

Mixed-Age Curriculum

English (writing)

For Teachers



United Curriculum
Primary
Part of United Learning



United Curriculum: Mixed age

This mixed-age curriculum outline for English provides two-year cycles for Years 1&2, 3&4 and 5&6, in which pupils learn the objectives that are appropriate for their age group. All pupils in year groups with mixed-age classes should follow the mixed-age planning, whether or not the individual class has single or mixed-age pupils. In any one year, teachers should teach the same cycle – A or B – in every subject and in every year group.

This document is designed to support teachers in creating their own mixed-age lesson plans and resources for writing.

The objectives and outcomes for each writing unit ensure that pupils in mixed-age classes are given the same experiences, opportunities for writing and exposure to varied text types and authors as those pupils following the United Learning single-age planning.

The objectives in this long-term overview are carefully sequenced to make sure that learning is progressive, taught in small steps, and regularly reviewed, to allow pupils to truly master the learning for their year group in order to reach or exceed age-related expectations.

The suggested texts for units in the mixed-age curriculum differ to those in the single-age planning to ensure:

- (a) they offer the appropriate level of challenge/ accessibility for both year groups,
- (b) they exemplify the appropriate learning for both year groups,
- (c) there is no risk of pupils encountering the same text more than once.



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A Year 1-2



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry The Puffin Book of Fantastic First Poems - June Crebbin	Retelling Narrative The Adventures of Beekle: The Unimaginary Friend - Dan Santat		Developing Description The Lost Property Office - Emily Rand			Developing Sentence Structure Hansel and Gretel - Bethan Woollvin		Narrative: Character & Setting The Way Back Home - Oliver Jeffers		Writing About Real Life Cities of the World - Becky Davies
Spring	Developing Punctuation Hermelin the Detective Mouse - Mini Grey		Instructions How to Wash a Woolly Mammoth - Michelle Robinson		Writing to Inform: Fact Files The Butterfly Dance - Suzanne Barton		Writing to Entertain Once Upon a Snowstorm - Richard Johnson Poetry Link A First Poetry Book - Pie Corbett and Gaby Morgan			Persuasion Too Much Stuff - Emily Gravett	
Summer	Narrative Once Upon A Fairytale - Natalia O'Hara			Recounts The Busy Fox - Isaac Madge Poetry Link A First Poetry Book - Pie Corbett and Gaby Morgan			Writing Postcards Snail Mail - Sharon King-Chai			Inventing Narrative The Island - Mark Janssen	



A Year 3-4



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	Poetry Cloud Soup - Kate Wakeling	Developing Description On A Magical Do-Nothing Day - Beatrice Alemagna			Instructions Superhero Instruction Manual - Kristy Dempsey		Writing to Inform Lesser Spotted Animals - Martin Brown		Developing Dialogue Rudyard Kipling's Just So Comics - Graphic Spin Just So Stories – Rudyard Kipling		
Spring	First-Person Narrative After The Fall – Dan Santat			Discussion Like – Annie Barrows			Traditional Tales The Lion and the Unicorn and Other Hairy Tales – Jane Ray Poetry Link		Writing to Inform Women in Sport - Rachel Ignatofsky		
Summer	Persuasion Dr Coo and the Pigeon Protest – Sarah Hampson			Narrative: Creating Atmosphere Flood – Alvaro F Villa Poetry Link Cherry Moon - Zaro Weil			Writing to Inform Mad about Monkeys – Owen Davey		Author Study Lara Hawthorne		



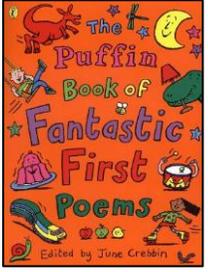
A Year 5-6



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn	<p>Poetry</p> <p>Poetry for a Change: A National Poetry Day Anthology - Various</p>	<p>Narrative: Painting a Picture with Words</p> <p>'Lighthouse' Animation</p> <p>The Mysteries of Harris Burdick - Chris Van Allsburg</p>			<p>Writing to Inform: Comparative Writing</p> <p>Planetarium - Raman Prinja/ Chris Wormell</p>		<p>Explanations</p> <p>How Everything Works – DK</p> <p>Before & After -Jean Jullien</p>		<p>Narrative: Creating a New Plotline</p> <p>Wonderstruck - Brian Selznick</p>		
Spring	<p>Narrative & Poetry: Playing with Words</p> <p>The Unwinding: and other dreamings – Jackie Morris Poetry Link</p> <p>The Lost Spells – Robert McFarlane</p>			<p>Recounts</p> <p>Journey to the Last River - Teddy Keen</p>			<p>Narrative: Quest</p> <p>The Hero's Quest -Jeffery Alan Love</p>			<p>Biography</p> <p>Boy Oh Boy -Cliff Leek</p>	
Summer	<p>Discussion & Debate</p> <p>If I Ran the Country - Rich Knight</p>			<p>Writing to Entertain</p> <p>Little Light -Coral Rumble Poetry Link</p>			<p>Personal Writing Project: Y5 All About Me</p>		<p>Personal Writing Project: Y6 Leavers' Scrapbooks</p>		<p>Persuasion: Travel & Tourism</p>

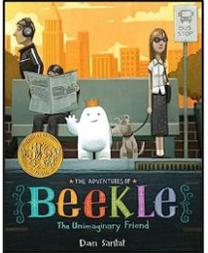




POETRY LINK	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will share and perform a selection of different poems, exploring the use of rhyme and repeated patterns.</p> <p>Pupils will learn to punctuate sentences using full stops and to leave spaces between words. They will learn to use capital letters for the names of people and the personal pronoun 'I'.</p> <p>They will create their own sentences, based on the model poem <i>Billy is Blowing His Trumpet</i>, that will be compiled into a shared poem about the activities that different members of the class could be doing.</p> <p>Pupils will practise speaking clearly while performing their poetry.</p>	<ul style="list-style-type: none"> • To develop positive attitudes and stamina towards writing by creating poetry • To leave spaces between words • To use capital letters for names of people • To use a capital letter for the personal pronoun 'I' • To punctuate sentences with a full stop 	<ul style="list-style-type: none"> • To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) • To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) • To write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>The Puffin Book of Fantastic First Poems - June Crebbin</p> 
Year 2	<p>In this unit, pupils will share and perform a selection of different poems, exploring the use of rhyme and repeated patterns. Pupils will develop their understanding of free verse, broadening their vocabulary and word choice.</p> <p>Pupils will review how to punctuate sentences using full stops and will explore the use of capital letters in poetry. They will use their knowledge of the basic word classes to create expanded noun phrases and to add detail to their poetry.</p> <p>They will create their own poems, inspired by the model <i>Celebration</i> and drawing on their real-life experiences (<i>for example, the activities that they will do with their friends now that they are back in school</i>). They will focus on using expanded noun phrases to create imagery for the reader.</p> <p>Pupils will present and perform their poem, speaking loudly and clearly in a manner that makes the meaning of their writing clear.</p>	<ul style="list-style-type: none"> • To use capital letters and full stops to demarcate most sentences correctly • To develop positive attitudes and stamina towards writing by creating poetry • To recognise, use and know the functions of nouns, verbs and adjectives • To use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • To leave spaces between words (Y1) • To use capital letters for names of people and the personal pronoun 'I' (Y1) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	<p>(Examples of free verse poetry for Year 2 pupils include <i>Little Bird, My Donkey and Cobweb Morning</i>).</p>





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will develop their storytelling language, by orally rehearsing, and then writing, a retelling of the shared text.</p> <p>Pupils will develop their understanding of narrative structure, learning that stories often follow the same pattern - with a beginning, middle (with a problem or surprise that takes place) and end.</p> <p>They will learn more about capital letters and how to accurately use them to punctuate their sentences, including reviewing the use of a capital letter for the personal pronoun 'I' and the names of people, and learning to use a capital letter for the days of the week.</p> <p>Pupils will apply their learning to retelling the narrative, writing in the first person from the central character's point of view.</p>	<ul style="list-style-type: none"> To punctuate sentences with a capital letter and a full stop To leave spaces between words To use a capital letter for the personal pronoun 'I' To use capital letters for names of people To use capital letters for days of the week. 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) To write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>The Adventures of Beekle: The Unimaginary Friend - Dan Santat</p> 
Year 2	<p>In this unit, pupils will develop their understanding of the structure and features of narrative writing.</p> <p>Pupils will consolidate their understanding of narrative structure, reviewing the fact that stories often follow the same pattern - with a beginning, middle (with a problem or surprise that takes place) and end.</p> <p>They will learn about the use of the simple past tense, often used for storytelling, expanding their understanding of how to form simple past tense verbs, building on their prior knowledge of using the suffix -ed.</p> <p>Pupils will broaden their understanding of different sentence structures, learning how to connect clauses using co-ordinating conjunctions.</p> <p>Pupils will consolidate their understanding of the uses of capital letters and full stops.</p> <p>They will apply their learning to retelling the core text, writing in the first person from the central character's point of view.</p>	<ul style="list-style-type: none"> To understand the term 'clause' To use co-ordination (using or, and, but) To use the simple past tense correctly and consistently To use capital letters and full stops to demarcate most sentences correctly 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letters for names of people, days of the week and the personal pronoun 'I' (Y1) To understand the term 'conjunction' (Y1) To use the suffix -ed, where no change is needed in the spelling of root words (Y1) To recognise, use and know the functions of verbs (Y1) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will develop their understanding of description by learning about nouns and adjectives, including learning, practising and applying the spelling rule for adding –s or –es for plural nouns.</p> <p>They will practise writing simple descriptions of characters, objects and settings from the shared text, while reviewing their knowledge of forming and punctuating coherent sentences.</p> <p>Pupils will apply their learning to creating labels and posters for their own lost property office (<i>based on a role play area or the school's real lost property area</i>).</p>	<ul style="list-style-type: none"> To punctuate sentences with a capital letter and full stop To use capital letters for names of people To leave spaces between words To use the spelling rule for adding –s or –es as the plural marker for nouns To recognise nouns To recognise adjectives 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) To write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>The Lost Property Office – Emily Rand</p> 
Year 2	<p>In this unit, pupils will develop their descriptive writing techniques, reviewing the terms noun, verb and adjective and learning how to select appropriate vocabulary to paint clear images in their reader's mind.</p> <p>They will use the text <i>'The Lost Property Office'</i> to review how to use expanded noun phrases to describe and specify, before writing their own descriptions of characters and objects from the text.</p> <p>Pupils will then focus on the journey the central character of the book takes to and from her grandfather's house. They will practise writing descriptions of the places she visits, before writing descriptions about their own real-life familiar journeys (<i>such as the journey to the home of a relative</i>).</p>	<ul style="list-style-type: none"> To recognise, use, and know the functions of verbs, nouns and adjectives To use expanded noun phrases to describe and specify To use commas for lists To use capital letters and full stops to demarcate most sentences correctly 	<ul style="list-style-type: none"> To use capital letters for names of people (Y1) To leave spaces between words (Y1) To use the spelling rule for adding –s or –es as the plural marker for nouns (Y1) <p>Year 2 writing composition objectives are built into every writing unit.</p>	

