



## **Writing 2023-2024**

### **Curriculum Intent Statement**

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for Writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### **ELGs related to Subject and Topics**

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

		Book	Year 1		Book	Year 2	
Autumn	HT1	The Bear	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate – write a discovery narrative.</li> <li>To recount – write a recount message.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Plural noun suffix -s</li> <li>Combining words to make sentences.</li> <li>Joining words and clauses using-and</li> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces</li> <li>Capital letters.</li> <li>Full Stops</li> </ul>	A River	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate – write a circular narrative.</li> <li>To inform – write a letter</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Use the Suffixes</li> <li>–er &amp; –est in adjectives</li> <li>Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but)</li> <li>Sentence indicates its function as a statement and question.</li> <li>Expanded Noun Phrases for description and specification.</li> <li>Use of capital letters, full stops and question marks to demarcate sentences.</li> <li>Use apostrophes to mark singular possession in nouns</li> </ul>
	HT2	Rapunzel	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a traditional narrative where a good character is trapped by a bad character.</li> <li>To instruct - write a set of instructions on how to trap a witch.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Reinforce plural noun suffix -s</li> <li>Combining words to make sentences</li> <li>Joining words and clauses using-and</li> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces</li> <li>Capital letters at the start of sentences.</li> </ul>	The Night Gardiner	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a setting narrative using a selected illustration.</li> <li>To recount - write a diary entry as the main character about an event in the narrative.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>use of the suffix –ly to turn adjectives into adverbs.</li> <li>Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but)</li> <li>Sentence indicates its function as a statement, question and command.</li> </ul>

							<ul style="list-style-type: none"> <li>Expanded Noun Phrases for description and specification.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list</li> </ul>
Spring	HT3	Hermelin	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate – write a detective narrative.</li> <li>To recount – write a letter to one of the other characters in the book to inform them of where their lost item is.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Reinforce plural noun suffix -s -es</li> <li>How prefix un – changes the meaning of verbs and adjectives</li> <li>Combining words to make sentences Joining words and clauses using-and, because, so</li> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces</li> <li>Capital letters for names and places.</li> </ul>	The Bog Baby	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a story about finding an unusual creature.</li> <li>To instruct - write a set of instructions for building a habitat.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Formation of adjectives using suffixes e.g. -ful, -less</li> <li>Use of the suffix -ly to turn adjectives into adverbs.</li> <li>Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but) Expanded noun phrases for description and specification.</li> <li>How grammatical patterns in a sentence indicates its function as a statement, question and command.</li> <li>Correct choice and consistent use of past and present tense throughout writing</li> <li>Use of capital letters, full stops and question marks to demarcate sentences.</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are</li> </ul>

							missing in spelling (contractions)
	HT4	Where The Wild Things Are	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a portal Narrative.</li> <li>To inform - write a non-chronological report of their chosen Wild Thing.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Suffix added to verbs – ing ed er</li> <li>Combining words to make sentences Joining words and clauses using-and, because, so, but</li> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces</li> <li>Capital letters for names and places.</li> </ul>	Grandad’s Island	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a story where two characters are separated, and one returns to where they began.</li> <li>To inform - write an information report about a rainforest animal.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Formation of adjectives using suffixes e.g. –ful, –less</li> <li>Use of the suffix –ly to turn adjectives into adverbs.</li> <li>Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but)</li> <li>Sentence indicates its function as a statement, question, command, and exclamation.</li> <li>Expanded Noun Phrases for description and specification.</li> <li>Correct choice and consistent use of past and present tense throughout writing</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns</li> </ul>
Summer	HT5	The Secret of Black Rock	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a return story changing the character and the scary place.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Reinforce plural noun suffix -s -es Reinforce how prefix un – changes the meaning</li> </ul>	The King Who Banned the Dark	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To persuade - write a letter to persuade the King not to ban the dark.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Formation of nouns using suffixes</li> <li>and by compounding Formation of</li> </ul>

