



# OAHA Writing Long Term Plan

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Writing to Entertain	Writing to Inform	Writing to Entertain	Writing to Inform/ Persuade	Writing to Inform/Discuss	Writing to Entertain
<u>Year 1</u>	Non- Chron. report	Narrative	Narrative	Recount	Instructions	Narrative
<u>Year 2</u>	Description	Instructions	Narrative	Recount	Letter	Poetry
<u>Year 3</u>	Description	Recount	Narrative	Instructions	Balanced argument	Poetry/ play scripts
<u>Year 4</u>	Description	Explanation	Narrative	Formal Letter	Recount	Poetry
<u>Year 5</u>	Description	Biography	Narrative	Review	Explanation	Poetry/ play scripts
<u>Year 6</u>	Description	Newspaper	Narrative	Speech	Balanced argument	Poetry
<u>Cross Curricular</u> Either the remaining weeks of literacy lessons, or through topic.	Non-Chronological report	Choice of: Diary Informal letter Report Recount Postcard Leaflet	Non-Chronological report	Choice of: Diary Informal letter Report Recount Postcard Leaflet	Choice of: Diary Informal letter Report Recount Postcard Leaflet	Non-Chronological report

# Year 1

<b>YEAR 1 GRAMMAR</b>	<ul style="list-style-type: none"> <li>• How words can combine to make <b>sentences</b></li> <li>• Joining words and joining clauses using <b>and</b></li> <li>• <b>Sequencing</b> sentences to form short narratives</li> <li>• Separation of words with <b>spaces</b></li> <li>• Introduction to <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences</li> <li>• <b>Capital letters</b> for names and for the personal pronoun I</li> </ul>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Text type</b>	<b>Non- Chron. report</b>	<b>Narrative</b>	<b>Narrative</b>	<b>Recount</b>	<b>Instructions</b>	<b>Narrative</b>
<b>Writing progressions overview</b>	<p>Although, the Year 1 curriculum only asks pupils to sequence sentences to write short narratives, simple non-chronological reports can be written about topics with which pupils are familiar. These should use the grammar and punctuation objectives listed in the grammar overview.</p>	<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul>	<p>Although, the Year 1 curriculum only asks pupils to sequence sentences to write short narratives, simple recounts and retellings can be written about experiences with which pupils are familiar. These should use the grammar and punctuation objectives listed in the grammar overview.</p>	<p>Although, the Year 1 curriculum only asks pupils to sequence sentences to write short narratives, simple instructions can be written. These should use the grammar and punctuation objectives listed in the grammar overview.</p>	<ul style="list-style-type: none"> <li>• Simple narratives and retellings are told/ written in first or third person.</li> <li>• Simple narratives are told/ written in past tense.</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• ‘Story language’ (e.g. once upon a time, later that day etc.) may be used to create purposeful sounding writing.</li> </ul>
<b>Recommended Reads</b>	<p>That rabbit belongs to Emily Brown by Cressida Cowell            We’re going on a bear hunt by Jill Murphy            The Gruffalo by Julia Donaldson            The Emperor of Absurdia by Chris Riddell</p>					