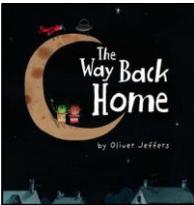




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will develop their understanding and use of different sentence structures, learning how to write question sentences, demarcated with capital letters and question marks.</p> <p>They will consolidate their understanding of the use of capital letters for the names of people and the personal pronoun 'I' and will learn how to use the conjunction 'and' to connect ideas.</p> <p>Pupils will practise generating, orally rehearsing and writing their own questions to ask the characters in the text through role play. They will then choose a scene to reimagine, in storyboard form, incorporating questions that the characters would ask one another in speech bubbles.</p>	<ul style="list-style-type: none"> To use capital letters for the names of people To punctuate sentences with a capital letter and full stop To punctuate sentences using a question mark To join words and clauses using 'and' To use a capital letter for the personal pronoun 'I' 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) To write simple phrases and sentences that can be read by others (ELG: Writing, 2020) To leave spaces between words (Y1) <p>Year 1 writing composition objectives are built into every writing unit.</p>	<p>Hansel and Gretel – Bethan Woolvlin</p> 
Year 2	<p>In this unit, pupils will learn about the four different sentence forms, choosing the appropriate end of sentence punctuation (full stops, question marks and exclamation marks).</p> <p>They will consolidate their understanding of using co-ordinating conjunctions to join clauses.</p> <p>In groups, pupils will use speech bubbles to represent dialogue between characters for a scene from the text, ensuring that they are using a range of sentence forms and appropriate punctuation, along with co-ordination to develop and join their ideas. Pupils will use these to role play a scene, ensuring that their dialogue makes sense.</p> <p>Pupils will then choose a further scene from the text and write their own dialogue within speech bubbles to apply their learning.</p>	<ul style="list-style-type: none"> To use sentences with different forms: statement, exclamation, question, command. To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly To use co-ordination (using or, and, but) to join ideas. 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letters for names of people (Y1) To use a capital letter for the personal pronoun 'I' (Y1) To understand the term 'clause' (Y2) <p>Year 2 writing composition objectives are built into every writing unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will learn how to select words that are most appropriate to describe a character and develop these words into sentences that form the foundations for characterisation, building on their understanding of nouns and adjectives.</p> <p>They will review their prior learning of punctuating sentences accurately, using a capital letter and a full stop or question mark. Pupils will also consolidate learning of leaving spaces between words and using capital letters for names of people.</p> <p>Pupils will use their knowledge of adjectives to generate descriptions of the main characters in the text and produce missing posters.</p> <p>They will continue to develop their vocabulary for storytelling by orally rehearsing and then writing a retelling of the core text.</p>	<ul style="list-style-type: none"> To leave spaces between words To use capital letters for names of people To punctuate sentences with a capital letter and a full stop To recognise nouns and adjectives To punctuate sentences using a question mark 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) To write simple phrases and sentences that can be read by others (ELG: Writing, 2020) <p>Year 1 writing composition objectives are built into every writing unit.</p>	<p>The Way Back Home - Oliver Jeffers</p> 
Year 2	<p>In this unit, pupils will consolidate their understanding of the structure and features of narrative writing. They will practise using descriptive language to paint pictures in the reader's mind by using expanded noun phrases and will consolidate their understanding of statements and questions as different sentence forms.</p> <p>Pupils will review the use of co-ordinating conjunctions and will be introduced to the use of subordinating conjunctions to join ideas. They will review the simple past tense and will be introduced to the progressive past tense as an alternative verb form.</p> <p>Pupils will use this learning to first write character descriptions and missing posters for their own characters in a lost and found style text. Inspired by the shared text, they will then create their own stories based on a character who becomes lost and then returns home.</p>	<ul style="list-style-type: none"> To use expanded noun phrases to describe and specify To use the simple past tense and the progressive past tense correctly and consistently To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas To use commas for lists To use sentences with different forms: statement, question 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letters for names of people (Y1) To recognise, use and know the functions of nouns, verbs and adjectives (Y2) To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) <p>Year 2 writing composition objectives are built into every writing unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will learn what it means to write to inform by looking closely at <i>Cities of the World</i> as a model of informative writing.</p> <p>They will continue to develop their understanding of sentence structure, further developing their knowledge of the uses of capital letters, learning that they should be used for the names of places, and reviewing how the word 'and' can be used to connect ideas.</p> <p>Pupils will apply this knowledge to creating their own non-fiction, informative texts about something important to them (e.g. <i>their own heritage and cultural background, their school and the local community, a hobby or pet, or another topic they are interested in and know a lot about</i>).</p>	<ul style="list-style-type: none"> To punctuate sentences with a capital letter and full stop To use capital letters for names of places To join words and clauses using 'and' 	<ul style="list-style-type: none"> To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020) To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020) To write simple phrases and sentences that can be read by others (ELG: Writing, 2020) To leave spaces between words (Y1) To use capital letter for names of people and for the personal pronoun 'I' (Y1) <p>Year 1 writing composition objectives are built into every writing unit.</p>	<p>Cities of the World - Becky Davies</p>
Year 2	<p>In this unit, pupils will develop their understanding of non-fiction writing. They will explore the features of an informative text, using <i>Cities of the World</i> as a model, consolidating their understanding of the use and purpose of different sentence forms.</p> <p>Pupils will be introduced to the simple and progressive present tense verb forms and will consolidate their understanding of the use of subordination and co-ordination to join ideas in writing.</p> <p>Pupils will apply this knowledge to create their own non-fiction texts about something important to them (e.g. <i>their own heritage and cultural background, their school and the local community, a hobby or pet, or another topic they are interested in and know a lot about</i>).</p>	<ul style="list-style-type: none"> To use the simple present tense and the progressive present tense correctly and consistently To use sentences with different forms: statements, exclamations. To use subordination (using when, if, that, or because) and co-ordination (using or, and, but) to join ideas 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letter for names of people, places and for the personal pronoun 'I' (Y1) To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) To recognise verbs (Y1) <p>Year 2 writing composition objectives are built into every writing unit</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will be introduced to the exclamation mark, exploring its use in narrative writing. They will learn what it looks like, how it is used by writers to show emotion and how they should respond to it as a reader when reading aloud.</p> <p>Pupils will develop their sentence structure, applying previous learning of the conjunction 'and' and being introduced to 'but' to demonstrate contrast. Pupils will also consolidate their learning of uses of capital letters, full stops and question marks.</p> <p>They will apply their learning by writing speech bubbles to show the thoughts and feelings of different characters at key points in the text, using exclamation marks to demonstrate emotion (<i>NB original speech will need to be omitted from these pages</i>).</p> <p>Pupils will then create a new character who needs Hermelin's help to find a lost item, learning to use the prefix -un to show characterisation. They will write speech bubbles from the point of their new character, before creating a new scene for the story, in which Hermelin will help their character find their missing item.</p>	<ul style="list-style-type: none"> To punctuate sentences using an exclamation mark To use a capital letter for the personal pronoun 'I' To join words and clauses using 'and' To use the word 'but' to show a contrast To use the prefix -un 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letters for names of people and places (Y1) To punctuate sentences with a capital letter and a full stop or question mark (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>Hermelin The Detective Mouse – Mini Grey</p>
Year 2	<p>In this unit, pupils will consolidate their understanding of the uses of full stops, question marks and exclamation marks for sentences of different forms. They will be introduced to a new punctuation mark - the apostrophe - and will learn to use this to demarcate contracted words. They will also develop their understanding of the progressive present tense, using the helper verb 'to be'.</p> <p>They will apply their learning by writing speech bubbles to show the thoughts and feelings of different characters at key points in the text, using contracted forms to create realistic dialogue and using different sentence forms and related end of sentence punctuation to express requests and emotions (<i>NB original speech will need to be omitted from these pages</i>).</p> <p>Pupils will then create new characters who need Hermelin's help to find a lost item, creating their own scenes for a series of mysteries that Hermelin solves.</p>	<ul style="list-style-type: none"> To use an apostrophe for contracted forms To spell words with contracted forms To use sentences with different forms: statement, question, exclamation, command To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly 	<ul style="list-style-type: none"> To use capital letters for names of people, places and the personal pronoun 'I' (Y1) To use the simple present tense and progressive present tense correctly and consistently (Y2) To use the prefix -un (Y1) To use subordination (using when, if, that, or because) and co-ordination (using or, and, but) to join ideas (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	

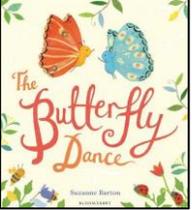




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will examine and write chronological instructions, developing their understanding of logically sequencing writing.</p> <p>They will consolidate their understanding of conjunctions, practising using the conjunctions 'and' and 'but' and learning how to use the word 'because' to give reasons in their writing.</p> <p>Pupils will be introduced to verbs as another group of words with a specific function (<i>commonly a state of being or an action</i>), learning how they are used to instruct.</p> <p>They will practise their learning by creating a simple class set of 'how to' instructions, based on an aspect of school life (<i>e.g. how to keep the cloakroom tidy, how to behave in assembly</i>).</p> <p>Pupils will then apply their learning by creating their own set of 'how to' instructions based on an everyday, familiar activity of their choice (<i>e.g. how to walk the dog, how to do a handstand</i>).</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop To join words and clauses using 'and' To use the word 'but' to show a contrast To use the word 'because' to give reasons To recognise verbs 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To recognise nouns and adjectives (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>How to Wash a Woolly Mammoth – Michelle Robinson</p>
Year 2	<p>In this unit, pupils will develop their understanding of instructional writing. Pupils will learn how commands are used in this form of writing and will build on their knowledge of verbs, learning to identify and use imperative verbs.</p> <p>They will develop their understanding of how to add informative detail to their writing: reviewing the use of expanded noun phrases to describe and specify, learning to use adverbs to give the reader additional information about how to carry out the actions in instructions, and reviewing the use of subordination to elaborate.</p> <p>They will practise their learning by creating a class set of 'how to' instructions, based on an aspect of school life (<i>e.g. how to keep the cloakroom tidy, how to behave in assembly</i>).</p> <p>Pupils will then apply their learning by creating their own set of 'how to' instructions based on an everyday, familiar activity of their choice (<i>e.g. how to walk the dog, how to do a handstand</i>), ensuring that they use a range of conjunctions, adverbs and expanded noun phrases to develop and add detail to their writing.</p>	<ul style="list-style-type: none"> To use commas for lists To use expanded noun phrases to describe and specify To use sentences with different forms – commands To use capital letters, full stops and question marks to demarcate most sentences correctly To use subordination (using when, if, that, because) To recognise, use and know the functions of adverbs 	<ul style="list-style-type: none"> To recognise, use and know the functions of nouns, verbs and adjectives (Y2) To use co-ordination (using or, and, but) to join ideas (Y2) To use the simple present tense and progressive present tense correctly and consistently (Y2) To use an apostrophe for contracted forms (Y2) To spell words with contracted forms (Y2) To understand the term 'clause' (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	



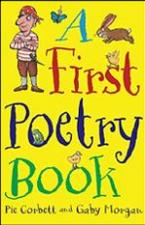


	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>Pupils will continue to learn what it means to write to inform. They will gather facts and vocabulary from <i>'The Butterfly Dance'</i>, whilst consolidating their understanding of sentence structure and punctuation and the different word classes.</p> <p>Pupils will produce a class fact file, based on the information gathered from the shared text, to practise using the features of informative writing.</p> <p>They will then apply this learning by creating a simple informative fact file about a creature of their choice that they have a good knowledge of (<i>for example, an animal that they keep as a pet</i>).</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use the word 'because' to give reasons To recognise verbs 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To join words and clauses using 'and' (Y1) To use the word 'but' to show a contrast (Y1) To recognise nouns and adjectives (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>The Butterfly Dance – Suzanne Barton</p> 
Year 2	<p>Pupils will develop their understanding of writing to inform. They will use <i>'The Butterfly Dance'</i> to consolidate their understanding of features of informative writing, including: the use of the present tense, the use of expanded noun phrases to provide informative detail, and the use of conjunctions to add additional information.</p> <p>Pupils will consolidate their understanding of the use of apostrophes for contraction and will be introduced to apostrophes for singular possession (<i>e.g. the butterfly's wings</i>).</p> <p>In small groups, pupils will produce a fact file, based on the facts and vocabulary gathered whilst reading the shared text, to practise using the features of informative writing.</p> <p>They will then apply this learning by creating a simple informative fact file about a creature of their choice that they have a good knowledge of.</p>	<ul style="list-style-type: none"> To use expanded noun phrases to describe and specify To use commas for lists To use an apostrophe for singular possession To use the simple present tense and the progressive present tense correctly and consistently To use subordination (using when, if, that, because) 	<ul style="list-style-type: none"> To use sentences with different forms: statement, question, exclamation, command (Y2) To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) To use co- ordination (using or, and, but) to join their ideas (Y2) To recognise, use and know the functions of nouns, verbs and adjectives (Y2) To use apostrophes for contraction (Y2) To spell words with contracted forms (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	





