum Objectives (Skills Coverage)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Purpose</b>	Explore & Engage (2 weeks) Entertain (2 weeks) Inform (3 weeks)	Entertain (2 weeks) Persuade (3 weeks) Poetry (1 week)	Inform (3 weeks) Discuss (3 weeks)	Entertain (3 weeks) Inform (2 weeks) Poetry (1 week)	Persuade (3 weeks) Entertain (3 weeks)	Discuss (2 weeks) Poetry (2 weeks) Explore & Engage (2 weeks)
<b>Written Outcomes</b>	Range of genres (E & E) Descriptive scene Non-chronological report	Narrative Persuasive speech Narrative poem	Non-chronological report Balanced argument	Fairy tale Biography Ballad poems	Advertising Campaign Poetry	Blogs Poetry (free verse) Range of genres (E & E)
<b>NC: Composition (planning, drafting, editing and proof reading)</b>	<ul style="list-style-type: none"> <li>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>note and develop initial ideas, drawing on reading and research where necessary</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>precising longer passages</li> <li>use a wide range of devices to build cohesion within and across paragraphs</li> <li>use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</li> <li>assess the effectiveness of their own and others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> <li>perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul>					
<b>NC: Sentence</b>	Review use of compound and complex sentences, joining with range of conjunctions  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  The use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]  Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]	Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].  The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?]	Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipsis	Review sentence structure across the primary phase linked to AFL
Link ideas across paragraphs using a wider range of cohesive devices, repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipses						

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>NC: Word level Inc Punctuation</p>	<p>Punctuation of bullet points to list information  Review: Accurate punctuation of dialogue</p>	<p>Placement of speech tags before, in between speech or after speech  Review: Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>	<p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader  Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p>	<p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader  Placement of speech tags before, in between speech or after speech</p>	<p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p>	<p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader  Hyphens used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p>
<p>NC: Grammar Terminology</p>	<p>Bracket, parenthesis Noun phrases Fronted adverbials Subordinate clause</p>	<p>Comma, noun, verb Ambiguity Paragraph Adverbial</p>	<p>Bracket, comma, dash, parenthesis Relative clause, relative pronoun Semi-colon Hyphen Formality Phrasal verb Modal verb Subject, object Active, passive</p>	<p>Ellipsis, colon Semi-colon Paragraph Adverbial Subject, object Active, passive</p>	<p>Formality Hyperbole, exaggeration Adverb Phrasal verb Modal verb Colon</p>	<p>Review terminology from the year</p>
<p>NC: Spelling</p>	<p>Discrete spelling lessons. See 'Essential Spellings'. Application in writing lessons: Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–] Use further prefixes and suffixes and understand the guidance for adding them Spell some words with silent letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology</p>					
<p>NC: Handwriting</p>	<p>Discrete handwriting lessons. See 'Handwriting Progression Toolkit'. Application in writing lessons: Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suite for a task</p>					

### National Curriculum Objectives Explained (Writing Purpose & Genre)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Writing to Entertain Language Choices</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</li> <li><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4)</li> <li>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4)</li> <li><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Use <b>figurative language such as similes and metaphors</b> to create mood and atmosphere (Y5)</li> <li>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)</li> </ul>					