# Year 2

<b>YEAR 1 GRAMMAR RECAP</b>	<ul style="list-style-type: none"> <li>• How words can combine to make <b>sentences</b></li> <li>• Joining words and joining clauses using <b>and</b></li> <li>• <b>Sequencing</b> sentences to form short narratives</li> <li>• Separation of words with <b>spaces</b></li> <li>• Introduction to <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences</li> <li>• <b>Capital letters</b> for names and for the personal pronoun I</li> </ul>					
<b>YEAR 2 GRAMMAR</b>	<ul style="list-style-type: none"> <li>• <b>Subordinating conjunctions</b> (using when, if, that, because)</li> <li>• <b>Co-ordinating conjunctions</b> (using or, and, but)</li> <li>• <b>Expanded noun phrases</b> for description and specification</li> <li>• Difference between <b>statement, question, exclamation</b> and <b>command</b></li> <li>• Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>• <b>Progressive tense</b> form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>• Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences</li> <li>• <b>Commas</b> to separate items in a list</li> <li>• <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Text type</b>	<b>Description</b>	<b>Instructions</b>	<b>Narrative</b>	<b>Recount</b>	<b>Letter</b>	<b>Poetry</b>
<b>Writing progressions overview</b>	<ul style="list-style-type: none"> <li>• The main participants are human or animal. They are simply developed as either good or bad characters through choice of language.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome.</li> <li>• List any material or equipment needed, in order.</li> <li>• Provide simple, clear instructions.</li> <li>• Diagrams or illustrations are integral</li> <li>• A final evaluative statement can be used to wrap up the process.</li> <li>• Use of command sentences</li> <li>• Commas in lists</li> </ul>	<ul style="list-style-type: none"> <li>• Narratives and retellings are told/ written in first or third person</li> <li>• Narratives and retellings are told/ written in past tense</li> <li>• Events are sequenced to create texts that make sense.</li> <li>• The main participants are human or animal. They are simply developed as either good or bad characters.</li> <li>• Simple narratives use typical characters, settings and events whether imagined or real.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs,</li> </ul>	<ul style="list-style-type: none"> <li>• An opening statement</li> <li>• A description of whatever the subject of the report is</li> <li>• Its qualities – paragraph for each one</li> <li>• Use present and past tense throughout writing</li> <li>• Questions can be used to form titles</li> <li>• Question marks are used to denote questions</li> <li>• Use conjunctions e.g. because to aid explanation</li> <li>• Use adjectives including comparative adjectives to create description</li> </ul>	<ul style="list-style-type: none"> <li>• Sender's address</li> <li>• The long date</li> <li>• A greeting</li> <li>• An introduction</li> <li>• More details, grouped.</li> <li>• A conclusion</li> <li>• Sign off</li> <li>• Adjectives to describe things and feelings</li> <li>• Conjunctions to extend sentences.</li> </ul>	<ul style="list-style-type: none"> <li>• Simple structured grammar poem</li> <li>• Poems that include commands</li> <li>• List poems</li> <li>• Question and answer poems</li> <li>• Calligrams</li> <li>• Free verse: based on experiences/objects/ places/feelings/ curriculum links/senses</li> <li>• Explore effective language choices</li> <li>• Jokes/riddles/nonsense sentences/puns/ humorous words and phrases/tongue twisters</li> <li>• Innovated patterned structures</li> </ul>

	<ul style="list-style-type: none"> <li>• Make use of ideas from reading, e.g. using repetition to create an effect.</li> </ul>		adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man) etc.			
<b>Recommended Reads</b>	Don't look in this book by Samuel Langley-Swain Gorilla by Anthony Browne The giraffe and the pelly and me by Roald Dahl Leon and the place between by Angela McAllister The legend of Spud Murphy by Eoin Colfer					

# Year 3

<b>YEAR 2 GRAMMAR RECAP</b>	<ul style="list-style-type: none"> <li>• <b>Subordinating conjunctions</b> (using when, if, that, because)</li> <li>• <b>Co-ordinating conjunctions</b> (using or, and, but)</li> <li>• <b>Expanded noun phrases</b> for description and specification</li> <li>• Difference between <b>statement, question, exclamation</b> and <b>command</b></li> <li>• Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</li> <li>• <b>Progressive tense</b> form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> <li>• Use of <b>capital letters, full stops, question marks</b> and <b>exclamation marks</b> to demarcate sentences</li> <li>• <b>Commas</b> to separate items in a list</li> <li>• <b>Apostrophes</b> to mark where letters are missing in spelling and to mark singular possession in nouns</li> </ul>					
<b>YEAR 3 GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>]</li> <li>• <b>adverbs</b> [for example, <i>then, next, soon, therefore</i>],</li> <li>• <b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> <li>• Introduction to <b>paragraphs</b> as a way to group related material</li> <li>• Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past</li> <li>• Introduction to inverted commas to <b>punctuate</b> direct speech</li> <li>• <b>Headings</b> and <b>sub-headings</b> to aid presentation</li> </ul>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Text type</b>	<b>Description</b>	<b>Recount</b>	<b>Narrative</b>	<b>Balanced argument</b>	<b>Instructions</b>	<b>Poetry/ play scripts</b>
<b>Writing progressions overview</b>	<ul style="list-style-type: none"> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> <li>• Make use of ideas from reading, e.g. using repetition to create an effect.               <ul style="list-style-type: none"> <li>• Try to show</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Orientation such as scene-setting or establishing context</li> <li>• An account of the events that took place, often in chronological order</li> <li>• Some additional detail about each event</li> <li>• Reorientation, e.g. a closing statement that may include elaboration.</li> <li>• Express time, place and cause using conjunctions (e.g. <i>so, because</i>), adverbs and prepositions</li> <li>• Inverted commas can be used to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Narratives use typical characters, settings and</li> </ul>	<ul style="list-style-type: none"> <li>• A statement of the issues involved and a preview of the main arguments</li> <li>• Arguments for, with supporting evidence/examples</li> <li>• Arguments against or alternative views, with supporting evidence/examples.</li> <li>• Another common structure presents the arguments 'for' and 'against' alternatively.</li> <li>• Discussion texts usually end with a summary and a statement of recommendation or conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin by defining the goal or desired outcome. E.g. How to make a board game.</li> <li>• List any material or equipment needed, in order.</li> <li>• Provide simple, clear instructions.</li> <li>• Diagrams or illustrations are often integral and may even take the place of some text.</li> <li>• A final evaluative statement can be used to wrap up the process. E.g. Now go and enjoy playing your new game.</li> <li>• Express time, place and cause using conjunctions (e.g. <i>so,</i></li> </ul>	<ul style="list-style-type: none"> <li>• Discussing forms of poems similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</li> <li>• Organising paragraphs (verses) around a theme</li> <li>• Narrative poems</li> <li>• Free verse poems</li> </ul>