POETRY LINK

	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will develop their understanding of description as a tool that authors use when writing to entertain, using a wordless picture book and poetry.</p> <p>Pupils will continue to develop their understanding of how words combine to make sentences, reviewing their knowledge of word classes and learning how to use the suffix -ing, to create adjectives to describe characters and settings.</p> <p>Pupils will generate a class poem for a scene from <i>Once Upon a Snowstorm</i>, using poetry from <i>A First Poetry Book</i> as a model. They will then write their own poem for a further scene from the narrative text.</p> <p>Pupils will apply their learning to creating their own simple narrative based on the images from <i>Once Upon a Snowstorm</i>, verbally and then in writing.</p>	<ul style="list-style-type: none"> To use the suffix -ing, where no change is needed in the spelling of root words To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To recognise nouns, verbs and adjectives 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letters for names of people and places (Y1) To join words and clauses using 'and' (Y1) To use the word 'but' to show a contrast (Y1) To use the word 'because' to give reasons (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>Once Upon a Snowstorm – Richard Johnson</p>  <p>A First Poetry Book – Pie Corbett and Gaby Morgan</p>  <p><i>(Examples of appropriate poems to use as models include: Where the Fairies Are, In My Garden, Listen and Look).</i></p> <p>NB Do not use poems from the 'Nature' section of the poetry text as these will be used in the summer term.</p>
Year 2	<p>In this unit, pupils will explore what it means to write to entertain. They will develop their understanding of description as a tool that authors use when writing to entertain, using a wordless picture book and poetry.</p> <p>They will review their existing knowledge of different word classes (nouns, adjectives and verbs), learning to create adjectives from nouns using the suffixes -ful and -less. They will use these to create expanded noun phrases to describe images from <i>Once Upon a Snowstorm</i>.</p> <p>They will also consolidate their learning of adverbs, using them to add entertaining detail to paint vivid images for the reader.</p> <p>Pupils will generate a class poem for a scene from <i>Once Upon a Snowstorm</i>, using poetry from <i>A First Poetry Book</i> as a model. They will then write their own poems for key parts of the narrative text.</p> <p>Pupils will apply their learning to creating their own narrative based upon <i>Once Upon a Snowstorm</i>, making correct and consistent use of past tense verb forms.</p>	<ul style="list-style-type: none"> To form adjectives using the suffixes -ful and -less To use expanded noun phrases to describe and specify To recognise, use and know the functions of adverbs To use the simple past tense and progressive past tense correctly and consistently To form nouns using suffixes -ness and -er 	<ul style="list-style-type: none"> To use capital letters for names of people and places (Y1) To use the suffix -ing where no change is needed in the spelling of the root word (Y1) To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) To use sentences with different forms: statements (Y2) To use subordination (using when, if, that, or because) and co-ordination (using or, and, but) to join ideas (Y2) To recognise, use, and know the functions of verbs, nouns and adjectives (Y2) To use commas for lists (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will consolidate their understanding of the use of capital letters and punctuation marks.</p> <p>They will be taught the term 'conjunction', reviewing the familiar conjunctions 'and', 'but' and 'because', considering how these can be used to develop writing.</p> <p>Pupils will use the example notices and posters from the shared text as a model to create their own simple notices or posters for an alternative household item.</p> <p>After reading the text in full, pupils will then shared write a simple text to encourage classmates to keep the classroom tidy, based on ideas from the narrative.</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use capital letters for names of people and places and days of the week. To understand the term conjunction 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To recognise nouns, verbs and adjectives (Y1) To join words and clauses using 'and' (Y1) To use the word 'but' to show a contrast (Y1) To use the word 'because' to give reasons (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>Too Much Stuff – Emily Gravett</p> 
Year 2	<p>In this unit, pupils will learn about the writing purpose of persuasion, using the example adverts from the shared text to learn how different sentence forms can be used to persuade.</p> <p>They will continue to develop their understanding of sentence structure, using subordination and co-ordination and consolidating their understanding of clauses.</p> <p>Pupils will create their own advertisements for similar household objects incorporating persuasive features.</p> <p>After reading the text in full, pupils will then write their own persuasive texts to persuade their chosen reader to recycle or repurpose unwanted items from their home, based on ideas from the narrative.</p>	<ul style="list-style-type: none"> To use subordination (using when, if, that, or because) and co-ordination (using or, and or but) To understand the term 'clause' To use sentences with different forms: statement, question, exclamation, command To use the simple present tense and progressive present tense correctly and consistently 	<ul style="list-style-type: none"> To use capital letters for names of people and places and days of the week (Y1) To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) To use apostrophes for contraction and for singular possession (Y2) To spell words with contracted forms (Y2) To recognise, use and know the functions of nouns, verbs and adjectives (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	

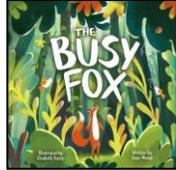
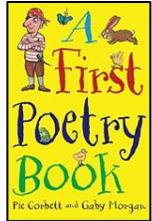




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will draw on their existing knowledge of traditional fairy tales and their features. They will use <i>Once Upon a Fairytale</i> to explore different possibilities for adapting characters, settings and plots from familiar tales.</p> <p>Pupils will use the text to consolidate their understanding of using capital letters and end of sentence punctuation as well as using the conjunction 'and' to join words and clauses.</p> <p>They will develop their use of description, choosing appropriate adjectives to describe characters and settings.</p> <p>They will learn to use the prefix -un and the conjunction 'but' to create descriptions of contrasting characters from the text.</p> <p>Finally, pupils will apply their learning to writing their own simple tale based on the ideas they have shared, creating their own simple setting, hero and villain.</p>	<ul style="list-style-type: none"> • To use the prefix un- • To punctuate sentences with a capital letter and full stop, question mark or exclamation mark • To join words and clauses using 'and' • To use the word 'but' to show a contrast 	<ul style="list-style-type: none"> • To leave spaces between words (Y1) • To use capital letters for names of people and places (Y1) • To understand the term conjunction (Y1) • To recognise nouns and adjectives (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>Once Upon a Fairytale - Natalia O'Hara</p>
Year 2	<p>In this unit, pupils will draw on their existing knowledge of traditional fairy tales and their features. They will use <i>Once Upon a Fairytale</i> to explore different possibilities for adapting characters, settings and plots from familiar tales.</p> <p>Pupils will use the text to review past tense verb forms and to consolidate their understanding of punctuation, including using apostrophes both for contraction and singular possession.</p> <p>They will develop their use of description, using expanded noun phrases to describe settings and also to develop character alongside the use of appropriate descriptive adverbs.</p> <p>Finally, pupils will apply their learning to writing their own unique tale based on the ideas they have shared, creating their own characters, settings and plots.</p>	<ul style="list-style-type: none"> • To use an apostrophe for singular possession and contraction • To spell words with contracted forms • To use expanded noun phrases to describe and specify • To use the simple past tense and the progressive past tense correctly and consistently • To recognise, use and know the functions of adverbs 	<ul style="list-style-type: none"> • To recognise, use and know the functions of nouns, verbs, adjectives (Y2) • To use commas for lists (Y2) • To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas (Y2) • To use the prefix un- (Y1) • To use capital letters for names of people and places (Y1) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	



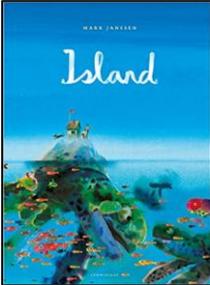
POETRY LINK

	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will learn about recounts. They will share <i>The Busy Fox</i>, learning how to use the suffix -ed to create past tense verbs, and developing vocabulary for their own writing, while reviewing their knowledge of capital letters and punctuation marks.</p> <p>Inspired by the fox's experience in the text, pupils will participate in their own nature walk (<i>around the school grounds or local area</i>) as a stimulus for writing before creating their own recounts to describe what they heard, saw and felt on their walk.</p> <p>They will share nature poems from <i>A First Poetry Book</i> to review some basic features of poetry, before creating their own poems about their nature walk using <i>What do you do on a Nature Walk?</i> from the collection as a model for their own writing.</p>	<ul style="list-style-type: none"> To use the suffix -ed, where no change is needed in the spelling of root words To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for personal pronoun 'I' To use capital letters for names of people, places and days of the week 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To join words and clauses using 'and' (Y1) To use the word 'but' to show a contrast (Y1) To use the word 'because' to give reasons (Y1) To recognise verbs (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>The Busy Fox -Isaac Madge</p>  <p>A First Poetry Book - Pie Corbett and Gaby Morgan</p> 
Year 2	<p>In this unit, pupils will explore recounts, reviewing how to use adverbs to sequence their writing, and how to use co-ordination and subordination to add detail to their sentences.</p> <p>They will use the text <i>The Busy Fox</i> to secure their understanding of past tense verb forms and to consolidate their understanding of how they can add description to provide their reader with a clear image in their mind, using expanded noun phrases.</p> <p>Inspired by the fox's experience in the text, pupils will participate in their own nature walk (<i>around the school grounds or local area</i>) as a stimulus for writing before creating their own chronologically structured recounts to describe their walk in detail.</p> <p>They will share nature poems from <i>A First Poetry Book</i> to review their knowledge of features of poetry, before creating their own poems about their nature walk using their choice of poem from the collection as a model for their own writing.</p>	<ul style="list-style-type: none"> To use the simple past tense and the progressive past tense correctly and consistently To use expanded noun phrases to describe and specify To use subordination (using when, if, that, or because) and co-ordination (using or, and or but) to join ideas To recognise, use and know the functions of adverbs 	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) To recognise, use, and know the functions of verbs, nouns and adjectives (Y2) To use commas for lists (Y2) To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1) To use the suffix -ed, where no change is needed in the spelling of root words (Y1) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	<p>NB Use poems from the 'Nature' section of the text only. Poems from other sections were used in a spring term unit.</p>