	<ul style="list-style-type: none"> <li>Create <b>suspense</b> and <b>tension</b> by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading (Y5)</li> <li><b>Dialogue</b> can be used to convey character (<b>show not tell</b>) or move on the action (<b>plot device</b>)</li> <li>Use of the <b>past perfect tense</b> in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated</li> </ul>					
<p><b>Writing to Inform Language Choices</b></p>	<ul style="list-style-type: none"> <li>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li> <li>When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense</b> (Y2)</li> <li><b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li>Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</li> <li><b>Underline</b> important words or phrases that you want to draw reader’s attention to (Y5)</li> <li>Use <b>full range of layout devices</b> to support and guide reader to follow and understand e.g. <b>bullet points, columns, tables, headings, subheadings, diagrams</b>)                     <ul style="list-style-type: none"> <li>Use of <b>passive voice</b> to affect the presentation of information in a sentence – guides the reader’s focus to the <b>object</b> rather than the <b>subject</b></li> </ul> </li> </ul>					
<p><b>Writing to Persuade Language Choices</b></p>	<ul style="list-style-type: none"> <li>Often use ‘you’ (<b>second-person narrative</b>) to put the reader on the spot and make them think (Y3)</li> <li>Use <b>facts to support opinions</b> to make the reader take the writing more seriously (Y3)</li> <li>Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject (Y3)</li> <li>Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind (Y3)</li> <li>Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make (Y4)</li> <li>Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer (Y4)</li> <li>Use of <b>hyperbole/ exaggeration</b> to support the point being made and make the reader pay attention (Y5)</li> <li>Use of <b>adverbs &amp; modal verbs</b> to indicate degree of possibility and urge the reader to act (Y5)</li> <li>Use of <b>passive voice</b> to direct – or deflect – the reader’s attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action)</li> <li>Use of <b>subjunctive &amp; pronoun ‘one’</b> to speak to the reader without using ‘you’ in more formal situations (If one were to.....)</li> </ul>					
<p><b>Writing to Discuss Language Choices</b></p>	<ul style="list-style-type: none"> <li>Very clear points of view presented to show <b>either side of a debate</b>, discussion or argument (Y5)</li> <li>Obvious <b>signposts</b> to the reader to signal when they will be encountering a different viewpoint (Y5)</li> <li><b>Avoids confusing facts and opinions</b> and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5)</li> <li>More formal writing may use the <b>subjunctive</b> to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference)</li> <li><b>Careful use of adverbials</b> to maintain <b>cohesion</b> for the reader (e.g. On the other hand.... In contrast....)</li> <li>Use of <b>modal verbs</b> to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that..... Others <i>may</i> believe that...)</li> </ul>					
<p><b>Formality choices</b></p>	<ul style="list-style-type: none"> <li><b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (do not instead of don’t)</li> <li>More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>					
<p><b>Genre Features</b></p>	<p><b>NCR: Captions and labels</b> to add information to illustrations</p> <p><b>Index</b> to guide reader to know how to find something specific they might be looking for</p> <p><b>Glossary</b> to provide definitions in a quick and easy guide for the reader</p>	<p><b>Narrative: Story openings</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings</b> can end with a moral message, happy ending, surprise or cliff-hanger, or they can end with a</p>	<p><b>NCR: Captions and labels</b> to add information to illustrations</p> <p><b>Index</b> to guide reader to know how to find something specific they might be looking for</p> <p><b>Glossary</b> to provide definitions in a quick and easy guide for the reader</p>	<p><b>Narrative: See Aut2</b></p> <p><b>Biography:</b> Details of <b>key events</b> in a person’s life, written in <b>chronological order</b></p>	<p><b>Advertisement:</b> Includes a <b>catchy title or slogan</b> to capture the reader’s attention</p> <p>Usually includes <b>bright visuals and images</b> of the product being advertised</p> <p>May include a <b>price or specific features</b> of the product, with reasons for the reader needing it</p>	<p><b>Blogs:</b> Are written to be consumed quickly and easily, so are often designed with <b>clear headings and subheadings</b> with <b>short paragraphs</b> for the reader to manage quickly or ‘on-the-go;</p>

	<p><b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p>reference to the beginning of the story (feels cyclical)</p> <p><b>Speech:</b> Will use <b>first, second and third person narrative</b>, to address the audience directly and also refer to yourself (the speaker) May switch between the <b>past, present and future tense</b></p> <p><b>Poetry:</b> Specific structures of poems can include <b>narrative poems</b> that tell a story</p>	<p><b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p> <p><b>Balanced argument:</b> Provides different points of view on an issue, paying attention to the <b>arguments for and against</b> the issue being discussed. The differing points of view are <b>balanced</b> without aiming to lead the reader to sway their opinion Usually written in <b>present tense</b> <b>Opening sentence or introduction/question sets up the issue</b> to be discussed</p>	<p>Includes <b>several facts</b> to provide the reader with real information about the person Written in <b>third person narrative</b></p> <p><b>Poetry:</b> Specific structures of poems can include <b>ballads</b> which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.</p>	<p><b>Narrative:</b> Narrative plots tend to rely upon one of the following six <b>story shapes</b>:</p> <ul style="list-style-type: none"> <li>- rise-fall</li> <li>- slow rise</li> <li>- slow fall</li> <li>- fall, then rise</li> <li>- rise-fall-rise</li> <li>- fall-rise-fall</li> </ul>	<p>Specifically designed to be read on an electronic device, so may include <b>embedded links to other articles</b> that are relevant or connected to the issue being discussed <b>Vary in tone and formality</b>, depending on the intended audience.</p>
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### National Curriculum Objectives Explained (Sentence, Word & Punctuation)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Sentence</b>	Review use of compound and complex sentences, joining with <b>range of conjunctions</b>	Linking ideas across paragraphs using <b>full range of cohesive devices</b> to ensure that the reader is engaged, follows and wants to read on				
<b>Word level Inc punctuation</b>	Accurate <b>punctuation of dialogue</b>	<p>Placement of <b>speech tags</b> before, in between speech or after speech</p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p>	<p><b>Semi-colons</b> can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p><b>Hyphens</b> used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p>	<p><b>Semi-colons, colons and dashes</b> to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p> <p>Placement of <b>speech tags</b> before, in between speech or after speech</p>	<p><b>Semi-colons, colons and dashes</b> to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p>	<p><b>Semi-colons</b> can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p><b>Hyphens</b> used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p>

**ESSENTIALWRITING Plans and Books**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Essential Writing Units</b>	Y6_Aut1_Entertain_Narrative_Night of the Gargoyles Y6_Aut1_Inform_Nonchron_Planetarium	Y6_Aut2_Entertain_Narrative_Wisp Y6_Aut2_Inform_Speech_Talking History Y6_Aut2_Entertain_Poem_Caged Bird				
<b>Title/Author</b>	Night of The Gargoyles by Eve Bunting Planetarium by Raman Prinja & Chris Wormell	The Wisp by Zana Fraillon Talking History by Dr Joan Lennon (Author), Dr Joan Dritsas Haig (Author), André Ducci (illustrator) Caged Bird by Maya Angelou				