	<p>rather than tell, for example, show how a character feels by what they say or do.</p>		<p>events whether imagined or real.</p> <ul style="list-style-type: none"> <li>• Dialogue begins to be used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent use of present tense</li> <li>• Use present perfect form of verbs</li> <li>• Effective use of noun phrases</li> <li>• Use of paragraphs to organise ideas</li> <li>• Heading and subheadings used to aid presentation</li> </ul>	<p>because), adverbs and prepositions</p> <ul style="list-style-type: none"> <li>• Heading and subheadings used to aid presentation</li> </ul>	<ul style="list-style-type: none"> <li>• List poems</li> <li>• Conversation poems</li> <li>• Haiku</li> <li>• Kennings</li> <li>• Calligrams</li> <li>• Song lyrics</li> <li>• Figurative language: similes, metaphors, personification etc.</li> </ul>
<p><b>Recommended Reads</b></p>	<p>The day the crayons quit by Oliver Jeffers  How to live forever by Colin Thompson  Fantastic Mr Fox by Roald Dahl  The true story of the three little pigs by Jon Scieszka  Where the Wild Things are by Maurice Sendak</p>					

# Year 4

<b>YEAR 3 GRAMMAR RECAP</b>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using <b>conjunctions</b> [for example, <i>when, before, after, while, so, because</i>]</li> <li><b>adverbs</b> [for example, <i>then, next, soon, therefore</i>],</li> <li><b>prepositions</b> [for example, <i>before, after, during, in, because of</i>]</li> <li>Introduction to <b>paragraphs</b> as a way to group related material</li> <li>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past</li> <li>Introduction to inverted commas to <b>punctuate</b> direct speech</li> <li><b>Headings</b> and <b>sub-headings</b> to aid presentation</li> </ul>					
<b>YEAR 4 Grammar</b>	<ul style="list-style-type: none"> <li><b>Noun phrases expanded</b> by the addition of modifying adjectives, nouns and preposition phrases</li> <li><b>Fronted adverbials</b></li> <li>Use of <b>paragraphs</b> to organise ideas around a theme</li> <li>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> <li>Use of inverted commas and other <b>punctuation</b> to indicate direct speech</li> <li><b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>Use of commas after <b>fronted adverbials</b></li> </ul>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Text type</b>	<b>Description</b>	<b>Explanation</b>	<b>Narrative</b>	<b>Formal Letter</b>	<b>Recount</b>	<b>Poetry</b>
<b>Writing progressions overview</b>	<ul style="list-style-type: none"> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</li> <li>Make use of ideas from reading, e.g. using adverbial phrases to describe settings and characters or rhetorical questions to engage the reader.</li> </ul>	<ul style="list-style-type: none"> <li>A general statement to introduce the topic being explained.</li> <li>The steps or phases in a process are explained logically, in order.</li> <li>Use fronted adverbials</li> <li>Use of paragraphs to organise ideas</li> <li>Create cohesion through the use of nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>Narratives and retellings are written in the first or third person.</li> <li>Narratives and retellings are written in the past tense, occasionally these are told in the present tense.</li> <li>Events are sequenced to create chronology through the use of adverbials and prepositions</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Narratives use typical characters, settings</li> </ul>	<ul style="list-style-type: none"> <li>Sender and recipient address</li> <li>The greeting</li> <li>An introduction</li> <li>Formal sentence starters such as 'I am writing to inform you' or 'I would like to express'</li> <li>Details organised into paragraphs</li> <li>A conclusion saying what needs to happen next</li> <li>'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do finished the letter</li> <li>Subordinating and coordinating conjunctions to give detail.</li> </ul>	<ul style="list-style-type: none"> <li>Orientation such as scene-setting or establishing</li> <li>An account of the events that took place, in chronological order</li> <li>Some additional detail about each event (</li> <li>Reorientation, e.g. a closing statement that may include elaboration</li> <li>Use of paragraphs to organise ideas</li> <li>Effective use of expanded noun phrases</li> <li>Fronted adverbials (e.g. Later that day)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing forms of poems similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures</li> <li>Organising paragraphs (verses) around a theme</li> <li>Narrative poems</li> <li>Free verse poems</li> <li>List poems</li> <li>Conversation poems</li> </ul>