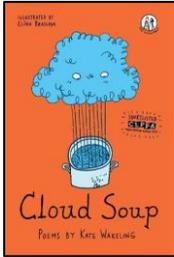
	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this unit, pupils will learn about writing letters in the form of postcards. They will share several postcards from <i>Snail Mail</i>, using them to learn about the features of letter writing and to review the use of capital letters and end of sentence punctuation.</p> <p>Pupils will consolidate and extend their understanding of suffixes, continuing to use -ed to write in the past tense, and learning to use -er and -est for adjectives (e.g. <i>smaller, tallest</i>).</p> <p>They will practise writing letters in role as Sam – the central character of the text – creating replies to his brother’s postcards.</p> <p>Pupils will apply their learning by planning and writing their own postcards (<i>perhaps to a pen pal arranged by the teacher</i>) informing their reader about themselves and their recent experiences.</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use the suffixes -ed, -er and -est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> To leave spaces between words (Y1) To use capital letters for names of people, places and days of the week (Y1) To use a capital letter for personal pronoun 'I' (Y1) To join words and clauses using 'and' (Y1) To use the word 'but' to show a contrast (Y1) To use the word 'because' to give reasons (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>Snail Mail – Sharon King-Chai</p>
Year 2	<p>In this unit, pupils will learn about writing letters in the form of postcards. They will share several postcards from <i>Snail Mail</i>, using them to review the features of letter writing and the use of different sentence forms and punctuation marks.</p> <p>Pupils will consolidate their understanding of apostrophes for both contraction and omission and will review the uses of a variety of conjunctions.</p> <p>They will practise writing well-structured letters in role as Sam – the central character of the text – creating replies to his brother’s postcards.</p> <p>Pupils will apply their learning by planning and writing their own postcards (<i>perhaps to a pen pal arranged by the teacher</i>) informing their reader about themselves and their recent experiences.</p>	<ul style="list-style-type: none"> To use apostrophes for contraction and for singular possession correctly To spell words with contracted forms To use sentences with different forms To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly To use subordination (using when, if, that, or because) and co-ordination (using or, and or but) to join ideas 	<ul style="list-style-type: none"> To use commas for lists (Y2) To use capital letters for names of people, places, days of the week and the personal pronoun 'I' (Y1) To use expanded noun phrases to describe and specify (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 1	<p>In this final unit, pupils will write sections of a narrative, based on the images from the wordless text, <i>Island</i>, collating their pages to create a collaborative shared version of the story.</p> <p>Pupils will focus on their use of descriptive language, using adjectives to describe nouns.</p> <p>They will review the uses of capital letters and use the -ed suffix for verbs to write in the past tense.</p>	<ul style="list-style-type: none"> To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark To use a capital letter for the names of people and places. To recognise nouns To recognise adjectives To use the suffix -ed where no change is needed in the spelling of the root word 	<ul style="list-style-type: none"> To recognise verbs (Y1) To leave spaces between words (Y1) To join words and clauses using 'and' (Y1) To use the word 'but' to show a contrast (Y1) To use the word 'because' to give reasons (Y1) To understand the term conjunction (Y1) To use the suffix -ing where no change is needed in the spelling of the root word (Y1) To use the suffix -er where no change is needed in the spelling of the root word (Y1) To use the suffix -est where no change is needed in the spelling of the root word (Y1) <p>Year 1 Writing composition objectives are built into every Writing Unit.</p>	<p>The Island – Mark Janssen</p> 
Year 2	<p>In this final unit, pupils will explore the wordless picture book <i>Island</i>, using their imagination to tell their own version of the events of the narrative, focusing on their use of descriptive language.</p> <p>Pupils will write using simple and progressive past tense verbs, using expanded noun phrases and adverbs to add detail to their writing.</p> <p>They will use co-ordinating and subordinating conjunctions to develop their sentences, consolidating their understanding of clauses.</p>	<ul style="list-style-type: none"> To use the simple past tense and the progressive past tense correctly and consistently To use expanded noun phrases to describe and specify To understand the term 'clause' To use co-ordination (using or, and, but) To use subordination (using when, if, that, because) To recognise, use and know the functions of adverbs 	<ul style="list-style-type: none"> To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) To recognise, use and know the functions of nouns, verbs and adjectives (Y2) To use capital letters for names of people and places (Y1) To spell words with contracted forms (Y2) To use an apostrophe for contracted forms (Y2) To use an apostrophe for singular possession (Y2) <p>Year 2 Writing composition objectives are built into every Writing Unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will develop their understanding of poetry, its conventions and purposes.</p> <p>They will review their knowledge of the basic word classes, developing their understanding of how language contributes to meaning, and how context can be used to determine the meaning and origins of words.</p> <p>They will explore a selection of different poems, experimenting with poetic devices, such as alliteration, word play and rhyme, examining how they contribute to meaning and purpose.</p> <p>Pupils will practise and develop their performance techniques, learning how to bring poetry to life, before drafting, composing and performing their own poem in a style and of a subject of their choice inspired by the poems they have shared.</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Discuss language, extending interest in the meaning and origin of words • Develop an understanding of how choices in vocabulary and punctuation can impact on audience 	<ul style="list-style-type: none"> • Use capital letters for proper nouns (the name of a particular person, place or thing) (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Recognise and know the functions of nouns, verbs, adverbs and adjectives in writing (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Cloud Soup -Kate Wakeling</p> 
Year 4	<p>In this unit, pupils will continue to develop their understanding of poetry, its conventions and purpose.</p> <p>They will review their knowledge of the basic word classes, developing their understanding of how language contributes to meaning, and how context can be used to determine the meaning and origins of words.</p> <p>They will explore a selection of different poems, experimenting with poetic devices, such as alliteration, word play and rhyme, examining how they contribute to meaning and purpose.</p> <p>Pupils will practise and develop their performance techniques, learning how to bring poetry to life, before drafting, composing and performing their own poem in a style and of a subject of their choice inspired by the poems they have shared.</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Discuss language, extending interest in the meaning and origin of words • Make choices about vocabulary that shows an understanding of purpose and audience 	<ul style="list-style-type: none"> • Use capital letters for proper nouns (the name of a particular person, place or thing) (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Recognise and know the functions of nouns, verbs, adverbs and adjectives in writing (Y2) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will develop their understanding of the use of description within narrative, learning how the careful selection of words and phrases can create vivid images and have specific effects on their reader.</p> <p>They will review their prior learning on how to describe and specify nouns, and will learn how to use prepositions to provide the reader with additional detail about time and place.</p> <p>Pupils will practise describing characters, settings and events from the story before creating their own original imaginative descriptive pieces based on what they have read.</p>	<ul style="list-style-type: none"> Understand the term 'preposition', recognising examples of their use Use prepositions to add detail about time and place Correctly use a or an according to whether the next word begins with a consonant or vowel Make choices about vocabulary that shows an understanding of purpose and audience (e.g. by choosing words that make the reader feel a specific way about a character) 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and singular possession (Y2) Separate items in a list with commas (Y2) Use expanded noun phrases to describe and specify (Y2) Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>On A Magical Do-Nothing Day - Beatrice Alemagna</p>
Year 4	<p>In this fiction unit, pupils will continue to develop their understanding of the use of description within narrative, learning how the careful selection of words and phrases can create vivid images and have specific effects on their reader.</p> <p>They will build on their prior learning of how to create expanded noun phrases, learning to give precise detail to their reader through the use of modifying adjectives, nouns and prepositional phrases.</p> <p>Pupils will further their understanding of how to create cohesion in their writing, by learning about the use of fronted adverbials to express time and place and the careful selection of appropriate nouns and pronouns.</p> <p>Pupils will practise describing characters and settings from the core text before applying their new learning to creating their own original imaginative descriptive pieces based on what they have read.</p>	<ul style="list-style-type: none"> Understand the terms 'pronoun' and 'possessive pronoun', recognising examples of their use Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition Add specific detail to nouns using precise adjectives, nouns and prepositional phrases Understand the term 'adverbial', recognising examples of their use Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences Use commas after fronted adverbials 	<ul style="list-style-type: none"> Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and singular possession (Y2) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts/ stimulus
Year 3	<p>In this unit, pupils will review their understanding of the features and purpose of instructional writing from their KS1 learning.</p> <p>They will develop their understanding of how simple devices, such as headings and bullet points, can be used to organise writing for their reader.</p> <p>Pupils will continue to develop their understanding of how to connect their ideas and add specific detail to their writing using adverbs, conjunctions and prepositions.</p> <p>They will apply their learning to planning and writing their own set of instructions to utilise a superpower or carry out a heroic mission inspired by the core text for the unit.</p>	<ul style="list-style-type: none"> • Use a wide range of conjunctions to create multi-clause sentences (e.g. if, when, because, although) • Use adverbs and prepositions to add detail about time and place • Understand how to use simple devices to organise material and aid presentation 	<ul style="list-style-type: none"> • Use the present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something in progress (Y2) • Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Write sentences with different forms (Y2) • Separate items in a list with commas (Y2) • Use expanded noun phrases to describe and specify (Y2) • To understand the term 'clause' (Y2) • Write sentences with more than one clause using subordinating and co-ordinating conjunctions (Y2) • Recognise and know the functions of adverbs (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Superhero Instruction Manual –Kristy Dempsey</p>
Year 4	<p>Pupils will review the key features and purpose of instructional writing in this unit.</p> <p>They will continue to learn how to use fronted adverbials to guide their reader through the text and will develop their understanding of the importance of using precise and specific detail when giving instructions.</p> <p>Pupils will apply their learning to writing a set of instructions to utilise a superpower or carry out a heroic mission inspired by the core text for the unit.</p>	<ul style="list-style-type: none"> • Understand the term 'adverbial', recognising examples of their use • Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences • Use commas after fronted adverbials • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> • Express time, place and cause using adverbs, conjunctions and prepositions (Y3) • Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3) • Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3) • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Separate items in a list with commas (Y2) • Use simple devices to organise material and aid presentation (Y3) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	

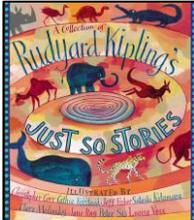




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this non-fiction unit, pupils will continue to develop their understanding about the purpose and features of writing to inform.</p> <p>They will focus on the organisation of their ideas, learning how to group related material into paragraphs and developing their understanding of how to use simple layout devices, such as headings and sub-headings, to guide their reader through the text.</p> <p>Pupils will review the use of present tense verb forms before learning about the formation and use of the present perfect form to show that a prior event has an impact on the present.</p> <p>Pupils will apply their learning to creating information texts about their own 'lesser spotted animals'.</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) Understand how to use simple devices to organise material and aid presentation Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about Understand how to use the present perfect verb form 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use the present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something is or was in progress (Y2) Use expanded noun phrases to describe and specify (Y2) Use a wide range of conjunctions to create multi-clause sentences (Y3) Use prepositions to add detail about time and place (Y3) Use apostrophes to mark missing letters and singular possession (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Lesser Spotted Animals – Martin Brown</p>
Year 4	<p>Pupils will review their knowledge of the features and purpose of writing to inform, developing their understanding of how authors make choices about vocabulary and grammar according to purpose and audience.</p> <p>They will build on their existing understanding of how to group related material, by learning to organise their ideas into structured paragraphs around a theme.</p> <p>They will continue to develop their use of expanded noun phrases, reviewing how to give precise detail to their reader through the use of modifying adjectives, nouns and prepositional phrases, while learning about the use of apostrophes for plural possession (e.g. <i>numbats' tails, species' ears</i>).</p> <p>Pupils will apply their learning to creating information texts about their own 'lesser spotted animals'.</p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme in non-fiction writing (e.g. a topic sentence introducing the theme followed by related ideas) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases Understand how authors make choices about vocabulary and grammar according to their purpose and audience To use apostrophes for plural possession 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use a wide range of conjunctions to create multi-clause sentences (Y3) Use simple devices to organise material and aid presentation (Y3) Use apostrophes to mark missing letters and singular possession (Y2) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	

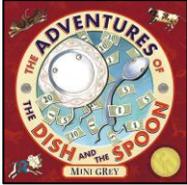




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will build on their existing knowledge of the features of narrative writing, with a focus on their purpose and audience.</p> <p>They will revisit the basic structure of narrative, learning to use paragraphs to organise their writing into clear sections.</p> <p>They will revisit the ways in which they can entertain their reader by creating vivid imagery and evoking emotional responses, linking back to their learning from their Autumn 1 'Developing Description' unit.</p> <p>Pupils will compare graphic novel versions of well-known stories with their full-length narrative counterparts, learning how and why dialogue is used in narrative, and practising how to punctuate direct speech using inverted commas.</p> <p>They will plan, write and edit a short new 'Just So Story' based on the one(s) they have shared, applying their new and revisited narrative writing skills.</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) Understand the uses and purposes of dialogue in narrative writing Use inverted commas around words being spoken to punctuate direct speech 	<ul style="list-style-type: none"> Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2) Write sentences with different forms (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use expanded noun phrases to describe and specify (Y2) Add detail by using adverbs and prepositions to express time and place (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Rudyard Kipling's Just So Stories</p> <p>E.g.</p> 
Year 4	<p>In this unit, pupils will continue to develop their understanding of purpose and audience by looking at how they can create different effects on their reader when writing to entertain.</p> <p>Building on their Autumn 1 'Developing Description' unit, pupils will further develop their understanding of how to paint vivid images for their reader through their vocabulary and grammar choices when describing characters and settings.</p> <p>They will consolidate their understanding of the use of inverted commas to demarcate dialogue, learning further rules to punctuate direct speech. They will practise turning dialogue in speech bubbles from a graphic novel into accurately demarcated direct speech.</p> <p>Pupils will apply their learning to creating their own 'Just So Story', coming up with their own creative characters, settings and plots.</p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories) Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech 	<ul style="list-style-type: none"> Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use inverted commas around words being spoken to punctuate direct speech (Y3) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use commas after fronted adverbials (Y4) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) (Y3) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	<p>Rudyard Kipling's Just So Comics</p>  <p><i>(available as individual stories or a collection)</i></p>

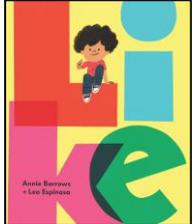




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>Building on their learning about narrative writing from the Autumn Term, pupils will learn about the narrator's viewpoint. They will explore how a change in the perspective a narrative is told from, affects content, vocabulary and grammar.</p> <p>They will review their recent learning about how to create and demarcate dialogue and explore how to create different effects on the reader.</p> <p>Pupils will apply their learning to writing a reworking of a familiar nursery rhyme, writing from the first-person perspective of a central character, making careful choices about their use of language and grammar accordingly.</p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories) Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) Use inverted commas around words being spoken to punctuate direct speech Understand how to use the past perfect verb form 	<ul style="list-style-type: none"> Write sentences with different forms (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and for singular possession (Y2) Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2) Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) (Y3) Add detail by using adverbs and prepositions to express time and place (Y3) Understand the uses and purposes of dialogue in narrative writing (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>After the Fall - Dan Santat</p>  <p>Teachers should also source a selection of well-known nursery rhymes – e.g. Jack & Jill, Little Miss Muffet, Incey Wincey Spider, Ding Dong Bell, Three Blind Mice - to inspire pupils' reworkings and sequels.</p> <p>Optional Supplementary Text: The Adventures of the Dish and the Spoon - Mini Grey</p> 
Year 4	<p>Building on their learning about narrative writing from the Autumn Term, pupils will continue to develop their understanding of ways in which to create well-structured, coherent narrative.</p> <p>They will refine their use of paragraphing, learning how to signal a change in time, place, person or event to their reader, continuing to develop their use of fronted adverbials and prepositions to create cohesion.</p> <p>Pupils will choose a familiar nursery rhyme to write an original sequel for, writing from the first-person perspective of a central character, making careful choices about their use of language and grammar to create the desired effect on their reader.</p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories) Organise ideas into paragraphs around a theme in narrative (e.g. new paragraphs for a change in time or place) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences Make choices about vocabulary and grammar that shows an understanding of purpose and audience 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and for singular possession (Y2) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	