			<ul style="list-style-type: none"> <li>To recount - write a postcard from Erin's viewpoint.</li> </ul>	<p>of verbs and adjectives.</p> <ul style="list-style-type: none"> <li>Combining words to make sentences Joining words and clauses using-and, because, so, but</li> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces</li> <li>Capital letters</li> </ul>		<ul style="list-style-type: none"> <li>To narrate - write a narrative where something gets banned.</li> </ul>	<p>adjectives using suffixes e.g. -ful, -less</p> <ul style="list-style-type: none"> <li>Use of the suffix -ly to turn.</li> <li>adjectives into adverbs</li> <li>Expanded noun phrases for description and specification Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but)</li> <li>How the grammatical patterns in a sentence indicates its function as question, exclamation and statement.</li> <li>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns.</li> <li>Commas to separate items in a list</li> </ul>
HT6	The Last Wolf	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a story where a character goes hunting for a rare animal.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Reinforce plural noun suffix -s -es Suffix added to verbs - ed</li> <li>Combining words to make sentences Joining words and</li> </ul>	Rosie Revere	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write an invention narrative.</li> <li>To explain - write an explanation for their own machines.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Build on previous units &amp; focus on:</li> <li>Formation of nouns using suffixes</li> <li>e.g. -ness, -er</li> <li>and by compounding</li> </ul>	

			<ul style="list-style-type: none"> <li>To instruct - write a recipe for a hungry wolf.</li> </ul>	<p>clauses using-and, because, so, but</p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives.</li> <li>Separation of words with spaces</li> <li>Capital letters</li> </ul>			<ul style="list-style-type: none"> <li>Use of the Suffixes –er &amp; –est in adjectives Use of the suffix –ly to turn adjectives into adverbs.</li> <li>Subordination (using when, if, that, because)</li> <li>Co-ordination (or, and, but) Sentence indicates its function as a statement, question, command and exclamation.</li> <li>Expanded Noun Phrases for description and specification.</li> <li>Grammar: Text</li> <li>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs.</li> <li>Use of capital letters, full stops and question marks to demarcate sentences.</li> <li>Apostrophes to mark singular possession in nouns.</li> <li>Commas to separate items in a list</li> </ul>
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		Book	Year 3		Book	Year 4	
<b>Autumn</b>	HT1	The Iron Man	What children will learn: <ul style="list-style-type: none"> <li>To narrate – write an approaching threat narrative.</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes e.g. auto- super- anti-</li> </ul>	The Whale	<ul style="list-style-type: none"> <li>What children will learn: To narrate – to write a setting description.</li> <li>To recount – write a newspaper report</li> </ul>	What children will be able to do: <ul style="list-style-type: none"> <li>Grammatical difference between</li> <li>plural and possessive - s</li> </ul>

			<ul style="list-style-type: none"> <li>To explain - write an explanation text of how to capture The Iron Man.</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause through complex sentences - using conjunctions e.g. (when, before, after, while, so, because, if, although)</li> <li>Past perfect tense</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>			<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.</li> <li>Fronted adverbials</li> <li>Use paragraphs to organise ideas around a theme.</li> <li>Inverted commas and other punctuation to indicate direct speech.</li> <li>Use commas after fronted adverbials</li> </ul>
HT2	Fox	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a Fable Narrative.</li> <li>To inform - write an information report about foxes.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)</li> <li>Expressing time, place and cause through complex sentences - using conjunctions e.g. (when, before, after, while, so, because, if, although)</li> <li>Past perfect tense.</li> <li>Introduction to paragraphs as a way to group related material.</li> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>Commas to separate items in a list</li> </ul>	Leaf	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write an outsider narrative using illustrations from the Vehicle Text.</li> <li>To inform - write an information report about a polar bear.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Grammatical difference between plural and possessive - s</li> <li>Noun phrases expanded by the addition of modifying adjectives,</li> <li>Fronted adverbials</li> <li>Paragraphs to organise ideas around a theme.</li> <li>Apostrophes for possession (plural nouns)</li> <li>Use commas after fronted adverbials</li> </ul>	