			<p>and events whether imagined or real.</p> <ul style="list-style-type: none"> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> <li>• Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal language with no contractions.</li> </ul>		<ul style="list-style-type: none"> <li>• Haiku</li> <li>• Kennings</li> <li>• Calligrams</li> <li>• Song lyrics</li> </ul> <p>Figurative language: similes, metaphors, personification etc.</p>
<b>Recommended Reads</b>	<p>Voices in the park by Anthony Browne  My brother is a superhero by David Solomon  Operation Gadgetman by Malorie Blackman  The Twits by Roald Dahl  The Falcon's Malteser by Anthony Horowitz  The fireworkmaker's daughter by Philp Pullman</p>					

# Year 5

<b>YEAR 4 GRAMMAR RECAP</b>	<ul style="list-style-type: none"> <li>• <b>Noun phrases expanded</b> by the addition of modifying adjectives, nouns and preposition phrases</li> <li>• <b>Fronted adverbials</b></li> <li>• Use of <b>paragraphs</b> to organise ideas around a theme</li> <li>• Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition</li> <li>• Use of inverted commas and other <b>punctuation</b> to indicate direct speech</li> <li>• <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i>]</li> <li>• Use of commas after <b>fronted adverbials</b></li> </ul>					
<b>YEAR 5 GRAMMAR</b>	<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that,</i></li> <li>• Indicating degrees of possibility using <b>adverbs</b> or <b>modal verbs</b></li> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time, place and manner</li> <li>• Brackets, dashes or commas to indicate <b>parenthesis</b></li> <li>• Use of <b>commas to clarify meaning</b> or avoid ambiguity</li> </ul>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Text type</b>	<b>Description</b>	<b>Biography</b>	<b>Narrative</b>	<b>Review</b>	<b>Explanation</b>	<b>Poetry/ play scripts</b>
<b>Writing progressions overview</b>	<ul style="list-style-type: none"> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation such as scene-setting or establishing context</li> <li>• An account of the events that took place over the course of the lifespan in chronological order</li> <li>• Some additional detail about key events</li> <li>• Reorientation/ conclusions/ legacy</li> <li>• Structure sometimes reorganises the chronology of events using techniques such as flashbacks, moving the focus backwards and forwards in time</li> </ul>	<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> </ul>	<ul style="list-style-type: none"> <li>• Details of the item being reviewed.</li> <li>• Introduction with a strong first sentence that makes the reader want to read on</li> <li>• List of key features including target audience</li> <li>• Opinion, supported by evidence.</li> <li>• Powerful adjectives and adverbs to add further detail?</li> <li>• Strengths with specific detail</li> <li>• Weaknesses with specific detail?</li> <li>• Relative clauses to add further detail.</li> <li>• Parenthesis to add evidence.</li> <li>• A reported or direct quote from a user to support findings.</li> </ul>	<ul style="list-style-type: none"> <li>• A general statement to introduce the topic being explained.</li> <li>• The steps or phases in a process are explained logically, in order.</li> <li>• Indicate degrees of possibility using adverbs and modal verbs</li> <li>• Use layout devices to provide additional information and guide the reader</li> <li>• Create cohesion within paragraphs using adverbials</li> <li>• Relative clauses can be used to add further information</li> <li>• Parenthesis can be used to add clarification of technical words</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to</li> </ul>

			<ul style="list-style-type: none"> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>			<p>enhance effects and clarify meaning</p> <p>Blackout poems          Structured grammar poem          Use figurative language: similes, metaphors, personification etc.          Free verse based on themes/issues etc.          Comic verse          Concrete poems          Exploring and using unusual/surprising word combinations          Kennings          Model verb poems (if only)</p>
<b>Recommended Reads</b>	<p>Who the let Gods out by Max Evans          Boy in the tower by Polly Ho-Yen          The Quirks by Erin Soderberg          The Creakers by Tom Fetcher          When Hitler stole Pink Rabbit by Judith Kerr          Aquila by Andrew Norriss</p>					