	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will learn about the purpose and features of discussion, reviewing their Autumn Term learning on how to group related ideas into paragraphs in non-fiction writing.</p> <p>They will learn about the importance of examining both sides of an argument before making a judgement, using supporting evidence to justify opinions.</p> <p>Pupils will develop their use of language both to compare and contrast, and to express cause, by practising writing comparison sentences based on the ideas in the shared text, 'Like'.</p> <p>They will apply their learning by writing their own short discussion texts, inspired by the humorous topics explored in 'Like' (e.g. 'are humans similar or different to a hyena?').</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. choosing language and grammar to demonstrate impartiality) Use adverbs and conjunctions to express cause 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use apostrophes to mark missing letters and for singular possession (Y2) Use a wide range of conjunctions to create multi-clause sentences (e.g. whilst, as, although) (Y3) Separate items in a list with commas (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Like - Annie Barrows</p> 
Year 4	<p>Building on their prior learning, pupils will continue to develop their understanding of the purpose and features of discussion texts. They will begin to use a more formal tone in writing, by learning about some of the differences between Standard and non-Standard English.</p> <p>Using the book 'Like' to promote discussion, pupils will learn to carefully consider opposing arguments before making a judgement, using supporting evidence to justify their opinions.</p> <p>They will learn how to structure simple discussion texts using paragraphs organised around a topic sentence, and review how to create cohesion through the use of conjunctions, adverbials and appropriate noun and pronoun references.</p> <p>They will apply their learning by writing their own discussion texts, inspired by the humorous topics explored in 'Like' (e.g. 'are humans more like a mushroom than a swimming pool?').</p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) Show an understanding of some of the differences between Standard English and non-Standard English Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. choosing language and grammar to create a more formal tone) 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use a wide range of conjunctions to create multi-clause sentences (Y3) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use commas after fronted adverbials (Y4) Use apostrophes to mark missing letters and for singular and plural possession (Y2/4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	





POETRY LINK

Unit outcomes

Writing objectives to be taught

Writing objectives to be explicitly reviewed

Texts and stimulus

Year 3

In this unit, pupils will share a selection of 'hairy tales', reviewing the key elements of narrative writing.

They will review their prior learning on the use of inverted commas to punctuate dialogue, whilst developing their understanding of paragraphing and cohesion in fiction writing.

Pupils will develop their own simple characters and plots, based on those they have read about, creating their own brief narrative.

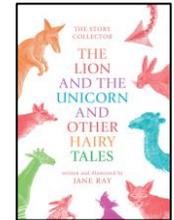
They will also share varied poems from the same collection, reviewing their knowledge of poetic features, and using these to inspire their own poetry.

- Write stories with creative characters, settings and plots
- Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative)
- Use inverted commas around words being spoken to punctuate direct speech

- Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)
- Use capital letters for names and the personal pronoun 'I' (Y1)
- Use apostrophes to mark missing letters and singular possession (Y2)
- Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)
- Use expanded noun phrases to describe and specify (Y2)
- Express time, place and cause using conjunctions, adverbs and prepositions (Y3)
- Separate items in a list with commas (Y2)

Year 3 Writing composition objectives are built into every Writing Unit.

The Lion and the Unicorn and Other Hairy Tales
-Jane Ray



Year 4

In this unit, pupils will share a selection of 'hairy tales', exploring their shared conventions and themes and reviewing the key elements and structural features of narrative writing.

Building on their learning from the Autumn Term, pupils will investigate techniques used to develop characters, setting and plot, before creating their own to use when writing a new, original tale.

They will also share varied poems from the same collection, reviewing their knowledge of poetic features, and using these to inspire their own poetry.

- Write stories with creative characters, settings and plots
- Make choices about vocabulary and grammar that shows an understanding of purpose and audience
- Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech
- Organise ideas into paragraphs around a theme in narrative (e.g. new paragraphs for a change in time or place)

- Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)
- Express time, place and cause using conjunctions, adverbs and prepositions (Y3)
- Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)
- Use a wide range of conjunctions to create multi-clause sentences (Y3)
- Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)
- Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)
- Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)
- Use commas after fronted adverbials (Y4)

Year 4 Writing composition objectives are built into every Writing Unit.



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>Building on their prior learning of writing to inform, pupils will continue to develop their understanding of how to structure their non-fiction writing into paragraphs, signalling to their reader what each section is about, and using simple layout devices to aid presentation and organisation.</p> <p>They will explore the use of tense in informative writing, reviewing their use of simple and progressive present verb forms and consolidating their recent learning about the formation and use of the present perfect form.</p> <p>Pupils will use the shared text to gather ideas and vocabulary for writing, before creating their own fact files to inform others about their personal sporting heroes, making decisions about the form and presentation of their writing in line with their chosen audience.</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about Express time, place and cause using conjunctions, adverbs and prepositions Understand how to use the present perfect verb form 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Make correct and consistent use of the present tense, including progressive form (Y2) Use expanded noun phrases to describe and specify (Y2) Use capital letters for names (Y1) Use apostrophes to mark missing letters and singular possession (Y2) Use a wide range of conjunctions to create multi-clause sentences (e.g. as, although, while, whereas, yet, though) (Y3) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Women in Sport - Rachel Ignatofsky</p>
Year 4	<p>This unit introduces Year 4 pupils to biographies.</p> <p>They will share several brief examples from 'Women in Sport', exploring their key features and content in line with their primary purpose to inform, and examining how careful structural, grammatical and vocabulary choices help to gain and maintain the reader's interest.</p> <p>Pupils will apply their learning to planning, writing, editing and publishing their own biographies about their personal sporting heroes.</p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Make correct and consistent use of the past and present tense, including progressive and perfect forms (Y2/3) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use a wide range of conjunctions to create multi-clause sentences (Y3) Use apostrophes to mark missing letters and singular and plural possession (Y2/4) Use simple devices to organise material and aid presentation (Y3) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	



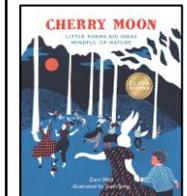


	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will learn about the purpose and features of persuasion, building on their KS1 knowledge, examining how careful choices in language, grammar and structure can contribute to the persuasive effect on the audience.</p> <p>Pupils will review their prior learning of the four different sentence forms and the related punctuation, learning how each can enhance meaning when writing to persuade (e.g. <i>rhetorical questions make the reader pause and think; statements provide information and state opinions; commands tell the reader what action to take, etc.</i>).</p> <p>Inspired by the 'pigeon protest' in the shared text, pupils will apply their learning to writing persuasive posters and letters for their own personal gain (e.g. <i>to be allowed to go somewhere/ get something</i>), selecting their own subject matter and appropriate audiences.</p>	<ul style="list-style-type: none"> • Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. applying the features of persuasive writing) 	<ul style="list-style-type: none"> • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use expanded noun phrases to describe and specify (Y2) • Express time, place and cause using conjunctions, adverbs and prepositions (Y3) • Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3) • Use apostrophes to mark missing letters and singular possession (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Dr Coo and the Pigeon Protest - Sarah Hampson</p> 
Year 4	<p>In this multi-text unit, pupils will develop their prior knowledge of the purpose and features of persuasion.</p> <p>They will explore the use of persuasive devices in a range of different text types, learning how material is adapted to suit different audiences and text types within a shared purpose.</p> <p>Pupils will review their prior learning on how to add detail to their writing and ways in which to build cohesion to ensure their writing flows and is easy for the reader to follow.</p> <p>They will design and create several persuasive texts as part of a mini campaign about their own perceived injustices (e.g. <i>breaktime is too short, bedtime is too early</i>), inspired by the 'pigeon protest' in the shared text</p> <p>Pupils will choose their own text types and audiences to match their chosen subject matter, making decisions about their vocabulary, structure and grammar accordingly.</p>	<ul style="list-style-type: none"> • Make choices about vocabulary, structure and grammar that show an understanding of purpose and audience • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases • Use apostrophes to mark plural possession 	<ul style="list-style-type: none"> • Write sentences with different forms (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3) • Express time, place and cause using conjunctions, adverbs and prepositions (Y3) • Use apostrophes to mark missing letters and singular possession (Y2) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	<p>To support the learning for this unit - particularly for Year 4 pupils- teachers should create or source a selection of persuasive texts in different forms (e.g. <i>posters, letters, leaflets</i>) on one topic - which could be related to the protest in the text.</p>

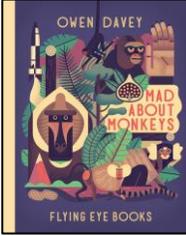




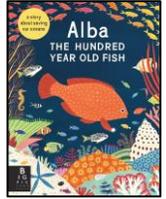
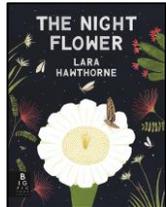
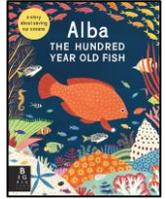
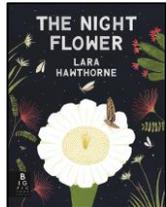
POETRY LINK

	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will focus on how language and grammar can be carefully selected to create atmosphere, learning how this affects a reader's emotional response to a text.</p> <p>Pupils will explore the shifts in moods in the images of a shared wordless narrative, generating rich vocabulary to express each contrasting atmosphere. They will review the basic five-part narrative structure and the use of paragraphs and cohesive devices to support this structure.</p> <p>They will review different techniques that can be used to paint vivid images for the reader, and the use of inverted commas to demarcate dialogue, before writing their own version of the story.</p> <p>Using the rich language they have built as part of their narrative writing, pupils will also write their own poems. Using a poetry collection inspired by the natural world, they will revisit their understanding of different poetic forms and devices, learning about the use of personification to create vivid imagery for their audience. Pupils will create and perform their own poems based on their chosen images from the narrative text (e.g. <i>personifying the storm or the house as it endures the extreme weather</i>).</p>	<ul style="list-style-type: none"> • Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. by creating changes in mood) • Express time, place and cause using conjunctions, adverbs and prepositions • Use inverted commas around words being spoken to punctuate direct speech • Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) 	<ul style="list-style-type: none"> • Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) • Use expanded noun phrases to describe and specify (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use apostrophes to mark missing letters and singular possession (Y2) • Write sentences with different forms (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Flood -Alvaro F. Villa</p>  <p>Poetry Text: Cherry Moon - Zaro Weil</p>
Year 4	<p>In this unit, pupils will broaden their understanding of how to develop atmosphere and create specific effects on their audience. They will further their understanding of how to structure a coherent narrative, using paragraphs to organise their ideas, fronted adverbials and prepositions to express time and place, and appropriate nouns and pronouns to build cohesion.</p> <p>Pupils will continue to develop their use of rich and varied language to create vivid descriptions that contribute to meaning and effect.</p> <p>They will further develop their use of dialogue, learning to use features of non-Standard English to create realistic speech.</p> <p>Pupils will write their own interpretations of the shared wordless narrative, thinking carefully about how they will evoke specific emotions in their reader through their vocabulary, structure and grammar choices.</p> <p>Using a poetry collection inspired by the natural world, they will revisit their understanding of different poetic forms and devices. Pupils will create and perform their own poems based on their chosen images from the narrative text, again focusing on evoking specific emotions in the audience.</p>	<ul style="list-style-type: none"> • Show an understanding of the differences between Standard English and non-Standard English • Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition • Organise ideas into paragraphs around a theme in narrative (e.g. new paragraphs for a change in time or place) 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Express time, place and cause using conjunctions, adverbs and prepositions (Y3) • Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) • Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4) • Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>Pupils will review and develop their understanding of non-fiction writing, consolidating their understanding of the types of language and grammar used to inform.</p> <p>They will revisit how to organise their ideas into paragraphs around a particular topic, and how sub-headings and other layout devices can aid the structure and presentation of information.</p> <p>Pupils will also review the use of conjunctions, adverbs and prepositions to sequence material and make links between different parts of the text to build cohesion.</p> <p>They will use the shared text to explore how different sentence lengths, forms and punctuation marks can be used to engage the reader and how different verbs forms can be used to present different types of information.</p> <p>Pupils will each choose a topic for their own informative text, generating content and making decisions about how to present their information to their chosen reader.</p>	<ul style="list-style-type: none"> Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic) Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. applying the features of informative writing) Express time, place and cause using conjunctions, adverbs and prepositions Use a wide range of conjunctions to create multi-clause sentences (e.g. as, so, if, because, although) 	<ul style="list-style-type: none"> Write sentences with different forms (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use expanded noun phrases to describe and specify (Y2) Use apostrophes to mark missing letters and singular possession (Y2) Separate items in a list with commas (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Mad about Monkeys - Owen Davey</p>  <p><i>(This text is from a collection of seven 'About Animals' books. Teachers should select any book from the collection that most appeals to the interests of the class.)</i></p>
Year 4	<p>Pupils will review their knowledge of the features and purpose of writing to inform, developing their understanding of how authors make choices according to purpose and audience.</p> <p>They will build on their existing understanding of how to organise their ideas into structured paragraphs around a theme, using devices to aid presentation and build cohesion.</p> <p>Pupils will use the shared text to examine how careful structural, grammatical and vocabulary choices help to gain and maintain the reader's interest.</p> <p>They will apply their learning to creating their own informative text on a topic and for an audience of their choice, making careful decisions about how they will select and present information to maximise impact on their reader.</p>	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme in non-fiction writing (e.g. a topic sentence introducing the theme followed by related ideas) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences 	<ul style="list-style-type: none"> Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3) Use simple devices to organise material and aid presentation (Y3) Use apostrophes to mark missing letters and singular and plural possession (Y2/4) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Use a wide range of conjunctions to create multi-clause sentences (Y3) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	