				<ul style="list-style-type: none"> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>			
Spring	HT3	The Rhythm of The Rain	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a setting description.</li> <li>• To inform - write an alternative information leaflet</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>• Expressing time, place and cause using prepositions e.g.</li> <li>• Expressing time, place and cause using conjunctions e.g.</li> <li>• Expressing time, place and cause using adverbs</li> <li>• Grammar: Text</li> <li>• Introduction to paragraphs as a way to group related material.</li> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>	Arthur and the Golden Rope	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a myth narrative using the Vehicle Text as a stimulus.</li> <li>• To inform - write an instructional guide on how to defeat a Viking monster.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Grammatical difference between plural and possessive - s</li> <li>• Grammar: Sentence</li> <li>• Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</li> <li>• Fronted adverbials</li> <li>• Nouns or pronouns to aid cohesion and avoid repetition.</li> <li>• Paragraphs to organise ideas around a theme.</li> <li>• Apostrophes for possession (plural nouns)</li> </ul>
	HT4	Jemmy Button	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a return narrative.</li> <li>• To recount - write a Letter as Jemmy Button visiting new places</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>• Expressing time, place and cause using adverbials</li> <li>• Introduction to paragraphs as a way to group related material.</li> </ul>	The Lost Happy Endings	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a twisted narrative ending of a traditional tale.</li> <li>• To persuade - write a persuasive letter asking the witch to return the lost happy endings</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Build on previous units &amp; focus on:</li> <li>• Grammatical difference between plural and possessive - s</li> <li>• Grammar: Sentence</li> <li>• Build on previous units &amp; focus on:</li> <li>• Noun phrases expanded by the</li> </ul>



				<ul style="list-style-type: none"> <li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>			<ul style="list-style-type: none"> <li>• addition of modifying adjectives,</li> <li>• nouns and prepositions</li> <li>• Fronted adverbials</li> <li>• Grammar: Text</li> <li>• Build on previous units &amp; focus on:</li> <li>• Paragraphs to organise ideas around a theme.</li> <li>• Grammar: Punctuation</li> <li>• Build on previous units &amp; focus on:</li> <li>• Inverted commas and other punctuation to indicate direct speech.</li> <li>• Apostrophes for possession (plural nouns)</li> <li>• Use commas after fronted adverbials</li> </ul>
Summer	HT5	Egyptology	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write an Egyptian mystery narrative.</li> <li>• To recount - write a secret diary entry.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)</li> <li>• Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>• Word families based on common words showing how words are related in form and meaning.</li> <li>• Expressing time, place and cause using adverbs</li> <li>• Expressing time, place and cause using prepositions e.g.</li> </ul>	The Journey	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a third person narrative using our Text illustrations as stimulus.</li> <li>• To recount - write a diary exploring a character's feelings.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Verb inflections (we were instead of we was)</li> <li>• Fronted adverbials</li> <li>• Nouns or pronouns to aid cohesion and avoid repetition.</li> <li>• Paragraphs to organise ideas around a theme.</li> <li>• Inverted commas and other punctuation to indicate direct speech.</li> <li>• Apostrophes for possession (plural nouns)</li> <li>• Use commas after fronted adverbials</li> </ul>

				<p>(before, after, during, in, because of)</p> <ul style="list-style-type: none"> <li>• Introduction to paragraphs as a way to group related material.</li> <li>• Headings and sub-headings to aid presentation.</li> <li>• Inverted commas to punctuate direct speech</li> </ul>			
HT6	Into the Forest	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a lost narrative in first person.</li> <li>• To inform - write a newspaper report about the discovery of the missing Dad.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Formation of nouns using a range of prefixes e.g. auto- super- anti- (un-)</li> <li>• Use of the forms a or an when next word starts with a consonant or a vowel</li> <li>• Word families based on common words showing how words are related in form and meaning.</li> <li>• Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore)</li> <li>• Present perfect form of verbs Introduction to paragraphs as a way to group related material.</li> <li>• Headings and sub-headings to aid presentation.</li> <li>• Inverted commas to punctuate direct speech</li> </ul>	Manfish	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write an invention narrative.</li> <li>• To recount - write a biography about Jacques Cousteau.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Verb inflections (we were instead of we was)</li> <li>• Fronted adverbials</li> <li>• Nouns or pronouns to aid cohesion and avoid repetition.</li> <li>• Paragraphs to organise ideas around a theme.</li> <li>• Inverted commas and other punctuation to indicate direct speech.</li> <li>• Use commas after fronted adverbials</li> </ul>	