# Year 6

<b>YEAR 5 GRAMMAR RECAP</b>	<ul style="list-style-type: none"> <li>• <b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that,</i></li> <li>• Indicating degrees of possibility using <b>adverbs</b> or <b>modal verbs</b></li> <li>• Linking ideas across paragraphs using <b>adverbials</b> of time, place and manner</li> <li>• Brackets, dashes or commas to indicate <b>parenthesis</b></li> <li>• Use of <b>commas to clarify meaning</b> or avoid ambiguity</li> </ul>					
<b>YEAR 6 GRAMMAR</b>	<ul style="list-style-type: none"> <li>• Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b></li> <li>• <b>Subjunctive</b> forms</li> <li>• Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, <b>adverbials</b> and <b>ellipsis</b></li> <li>• <b>Layout devices</b></li> <li>• Use of the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses</li> <li>• Use of <b>the colon to introduce a list</b> and use of semi-colons within lists</li> <li>• <b>Punctuation</b> of bullet points to list information</li> <li>• <b>Hyphens</b> to avoid ambiguity</li> </ul>					
	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>Text type</b>	<b>Description</b>	<b>Newspaper</b>	<b>Narrative</b>	<b>Speech</b>	<b>Balanced argument</b>	<b>Poetry</b>
<b>Writing progressions overview</b>	<ul style="list-style-type: none"> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive verbs and figurative language.</li> </ul>	<ul style="list-style-type: none"> <li>• Orientation such as scene-setting or establishing context (5 W's)</li> <li>• An account of the events that took place, often in chronological order</li> <li>• Conclusion which brings the event into the present and future.</li> <li>• Use of the past perfect progressive form of verbs</li> <li>• Adapt degrees of formality and informality to suit the form of the text</li> <li>• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first or third person.</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense.</li> <li>• Narratives are told sequentially and non-sequentially (e.g. flashbacks) through the use adverbials and prepositions.</li> <li>• Descriptions of characters, setting, and atmosphere are developed through precise vocabulary choices e.g. adverbs, adjectives, precise nouns, expressive</li> </ul>	<ul style="list-style-type: none"> <li>• An opening statement that sums up the viewpoint being presented.</li> <li>• Strategically organised information presents and then elaborates on the desired viewpoint.</li> <li>• A closing statement repeats and reinforces the original thesis.</li> <li>• Make formal and informal vocabulary choices</li> <li>• Adapt degrees of formality and informality to suit the form of the text</li> <li>• The passive voice can be used in some formal persuasive texts</li> <li>• Use conditional forms such as the subjunctive form to hypothesise</li> </ul>	<ul style="list-style-type: none"> <li>• A statement of the issues involved and a preview of the main arguments;</li> <li>• Arguments for, with supporting evidence/examples;</li> <li>• Arguments against or alternative views, with supporting evidence/examples.</li> <li>• Another common structure presents the arguments 'for' and 'against' alternatively.</li> <li>• Discussion texts usually end with a summary and a statement of recommendation or conclusion.</li> <li>• The summary may develop one particular point using reasoned</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to</li> </ul>

			<p>verbs and figurative language.</p> <ul style="list-style-type: none"> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</li> </ul>	<ul style="list-style-type: none"> <li>• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> </ul>	<p>judgements based on the evidence provided</p> <ul style="list-style-type: none"> <li>• Create cohesion across paragraphs using a wider range of cohesive devices which can include adverbials</li> <li>• Make formal and informal vocabulary choices</li> <li>• Use the passive voice to present points of view without</li> <li>• Adapt degrees of formality and informality to suit the form of the discussion</li> <li>• Use conditional forms such as the subjunctive form to hypothesise</li> <li>• Use semi-colons, colons and dashes to make boundaries between clauses</li> </ul>	<p>enhance effects and clarify meaning</p> <p>Blackout poems Structured grammar poem Use figurative language: similes, metaphors, personification etc. Free verse based on themes/issues etc. Comic verse Concrete poems Exploring and using unusual/surprising word combinations Kennings Model verb poems (if only)</p>
<b>Recommended Reads</b>	<p>Brightstorm by Vashti Hardy or Cogheart by Peter Bunzl Artemis Fowl by Eoin Colfer The Nowhere Emporium by Ross MacKenzie Kensuke's Kingdom by Michael Morpurgo The London Eye mytery by Siobhan Dowd Malamander by Thomas Taylor Tell me no lies by Malorie Blackman</p>					