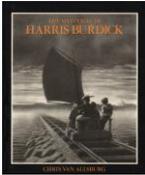
	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 3	<p>In this unit, pupils will read several stories by the same author, exploring their shared features and themes.</p> <p>They will consolidate their prior learning on how to organise and sequence narrative writing, considering how an author's use of tense contributes to effect.</p> <p>They will learn about the author's unique writing style, learning from their use of specific techniques.</p> <p>Pupils will write their own narrative with a nature theme, inspired by the texts shared, incorporating features of the author's poetic, descriptive style.</p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience Express time, place and cause using conjunctions, adverbs and prepositions Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) 	<ul style="list-style-type: none"> Make correct and consistent use of the present and/or past tense, including progressive and perfect forms (Y2/3) Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Use inverted commas around words being spoken to punctuate direct speech (Y3) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Use apostrophes to mark missing letters (Y2) <p>Year 3 Writing composition objectives are built into every Writing Unit.</p>	<p>Author: Lara Hawthorne</p>    
Year 4	<p>In this unit, pupils will consolidate all of their lower Key Stage Two learning about narrative writing.</p> <p>They will read several stories by the same author, looking at their shared features and themes and exploring how punctuation, vocabulary and grammar (including the use of tense) are used to create specific effects on the reader.</p> <p>They will consolidate their understanding of how to structure narrative writing, reviewing the use of paragraphs and cohesive devices that can be used to sequence writing and make links across a text.</p> <p>Pupils will create their own original narrative non-fiction text, inspired by the themes of, and written in the style of, the author studied.</p>	<ul style="list-style-type: none"> Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) Make choices about punctuation, vocabulary and grammar that show an understanding of purpose and audience Add specific detail to nouns using precise adjectives, nouns and prepositional phrases 	<ul style="list-style-type: none"> Make correct and consistent use of the present and/or past tense, including progressive and perfect forms (Y2/3) Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Show an understanding of the differences between Standard English and non-Standard English (Y4) Use apostrophes to mark missing letters (Y2) <p>Year 4 Writing composition objectives are built into every Writing Unit.</p>	   



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will continue to develop their understanding and enjoyment of poetry, its conventions and purposes.</p> <p>They will share and respond to a wide range of classical and contemporary poems with the shared theme of 'change', exploring the use of rhythm and rhyme.</p> <p>Using the poets' accompanying notes in the anthology about their inspiration for writing and own favourite poems, pupils will develop their understanding of how poetry can be used to express thoughts, feelings, ideas and opinions.</p> <p>Pupils will explore and experiment with a variety of poetic devices and performance techniques, learning how these can be used to gain and maintain the interest of the audience.</p> <p>Inspired by the poems they have shared, they will apply their learning to drafting, composing and performing their own poem in a style and of a subject of their choice, choosing their audience and the desired effect they wish to have on them.</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader 	<ul style="list-style-type: none"> • Use capital letters for names of people and places and the personal pronoun 'I' (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Recognise and know the functions of nouns, verbs, adjectives and adverbs in writing (Y2) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Poetry for a Change: A National Poetry Day Anthology – Various poets</p> 
Year 6	<p>In this unit, pupils will explore a selection of classical and contemporary poems by different poets with the shared theme of 'change'.</p> <p>They will share and respond to a wide range of poems from the collection, exploring and experimenting with different poetic forms and devices and performance techniques.</p> <p>Pupils will use the poem 'If I Were King' as an introduction to the subjunctive form as a way to express wishes, hopes, commands, demands or suggestions, generating their own 'if I were....' lines of poetry.</p> <p>Inspired by the poems they have shared, they will apply their learning to drafting, composing and performing their own poem in a style and of a subject of their choice, choosing their audience and the desired effect they wish to have on them.</p>	<ul style="list-style-type: none"> • Develop positive attitudes and stamina towards writing by creating poetry • Use subjunctive forms to demonstrate very formal writing structures • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader 	<ul style="list-style-type: none"> • Use capital letters for names of people and places and the personal pronoun 'I' (Y1) • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Recognise and know the functions of nouns, verbs, adjectives and adverbs in writing (Y2) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	<p>Additional poem for Y6 pupils only: 'If I Were King' – AA Milne</p> <p>https://allpoetry.com/poem/8518931-If-I-Were-King-by-A.A.-Milne</p>

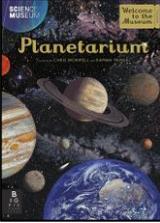




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this fiction unit, pupils will learn how to create vivid images for their reader using 'show don't tell' techniques, focusing on character and setting.</p> <p>They will use a wordless animation to explore how elements of character can be expressed through facial gestures, body language and actions, and how settings, and the five senses can be used to create atmosphere.</p> <p>Pupils will use extracts gathered by the teacher to learn about techniques that can be used to convey these same ideas to the audience in writing, learning to maximise the desired effect on their reader through careful vocabulary and grammar choices.</p> <p>They will practise creating character and setting descriptions based on the animation they have shared, before applying their learning to creating an original character-and-setting-driven short story with a simple plot based on their chosen image from 'The Mysteries of Harris Burdick'.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Make correct and consistent use of the present and/or past tense, including progressive and perfect forms (Y2/3) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time, place, person or event) (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Animation: 'Lighthouse' https://vimeo.com/21910518</p>   <p>The Mysteries of Harris Burdick -Chris Van Allsburg</p>  <p>Teachers should also gather (e.g. from the books in the class library) examples of written 'show don't tell' character and setting extracts to support the learning for this unit – NB NOT including the use of dialogue.</p>
Year 6	<p>Pupils will continue to develop their repertoire of effective techniques that can be used to paint vivid images of characters and settings in their reader's mind.</p> <p>They will use a wordless animation and extracts gathered by the teacher to review their understanding of how 'show don't tell' techniques, can be used to convey character and mood.</p> <p>They will practise writing their own detailed descriptions based on the animation, focusing on creating vivid imagery in line with the emotional response they wish to have on their reader, and using actions and sensory clues to convey personality and atmosphere.</p> <p>Pupils will apply their learning to creating an original character-and-setting-driven short story with a simple plot based on their chosen image from 'The Mysteries of Harris Burdick'.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader • Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Organise ideas into paragraphs around a theme in fiction (e.g., new paragraphs for a change in time or place) (Y4) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	<p>Teachers should also gather (e.g. from the books in the class library) examples of written 'show don't tell' character and setting extracts to support the learning for this unit – NB NOT including the use of dialogue.</p>

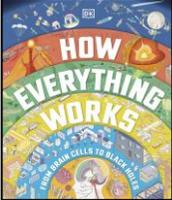




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will explore the conventions of comparative writing as a specific type of informative text.</p> <p>They will use the core text to review the familiar structure and features of informative writing and to begin to learn how to use parenthesis - demarcated by brackets and dashes - to give additional information and detail to their reader.</p> <p>Pupils will learn about the language and grammar used to examine similarities and differences, building their repertoire of comparative and contrasting language to link ideas within writing, and learning how to use adverbs and modal verbs to express likelihood.</p> <p>Pupils will practise using this language to write brief comparisons based on ideas from the shared text (e.g. <i>similarities and differences between different planets/ star types/ galaxy types</i>).</p> <p>They will apply their learning to creating a well-structured and cohesive, informative comparative report on a subject of their choice (e.g. <i>a comparison of two or more characters in a book they have read; a comparison between the film and book versions of the same story; a comparison between two similar products or animals, etc.</i>).</p>	<ul style="list-style-type: none"> Use adverbs (e.g. perhaps, surely) and modal verbs (e.g. should, might, will) to show how likely something is Understand the term 'parenthesis' recognising examples of its use Use brackets and dashes to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning Build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4) Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Use simple devices to organise material and aid presentation (Y3) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Planetarium -Raman Prinja/ Chris Wormell</p>  <p><i>(This is one of several books from the 'Welcome to the Museum' collection. Teachers should select whichever book from the series they feel will most appeal to the interests of the class.)</i></p> <p>Teachers should also source or create at least one example informative comparative text as a model for pupils' own writing.</p>
Year 6	<p>In this unit, pupils will review the familiar structure and features of informative writing, whilst continuing to develop their understanding of text organisation and cohesion.</p> <p>Pupils will explore the use of grammar and punctuation in the core text, reviewing their understanding of how to use and demarcate relative clauses and other types of parenthesis, and learning how to use new punctuation marks (the colon and the hyphen).</p> <p>They will review their use of comparative and contrasting language and adverbs and modal verbs by writing brief comparisons based on ideas from the shared text (e.g. <i>similarities and differences between different planets/ star types/ galaxy types</i>).</p> <p>Pupils will apply their learning from the unit to creating their own non-fiction texts that both compare and inform based on a topic of their choice (e.g. <i>a comparison of two or more characters in a book they have read; a comparison between the film and book versions of the same story; a comparison between two similar products or animals, etc.</i>).</p>	<ul style="list-style-type: none"> Use hyphens to clarify meaning and avoid ambiguity (e.g. man-eating shark vs man eating shark) Use semi-colons to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up') Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references; adverbials) 	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4) Use a wide range of conjunctions to create multi-clause sentences (Y3) Use simple devices to organise material and aid presentation (Y3) Use relative pronouns to add an additional clause about a noun (Y5) Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) Use adverbs (e.g. perhaps, surely) and modal verbs (e.g. should, might, will) to show how likely something is (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	<p>Teachers should also source or create at least one example informative comparative text as a model for pupils' own writing.</p>

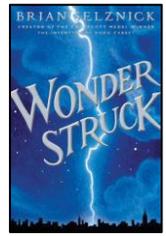




	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>Building directly on their non-fiction writing unit from Autumn 1, pupils will revisit the key conventions of writing to inform and will learn about features unique to explanations as a specific type of informative text.</p> <p>They will use 'How Everything Works' to explore the use of causal language (e.g. <i>conjunctions, adverbials and prepositions</i>) to link cause and effect and to review the use of parenthesis to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning.</p> <p>They will continue to develop their understanding of how to structure material into coherent paragraphs, creating cohesion across the text, and using layout devices to organise material and aid presentation.</p> <p>Pupils will use the concepts in a wordless 'before and after' text to practise both using the language of explanation verbally, and their written use of brackets and dashes to demarcate parenthesis.</p> <p>Pupils will apply their learning to planning and writing their own explanation texts on a topic of their choice (<i>perhaps inspired by one of the concepts from the wordless text</i>) making careful decisions about their vocabulary, grammar and structure to enhance meaning and effect on the reader.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary, grammar and structure to enhance meaning and effect on the reader • Build cohesion within and across paragraphs • Use a range of organisational and presentational devices to structure a text and guide the reader • Use brackets and dashes to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4) • Use a wide range of conjunctions to create multi-clause sentences (Y3) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) • Express time, place and cause using conjunctions, adverbs/fronted adverbials and prepositions (Y3/4) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Understand the term 'parenthesis' recognising examples of its use (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>How Everything Works: From Brain Cells to Black Holes</p> <p>- DK</p>  <p>Before & After</p> <p>-Jean Jullien</p>  <p>Alternative 'before and after' text:</p> <p>Before After</p> <p>- Matthias Aréguï/ Anne-Margot Ramstein</p> 
Year 6	<p>Pupils will revisit the key conventions of writing to inform and features unique to explanations as a specific type of informative text. Building directly on their Autumn 1 informative writing unit, they will continue to develop their understanding of how to structure non-fiction material into cohesive paragraphs and will explore the use of punctuation - reviewing how hyphens can be used for clarification and how parenthesis can add detail to sentences without affecting meaning.</p> <p>Pupils will be introduced to the passive voice, first learning to identify the subject, verb and object of a sentence, before exploring how the order of these can be manipulated to present information in a different way, examining examples of the passive voice in 'How Everything Works' (e.g. <i>blood is pushed along the artery; ceilings and insulation are added</i>).</p> <p>They will develop their understanding of very formal vocabulary and writing structures, including broadening their understanding of how to form and use the subjunctive.</p> <p>Pupils will use the concepts in a wordless 'before and after' text to orally rehearse using the language and features of explanation.</p> <p>They will apply their learning to planning and writing their own explanation texts on a topic of their choice (<i>perhaps inspired by one of the concepts from the wordless text</i>) making careful decisions about their vocabulary, grammar and structure to enhance meaning and effect on the reader.</p>	<ul style="list-style-type: none"> • Identify the subject, verb and object of a sentence • Understand how the use of the active or passive voice can present information to the reader in a different way • Understand the differences between vocabulary and structures typical of informal speech, and those appropriate for formal speech and writing • Use subjunctive forms to demonstrate very formal writing structures 	<ul style="list-style-type: none"> • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use hyphens to clarify meaning and avoid ambiguity (e.g. <i>man-eating shark vs man eating shark</i>) (Y6) • Use relative pronouns to add an additional clause about a noun (Y5) • Organise ideas into paragraphs around a theme (Y4) • Use a range of organisational and presentational devices to structure a text and guide the reader (Y5) • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references; adverbials) (Y6) • Use a wide range of conjunctions to create multi-clause sentences (Y3) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	