		Book	Year 5		Book	Year 6	
Autumn	HT1	Where Once We Stood	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate – write a first-person exploration narrative.</li> <li>To recount – write a formal report.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech</li> <li>Indicate degrees of possibility using modal verbs</li> <li>The use of the passive form</li> <li>Linking ideas across paragraphs, using adverbials</li> <li>Dashes to mark boundaries between independent clauses</li> </ul>	Rose Blanche	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To recount – write a diary entry.</li> <li>To Recount and inform – write a bravery award speech.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Understand how words are related by meaning as synonyms and antonyms.</li> <li>The difference between vocabulary of informal speech and vocabulary appropriate to formal speech</li> <li>The difference between structures typical of informal speech and structures appropriate to formal</li> <li>Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials</li> <li>Colons to introduce a list and semi-colons for more elaborate lists.</li> <li>Use commas, brackets and dashes for parenthesis.</li> <li>Semi-colon to separate two main clauses</li> </ul>
	HT2	FARThER	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - write a first-person setting narrative of an important event.</li> <li>To recount - write a letter about a significant event in the story.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Build on previous units &amp; focus on: The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone.</li> <li>Grammar: Sentence</li> </ul>	A Story Like the Wind	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>To narrate - to write a flashback narrative from a refugee's perspective.</li> <li>To recount (Newspaper Report) - write a newspaper report from a survivor's perspective.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>Understand how words are related by meaning as synonyms and antonyms.</li> <li>The difference between vocabulary of informal speech and vocabulary appropriate to formal</li> </ul>

				<ul style="list-style-type: none"> <li>• Build on previous units &amp; focus on: Indicate degrees of possibility using modal verbs.</li> <li>• Grammar: Text</li> <li>• Build on previous units &amp; focus on: Linking ideas across paragraphs, using adverbials.</li> <li>• Grammar: Punctuation</li> <li>• Build on previous units &amp; focus on:</li> <li>• Commas for parenthesis Dashes to mark boundaries between independent clauses</li> </ul>			<p>speech and writing - informality of direct quote contrasting with formality of vocabulary choices</p> <ul style="list-style-type: none"> <li>• The difference between structures typical of informal speech and structures appropriate to formal</li> <li>• Linking ideas within and across paragraphs using a wider range of cohesive devices – repetition and ellipsis</li> <li>• Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning.</li> <li>• Use range of punctuation taught at KS2 (Speech punctuation)</li> </ul>
Spring	HT3	The Hound of the Baskervilles	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a first-person cliffhanger narrative.</li> <li>• To recount - write a formal event report describing an incident from the Vehicle Text.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> <li>• Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• Use commas to clarify meaning and avoid ambiguity.</li> </ul>	The Origin of the Species	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a third person discovery narrative.</li> <li>• To explain - write an explanation of how an animal has adapted to its environment.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms.</li> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing</li> <li>• The difference between structures typical of informal speech and structures appropriate to formal.</li> <li>• The use of question tags in informal speech</li> </ul>