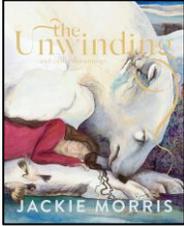
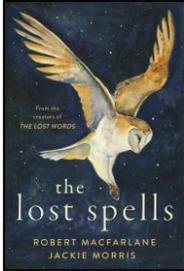


	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will share chapters from the text 'Wonderstruck', exploring how the author has developed characters, settings, atmosphere and plot.</p> <p>They will use examples from the text to learn how to use dialogue to advance a narrative's plot and to show the reader more about a character's temperament, personality traits, moods and emotions, whilst reviewing their use of 'show don't tell' techniques from their recent 'Painting a Picture with Words' unit.</p> <p>Pupils will learn about the importance of building atmosphere, intrigue, pace and tension to maintain the reader's interest in the plot, examining techniques used by the author to achieve this by exploring the use of vocabulary, grammar and punctuation within the text.</p> <p>They will apply their learning to writing a new section for the story - based on the second plotline shown only through images in the book - to fit seamlessly into the existing narrative.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis) • Use dialogue as a tool to convey character and advance the action • Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader • Use commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning 	<ul style="list-style-type: none"> • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Build cohesion within and across paragraphs (Y5) • Understand the term 'parenthesis' recognising examples of its use (Y5) • Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4) • Use commas to support the reading and understanding of a text (in lists, to mark fronted adverbials, to separate clauses when used with a conjunction) (Y2/4) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Wonderstruck - Brian Selznick</p>  <p>NB As this is a chapter book, teachers will need to select and pre-read relevant sections (as a class reader or during reading lessons) prior to each English lesson.</p>
Year 6	<p>In this unit, pupils will share chapters from the text 'Wonderstruck', exploring how the author has developed characters, settings, atmosphere and plot.</p> <p>They will build on their existing knowledge of the structure and cohesion of narrative, developing their use of varied devices to link their ideas and make their writing flow, including exploring how the use of different tenses and verb forms can affect the presentation of information and mark relationships of time and cause.</p> <p>Pupils will revisit their prior learning on how an author can maximise the desired effect on their reader through their careful vocabulary, punctuation and grammar choices, including using examples from the text to review how dialogue can be used as a tool to convey character and advance the action of the narrative.</p> <p>They will apply their learning to writing a new section for the story - based on the second plotline shown only through images in the book - replicating their author's style and intertwining their new plotline seamlessly with the existing words of the book.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis) • Use dialogue as a tool to convey character and advance the action • Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references; adverbials, tense choices) 	<ul style="list-style-type: none"> • Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use relative pronouns to add an additional clause about a noun (Y5) • Use commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	



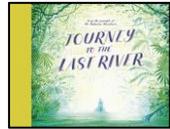


POETRY LINK

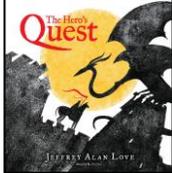
	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will explore short stories and poems with shared features and themes, examining how language and layout can be used to evoke an emotional response from the reader.</p> <p>They will learn how complicated information can be communicated concisely through the careful selection of vocabulary, and how figurative language can be used to enhance meaning and effect on the reader.</p> <p>Pupils will explore the complex use of familiar punctuation within the shared poems and stories and will learn a new use for the comma, examining how it can be used to give the reader clarity.</p> <p>Inspired by what they have read, they will create their own poems and short narratives based on 'the magic of nature and the magic of language', focussing on using the fewest words possible to convey their ideas clearly and to provoke emotional responses from their audience.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary, grammar and punctuation to enhance meaning and effect on the reader (e.g. choosing precise language and poetic devices to create imagery) • Convey complicated information concisely • Use commas to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma') 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Use organisational and presentational devices to enhance meaning and effect on the reader (Y5) • Use brackets, dashes and commas to add additional information without affecting sense or meaning (Y5) • Use commas for lists (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>The Unwinding: and other dreamings – Jackie Morris</p> 
Year 6	<p>In this unit, pupils will explore short stories and poems with shared features and themes, reviewing techniques to evoke an emotional response from the reader.</p> <p>They will explore the use of language and grammar within the shared texts, reviewing how complicated information can be communicated concisely, and how figurative language can be used to create imagery, as well as examining how nuances in vocabulary choices can maximise meaning and effect.</p> <p>Pupils will explore the complex use of familiar punctuation within the shared poems and stories (including revisiting the use of hyphens to give the reader clarity) and will learn how semi-colons, colons and dashes can be used to mark clause boundaries.</p> <p>Inspired by what they have read, they will create their own poems and short narratives based on 'the magic of nature and the magic of language', focussing on using the fewest words possible to convey their ideas clearly and to provoke emotional responses from their audience.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary, grammar and punctuation to enhance meaning and effect on the reader (e.g. choosing precise language and poetic devices to create imagery) • Use hyphens to avoid ambiguity (e.g. man-eating shark vs man eating shark) • Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) • Use semi-colons, colons and dashes to mark the boundary between independent clauses 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Use commas to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma') (Y5) • Use organisational and presentational devices to enhance meaning and effect on the reader (Y5) • Use brackets, dashes and commas to add additional information without affecting sense or meaning (Y5) • Use expanded noun phrases to convey complicated information concisely (Y5) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	<p>The Lost Spells – Robert McFarlane</p> 



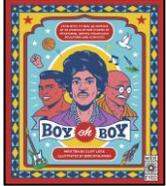


	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>Pupils will learn about the purposes and features of recounts, and the different forms they can take in writing.</p> <p>They will explore the lost diaries of an unknown adventurer in 'Journey to the Last River', using pages from the text to examine the structure of diaries, continuing to build their repertoire of devices to build cohesion within and across paragraphs.</p> <p>Pupils will also use the diary entries from the text to review and consolidate their prior learning of different past tense verb forms that can be used to recount, (including progressive and perfect forms) and to explore ways to add descriptive detail to their writing – including learning how to use relative clauses.</p> <p>Pupils will write their own series of personal recounts in the form of diary entries based on drama experiences as adventurers on a similar journey to the explorers in the text.</p> <p>They will then share some genuine news articles as a second type of recount, exploring how the differing purpose, audience and text type affects content and structure.</p> <p>Pupils will choose a relevant 'newsworthy' section of the adventure (from the text or based on their own invented diary entries) to create a news report about, adapting the original content, vocabulary, grammar and tone accordingly.</p>	<ul style="list-style-type: none"> Use verb tenses consistently and correctly throughout a piece of writing Understand the term 'relative pronoun' and their function Use relative pronouns to add an additional clause about a noun Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning Build cohesion within and across paragraphs Make careful choices in vocabulary, grammar and punctuation to enhance meaning and effect on the reader 	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (Y4) Use a wide range of conjunctions to create multi-clause sentences (Y3) Use apostrophes to mark missing letters and singular and plural possession (Y2/4) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use modal verbs (e.g. should, might, will) to show how likely something is (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Journey to the Last River - Teddy Keen</p>  <p>Teachers should also gather some real current/ historical formal news articles linked to the text (e.g. about explorers, dangerous expeditions, etc.)</p> <p>Teachers may also wish to collate a selection of real rainforest photographs/ video clips/ sounds to enrich the drama for this unit.</p> <p>Optional Supplementary Text: The Lost Book of Adventure - Teddy Keen</p> 
Year 6	<p>Pupils will learn about the purposes and features of recounts, and the different forms they can take in writing.</p> <p>They will explore the lost diaries of an unknown adventurer in 'Journey to the Last River', using pages from the text to review past tense verb forms and to examine the structure of diaries, continuing to build their repertoire of devices to build cohesion within and across paragraphs.</p> <p>Pupils will also use the diary entries from the text to explore how language, grammar and punctuation contribute to meaning and effect – including examining the use of informal features, such as contracted words, sentence fragments and colloquialisms.</p> <p>Pupils will write their own series of personal recounts in the form of diary entries based on drama experiences as adventurers on a similar journey to the explorers in the text, incorporating informal features.</p> <p>They will then share some formal news articles as a second type of recount, exploring how the differing purpose, audience and text type affects content, structure and formality – identifying the use of formal language and structures.</p> <p>Pupils will choose a relevant 'newsworthy' section of the adventure (from the text or based on their own invented diary entries) to create a news report about, adapting the original content and formality level accordingly.</p>	<ul style="list-style-type: none"> Understand the differences between vocabulary and structures typical of informal speech, and those appropriate for formal speech and writing Use hyphens to avoid ambiguity (e.g. man-eating shark vs man eating shark) Use semi-colons, colons and dashes to mark the boundary between independent clauses Make careful choices in vocabulary, grammar and punctuation to enhance meaning and effect on the reader Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) 	<ul style="list-style-type: none"> Organise ideas into paragraphs around a theme (Y4) Use apostrophes to mark missing letters and singular and plural possession (Y2/4) Use relative pronouns to add an additional clause about a noun (Y5) Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) Use verb tenses consistently and correctly throughout a piece of writing (Y5) Use modal verbs (e.g. should, might, will) to show how likely something is (Y5) Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references; adverbials, tense choices) (Y6) <p>Year 6 Writing composition objectives are built into every Writing Unit</p>	<p>Optional Supplementary Text: The Lost Book of Adventure - Teddy Keen</p> 



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will continue to develop their narrative writing skills, learning about a specific narrative genre – the quest.</p> <p>They will use <i>'The Hero's Quest'</i> to learn about the structure and features of quest stories, using this knowledge to consider any other quest narratives they have seen and read before. They will use extracts/ clips from these familiar quest stories to learn more about how characters, settings, atmosphere and plot can be created effectively, including continuing to develop their understanding of how dialogue can be used to convey character and advance the action.</p> <p>Pupils will use <i>'The Hero's Quest'</i> as a basis for their own original quest narratives, creating their own characters, setting and plot and making careful choices in vocabulary and grammar to enhance meaning and effect on the reader.</p>	<ul style="list-style-type: none"> Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying) Use relative pronouns to add an additional clause about a noun Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader Build cohesion within and across paragraphs 	<ul style="list-style-type: none"> Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4) Show an understanding of the differences between Standard English and non-standard English (Y4) Use verb tenses consistently and correctly throughout a piece of writing (Y5) Organise ideas into paragraphs around a theme in fiction (e.g., new paragraphs for a change in time or place) (Y4) Express time, place and cause using conjunctions, adverbs and prepositions (Y3) Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4) Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>The Hero's Quest -Jeffrey Alan</p>  <p>Teachers should use film clips/ book extracts from familiar quest narratives from their class library (e.g. <i>Lord of The Rings</i>, <i>Harry Potter</i>, <i>Beast Quest</i>, <i>Avengers</i>, <i>Shrek</i>, etc.) to exemplify the learning for the unit (e.g. to demonstrate how dialogue can be used to convey character/ advance action).</p> <p>They may also wish to create their own example of a short quest narrative as a model for pupils.</p>
Year 6	<p>In this unit, pupils will continue to develop their narrative writing skills, learning about a specific narrative genre – the quest.</p> <p>They will use <i>'The Hero's Quest'</i> to learn about the structure and features of quest stories, using this knowledge to consider any other quest narratives they have seen and read before. They will use extracts/ clips from these familiar quest stories to learn more about how characters, settings, atmosphere and plot can be created effectively. As part of this, they will continue to develop their understanding of how dialogue can be used to convey character and advance the action and how informal language and structures can contribute to its realism.</p> <p>Pupils will use <i>'The Hero's Quest'</i> as a basis for their own original quest narratives, creating their own characters, setting and plot and making careful choices in vocabulary and grammar to enhance meaning and effect on the reader.</p>	<ul style="list-style-type: none"> Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying) Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader Understand the differences between vocabulary and structures typical of informal speech, and those appropriate for formal speech and writing 	<ul style="list-style-type: none"> Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) Use relative pronouns to add an additional clause about a noun (Y5) Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) Show an understanding of the differences between Standard English and non-standard English (Y4) Use verb tenses consistently and correctly throughout a piece of writing (Y5) Organise ideas into paragraphs around a theme in fiction (e.g., new paragraphs for a change in time or place) (Y4) Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references; adverbials, tense choices) (Y6) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	



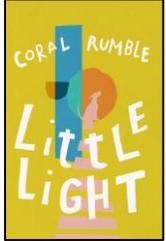
	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will share a selection of short biographies with a shared theme, identifying their purposes, content and key features.</p> <p>They will learn how to structure a biography, using cohesive devices to make their writing flow, revisiting the use of relative clauses and parenthesis to give their reader additional information and detail, in line with their purpose.</p> <p>Pupils will each chose their own positive role model to write the brief biography of, selecting relevant and interesting facts with their reader in mind and making decisions about how to present and organise their writing.</p>	<ul style="list-style-type: none"> • Use relative pronouns to add an additional clause about a noun • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning • Make links within and across paragraphs • Use verb tenses consistently and correctly throughout a piece of writing 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (Y4) • Express time, place and cause using conjunctions, adverbs, prepositions and adverbials (Y3/4) • Use a wide range of conjunctions to create multi-clause sentences (Y3) • Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4) • Use expanded noun phrases to convey complicated information concisely (Y5) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Use commas to clarify meaning or avoid ambiguity (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Boy Oh Boy -Cliff Leek</p> 
Year 6	<p>In this unit, pupils will explore biography, identifying the purposes, content and key features, building on their prior learning of biography writing from Year 5.</p> <p>They will explore the organisation of biographical material, reviewing the range of cohesive devices they can use to connect ideas and make their writing flow.</p> <p>Using example biographies from the shared text, pupils will revisit ways in which they can give their reader precise informative detail, including through the use of relative clauses and parenthesis, and will review how different punctuation marks can be used to clarify meaning and support reading.</p> <p>They will review the use of passive and active verb forms, considering how they each can be used to contribute to meaning in biographical writing.</p> <p>Pupils will apply their learning to planning and writing a biography on their chosen positive role model.</p>	<ul style="list-style-type: none"> • Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up') • Identify the subject, verb and object of a sentence • Sometimes use the passive voice to present information to their reader in a different way (e.g. 'the window was broken' rather than 'I broke the window') 	<ul style="list-style-type: none"> • Organise ideas into paragraphs around a theme (Y4) • Use verb tenses correctly and consistently throughout a piece of writing (Y5) • Use a wide range of conjunctions to create multi-clause sentences (Y3) • Use expanded noun phrases to convey complicated information concisely (Y5) • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y6) • Use relative pronouns to add an additional clause about a noun (Y5) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use commas and hyphens to avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma', man-eating shark vs man eating shark) (Y5/6) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	



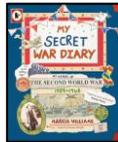
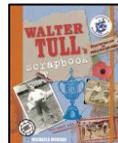


	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will learn the importance of looking at facts objectively, using evidence to explore and discuss both sides of an argument, building on their prior knowledge of the purpose and features of discussion texts.</p> <p>They will learn how to structure a discussion in the form of a written balanced argument, revisiting their prior learning on how to organise their ideas into well-formed paragraphs, and continuing to develop their understanding of how to build cohesion within and across them.</p> <p>They will verbally rehearse using the language and structure of discussion before applying their learning to planning and writing a balanced discussion text based on the topics explored in <i>'If I Ran the Country'</i> (e.g. <i>What are the pros and cons of a monarchy? Should children should be allowed to vote in an election? etc.</i>).</p> <p>They will rehearse and perform their written arguments, considering how body language and use of voice can maximise impact on the audience.</p>	<ul style="list-style-type: none"> • Make links within and across paragraphs • Use relative pronouns to add an additional clause about a noun • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning • Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is • Use verb tenses consistently and correctly throughout a piece of writing 	<ul style="list-style-type: none"> • Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Organise ideas into paragraphs around a theme (Y4) • Express time, place and cause using conjunctions, adverbs, prepositions and adverbials (Y3/4) • Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>If I Ran the Country - Rich Knight</p>  <p>Teachers should gather/create at least one example of a written balanced argument as model for pupils' writing. They should also source example verbal speeches/debates (e.g. from <i>'The Noisy Classroom'</i> website or <i>Ted x Kids</i>).</p>
Year 6	<p>In this unit, pupils will learn about discussion and debate, broadening their knowledge of very formal speech and writing structures and vocabulary.</p> <p>They will share pages from <i>'If I Ran the Country'</i> as an introduction to politics, practising using the language and structure of discussion to deliberate some of the topics explored within the text (e.g. <i>to discuss the pros and cons of different government styles; to discuss appropriate ages to be allowed to vote in an election; to discuss what makes a good leader, etc.</i>). They will choose one of these topics as a basis for their own formal, written balanced discussion text.</p> <p>Pupils will then learn about the structure, roles and rules of official formal debates, developing their knowledge of rhetorical devices used to persuade and non-verbal techniques to maximise impact on the audience.</p> <p>They will practise using these features to debate simple everyday topics in groups, before creating their own 'If I were leader...' speeches to present their own manifesto based on what they have learned from the shared text.</p>	<ul style="list-style-type: none"> • Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose (e.g. 'ask for' vs 'request'; 'go in' vs 'enter'; the use of subjunctive forms, etc.) • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. repeating particular words for emphasis; using emotive language to persuade) • Show an understanding of nuances of language in vocabulary choices 	<ul style="list-style-type: none"> • Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2) • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Organise ideas into paragraphs around a theme (Y4) • Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is (Y5) • Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'they', 'the government'; adverbials such as 'subsequently', 'on the other hand') (Y6) • Use relative pronouns to add an additional clause about a noun (Y5) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, based around a narrative told in poetic verse, pupils will explore different ways they can maximise the impact of their writing on their audience.</p> <p>As they share each chapter of the book, they will examine its poetic features, exploring how choices in vocabulary, grammar, punctuation, structure and layout all contribute to meaning and effect on the reader.</p> <p>In response to the chapters they share each lesson, pupils will write their own poems, on topics of their choice, practising and experimenting with different poetic devices, before applying their learning from the unit to writing a new narrative inspired by the shared text (such as a prequel, sequel or plot twist), written using poetry or prose.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Use commas to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma') (Y5) • Use dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use expanded noun phrases to convey complicated information concisely (Y5) • Use organisational and presentational devices to structure a text and guide the reader (Y5) • Use dialogue as a tool to convey character and advance the action (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Little Light -Coral Rumble</p>  <p><i>(The class will need to share approximately 15-20 pages at the start of each lesson to complete the text in full over the course of the unit).</i></p> <p>NB Whilst this text is age-appropriate and the central character is a Year 6 pupil herself, the book does touch upon some sensitive subjects. Teachers should ensure they read the text in full before sharing with pupils.</p>
Year 6	<p>In this unit, based around a narrative told in poetic verse, pupils will explore different ways they can maximise the impact of their writing on their audience.</p> <p>As they share each chapter of the book, they will examine its poetic features, exploring how choices in vocabulary, grammar, punctuation, structure and layout all contribute to meaning and effect on the reader.</p> <p>In response to the chapters, they share each lesson, pupils will write their own poems, on topics of their choice, practising and experimenting with different poetic devices, before applying their learning from the unit to writing a new narrative inspired by the shared text (such as a prequel, sequel or plot twist), written using poetry or prose.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;) • Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Use commas and hyphens to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma', man-eating shark vs man eating shark) (Y5/6) • Use dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use expanded noun phrases to convey complicated information concisely (Y5) • Use dashes to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up') (Y6) • Use organisational and presentational devices to structure a text and guide the reader (Y5) • Use dialogue as a tool to convey character and advance the action (Y5) <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this independent writing project, pupils will create an 'all about me' double-page spread to present to their future Year 6 teachers.</p> <p>They will examine some existing 'autobiographical' texts (e.g. <i>the opening pages of Walter Tull's Scrapbook</i>), exploring the use of varied presentational devices, and using these to inspire the content and layout of their own writing.</p> <p>Pupils will plan their own autobiographical text, selecting the most appropriate and interesting facts about themselves to share, before creating their double-page spread, making careful decisions about the layout of their text to aid the presentation and organisation of their writing.</p>	<ul style="list-style-type: none"> • Use organisational and presentational devices to structure a text and guide the reader • Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use relative pronouns to add an additional clause about a noun (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Examples of texts that could be shared for inspiration for this unit:</p> <p>My Secret War Diary – Marcia Williams</p>  <p>Archie's War Diary – Marcia Williams</p> 
Year 6	<p>In this independent writing project, Year 6 pupils will create leavers' scrapbooks as a memento of their primary school journey.</p> <p>They will examine some existing texts, similar to the ones they will create themselves, exploring the use of varied presentational devices and text types, using these to inspire the content for their own leavers' journals.</p> <p>They will work both independently, and collaboratively with their peers to create a series of texts (e.g. <i>recounts/ memories; letters to their former/future selves and each other; poems; hopes and wishes, etc.</i>) to reflect on their experiences, express who they are as individuals, and look ahead to their transition to Year 7.</p>	<ul style="list-style-type: none"> • Write a wide range of text types, identifying their own purpose and audience and making decisions about the content based on these • Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader • Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) 	<p>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</p> <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	<p>Walter Tull's Scrapbook – Michaela Morgan</p> 



	Unit outcomes	Writing objectives to be taught	Writing objectives to be explicitly reviewed	Texts and stimulus
Year 5	<p>In this unit, pupils will share a selection of travel and tourism texts, using them to briefly review the key features of persuasion from their lower Key Stage Two learning, and to further develop their repertoire of persuasive devices.</p> <p>They will plan and write their own persuasive leaflets based on a chosen tourist destination (<i>perhaps a recent school trip/ residential or a place they've visited before on holiday</i>).</p> <p>Pupils will work independently, making decisions about their vocabulary and grammar and their use of layout devices to aid presentation and organisation, based on their purpose and target audience.</p> <p>If time allows, pupils could also write, perform and record short adverts for their chosen destination.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader • Use a range of organisational and presentational devices to structure a text and guide the reader 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2) • Use apostrophes to mark missing letters and singular and plural possession (Y2/4) • Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5) • Use verb tenses consistently and correctly throughout a piece of writing (Y5) • Organise ideas into paragraphs around a theme (Y4) • Make links within and across paragraphs (Y5) • Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is (Y5) • Use expanded noun phrases to convey complicated information concisely (Y5) • Use relative pronouns to add an additional clause about a noun (Y5) <p>Year 5 Writing composition objectives are built into every Writing Unit.</p>	<p>Teachers will need to source a range of example travel and tourism brochures/ leaflets.</p> <p>e.g.</p> <p>https://www.dayvisits.co.uk/brochures</p> <p>https://uktourism.co.uk/</p> <p>https://www.travelbrochures.co.uk/</p>
Year 6	<p>In this unit, pupils will share a selection of travel and tourism texts, using them to briefly review the key features of persuasion and develop their use of grammatical and layout devices used to persuade.</p> <p>They will review how the use of the active or passive voice can present the same information in different ways, considering how this contributes to meaning and effect on the reader in persuasive writing.</p> <p>They will plan and write their own persuasive leaflets based on a chosen tourist destination (<i>perhaps a recent school trip/ residential or a place they've visited before on holiday</i>).</p> <p>Pupils will work independently, making decisions about their vocabulary and grammar and their use of layout devices to aid presentation and organisation, based on their purpose and target audience.</p> <p>If time allows, pupils could also write, perform and record short adverts for their chosen destination.</p>	<ul style="list-style-type: none"> • Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader • Show an understanding of nuances of language in vocabulary choices • Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings) • Sometimes use the passive voice to present information to their reader in a different way (e.g. 'the window was broken' rather than 'I broke the window') 	<p>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</p> <p>Year 6 Writing composition objectives are built into every Writing Unit.</p>	