				<ul style="list-style-type: none"> <li>• Semi-colons to separate the boundary between independent clauses.</li> <li>• Linking ideas across paragraphs, using adverbials</li> <li>• Use commas to avoid ambiguity.</li> <li>• Semi-colons to mark boundaries between independent clauses Colons and bullet points</li> </ul>			<ul style="list-style-type: none"> <li>• Linking ideas within and across paragraphs using a wider range of cohesive devices.</li> <li>• Use dashes, brackets and semi-colons to punctuate sentences precisely to enhance meaning.</li> <li>• Use range of punctuation taught at KS2 (Speech punctuation)</li> </ul>
HT4	The Promise	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write third person character narrative.</li> <li>• To recount - write a newspaper report about an event in the story.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Verb prefixes miss, over, dis, re and de</li> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> <li>• Indicate degrees of possibility using modal verbs and adverbs.</li> <li>• Linking ideas across paragraphs, using adverbials.</li> <li>• Use commas to avoid ambiguity</li> </ul>	The Way of the Wolves	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a first-person description of wolves in the wild.</li> <li>• To discuss - write a balanced argument.</li> <li>• To inform - write an information text on wolves.</li> <li>• To narrate -To write a suspense story</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms.</li> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – technical vocabulary and precise use of nouns, verbs and</li> <li>• adjectives to add to formal tone.</li> <li>• Use of the passive to affect the presentation of information in a sentence.</li> <li>• Linking ideas within and across paragraphs, using a wider range of cohesive devices eg. the use of conjunctions, adverbials, pronouns and synonyms</li> </ul>	

							<ul style="list-style-type: none"> <li>• Use headings, sub-headings, columns and captions to structure information.</li> <li>• Colon to introduce a list and semi- colons for more elaborate lists.</li> <li>• Use commas to punctuate relative clauses.</li> <li>• Speech punctuation</li> <li>• Use the semi-colon as the boundary between independent clauses</li> <li>• Punctuation of bullet points.</li> <li>• Hyphens used to avoid ambiguity</li> </ul>
Summer	HT5	The Lost Book of Adventure	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a first-person survival narrative.</li> <li>• To explain - write a survival guide for adventurers.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Use a thesaurus with confidence Verb prefixes mis, over and de Transforming nouns and adjectives into verbs.</li> <li>• Indicate degrees of possibility using adverbs.</li> <li>• Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</li> <li>• Linking ideas across paragraphs, using adverbials</li> <li>• Semi-colons to mark boundaries between</li> </ul>	Shackleton's Journey	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write an endurance narrative about an important event in first-person.</li> <li>• To recount - write a magazine article in order to influence what people think or do.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms.</li> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> <li>• Use of the passive to affect the presentation of information in a sentence.</li> <li>• Linking ideas within and across paragraphs using a wider range of cohesive devices – adverbials</li> </ul>

				<p>independent clauses of equal weighting.</p> <ul style="list-style-type: none"> <li>• Use hyphens to avoid ambiguity.</li> <li>• Commas for clarity</li> </ul>			<ul style="list-style-type: none"> <li>• Use headings and sub-headings to structure text.</li> <li>• Use commas to clarify meaning and avoid ambiguity: Used as a break in a sentence, after a fronted adverbial, separate items in a list and parenthesis.</li> <li>• Using semi-colons as boundaries between independent clauses</li> </ul>
HT6	King Kong	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a dilemma narrative.</li> <li>• To discuss - write a balanced argument about keeping gorillas in captivity.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> <li>• Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form</li> <li>• Linking ideas across paragraphs, using adverbials</li> <li>• Use a range of devices to build cohesion, eg conjunctions</li> </ul>	Hansel & Gretel	<p>What children will learn:</p> <ul style="list-style-type: none"> <li>• To narrate - write a third person dual text narrative.</li> <li>• To persuade - write a first-person persuasive letter to promote a particular viewpoint in order to influence what people think or do.</li> </ul>	<p>What children will be able to do:</p> <ul style="list-style-type: none"> <li>• Understand how words are related by meaning as synonyms and antonyms.</li> <li>• The difference between vocabulary of informal speech and vocabulary appropriate to formal speech and writing – formal tone</li> <li>• The difference between structures typical of informal speech and structures appropriate to formal speech in writing –the use of the subjunctive form in some very formal speech and writing</li> <li>• Linking ideas within and across paragraphs using a wider range of cohesive devices – pronouns</li> </ul>	

				<ul style="list-style-type: none"><li>Recap speech punctuation Brackets for parenthesis</li></ul>			<ul style="list-style-type: none"><li>Use the semi-colon as the boundary between independent clauses Hyphens are used to clarify meaning and avoid ambiguity</li></ul>
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