#### Autumn 1 Autumn 2 Spring 1 Spring 2 Summer 1 Summer 2 Nurserv My First Day at OWL BABIES Beanstalk GRUFFALO All Are HOW DOES Possible mark making/fine Possible mark making/fine A TADPOLE motor activities: Possible mark making/fine motor activities: GROW? Nativity Store Make bear masks/puppets motor activities: Cut out 'The Rainbow Fish' (cut out, colour in, stick Draw pictures – favourite scales using masking tape) Possible writing/fine motor part of a story Decorate the Rainbow Fish Draw and colour pictures of Possible mark making/fine activities: Make puppets -cutting out with scales different story characters motor activities: pictures of favourite story Handwriting patterns- trace Model playdough with busy Cooking activities: peeling, characters and sticking them over wavy, zigzag lines Make caterpillars out of fingers/make our own busy chopping fruit, kneading playdough onto a lollipop stick Cut out wavy/zigzag lines Possible mark making/fine bodies dough, etc. Cut out simple shapes, e.g. Paint pictures of different Fill up jugs with water and Threading motor activities: story characters using paint circles to make caterpillars empty them Use tweezers Make rainbow movements Make orange juice brushes and cotton buds Threading – make octopuses Mark making with busy using ribbons (gross motor) squeezing oranges Make favourite story using colanders and pipe hands, fingers and arms Draw/colour in rainbow Handwriting patterns/ characters out of playdough cleaners Paint self-portraits pictures holding pencil with 3 fingers Cooking activities: peeling, Paint waves on big sheets of Cooking activities: peeling, Paint rainbows using cotton Thread through different chopping fruit, kneading paper using big arm chopping fruit, kneading buds fruits (The Very Hungry movements dough, etc. dough, etc. Draw big rainbows with Caterpillar) Make pirate hats – cut chalk on blackboard (gross out/paint/colour motor) Make pirate masks/puppets Cut out and colour in (cut/colour in/ stick using **Coloured Monsters** masking tape) Cooking activities: peeling, chopping fruit, kneading dough, etc.

#### Physical Development (Development Matters) 3 and 4 year olds will be learning to:

- Use one-handed tools and equipment, for example, making snips in paper with scissors
- Use a comfortable grip with good control when holding pens and pencils

#### **Literacy (Development Matters)** 3 and 4 year olds will be learning to:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy
- Write some or all of their name
- Write some letters accurately
- Show a preference for a dominant hand

### Reception









### Possible writing/mark making activities:

- Draw & label body posters
- Write shopping lists
- Thread through fruit templates
- Write name
- Write instructions for recipes - fruit salad











### Possible writing/mark making activities:

- Write words and captions to describe fireworks
- Create class information book about space (draw pictures & label them with words/captions)
- Draw and write descriptions of aliens
- Write Christmas cards to family & friends







### Possible writing/mark making activities:

- Write party invitations to a dragon ('Dear Dragon' book)
- Draw and label castle characters
- Write character descriptions Box up familiar story (create simple story maps – draw
- and label pictures) Write apology letters/notes (The Princess and the Dragon book)







### Possible writing/mark making activities:

- Draw and label own story plans/maps
- Write instructions
- Write descriptions of different settings
- Write descriptions of woodland animals/minibeasts (Class inf. book)
- 'Guess who I am' -Woodland animals/minibeasts- write simple clues



SNAIL TRAIL



Bright

creatures

pirate ship

pirate

treasure

own stories

clues

Possible writing/mark making activities: Write descriptions of sea

Draw, label and describe a

Write descriptions of pirate

Write descriptions of a

Create own pirate story

maps/ beginning to write

'Guess Who I am' – sea

creatures - write simple

Draw treasure maps and

write instructions













### Possible writing/mark

- Write descriptions of different geographical places ('The Journey' story
- Write postcards
- Write a recount of a local trip
- Draw/label 3D map of the
- Write simple stories
- new teacher

### Physical Development (Development Matters) Children in Reception will be learning to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor
- Develop the foundations of a handwriting style which is fast, accurate and efficient

### Literacy (Development Matters) Children in Reception will be learning to:

- Form lower-case and capital letters correctly
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.

### The Early Learning Goals

### Physical Development Fine Motor Skills ELG Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- · Begin to show accuracy and care when drawing

### **Literacy Writing ELG** Children at the expected level of development will:

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

# making activities:

- local area using directional language
- 'Incredible Me'- write short descriptions of ourselves for

#### Year 1



### Writing to Inform Labels, Lists and Captions

Covered in science and geography

Leave spaces between words

#### **Writing to Entertain Familiar Settings**

Alternative local area setting

- for Who's our new...? Sequence sentences to form
- short narratives Leave spaces between
- words Begin to join words and join clauses using 'and'
- Use capital letters at the beginning of sentences
- Begin to use capital letters for the names of people and places
- Use full stops
- Begin to use question marks





### Writing to Entertain Poetry

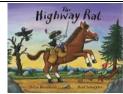
Animal rhyme, number rhymes/number bond rhyme

Join words using 'and'

### Writing to Inform

#### Recount

- Join words and join clauses using 'and'
- Use capital letters at the beginning of sentences
- Use full stops
- Use a capital letter for names of places, the days of the week, and the personal pronoun 'I'
- Sequence sentences to form short narratives



### Writing to Inform **Character Descriptions**

Wanted poster

- Use the prefix 'un'
- Join words and join clauses using 'and'
- Use question marks
- Begin to use exclamation marks

### Writing to Inform **Letter Writing**

Apology letter from Highway Rat

- Use the prefix 'un'
- Use 'ing' where no change is needed in the spelling of root words
- Use a capital letter for names of people and the personal pronoun 'I'



### **Writing to Entertain Traditional Tales/ Fairy Tales** Retelling and writing own tale

Use 'ed' where no change is needed in the spelling of root words

- Use capital letters at the beginning of sentences
- Use full stops
- Use a capital letter for the personal pronoun 'I'

### Writing to Inform Instructions

Use full stops

based on Three Little Pias

- (huffed/puffed/climbed)
- Sequence sentences to form short narratives
- Join words and join clauses using 'and' and begin to use other joining words
- Use guestion marks
- Use capital letters at the beginning of sentences
- Join words and join clauses

### WHERE THE WILD THINGS ARE



### **Writing to Entertain**

**Imaginary Setting Story and** Characters

Character description and

A new fantasy settings Story for Max

- Use 'ed' where no change is needed in the spelling of root words
- Sequence sentences to form short narratives
- Join words and join clauses using 'and' and other joining words
- Use exclamation marks
- Use a capital letter for names of people and places



### Writing to Inform **Glossaries and Information** Text

About animals

- Use the spelling rule for adding 's' or 'es' as the plural marker for nouns and the third person singular marker for verbs
- Use 'est' and 'er' where no change is needed in the spelling of root words
- Join words and join clauses using 'and' and other joining words
- Use question marks
- Use exclamation marks
- Use a capital letter for names of places and the personal pronoun 'I'

- Use phonic knowledge to spell words, spelling some correctly and making phonically-plausible attempts at other
- Spell some keywords
- Rehearse a sentence orally before writing it
- Compose and write sentences independently
- Re-read writing to check it makes sense
- Discuss writing with teacher or peers
- Read written work clearly so that it can be heard by others
- Use these terms when discussing their writing: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

#### Year 2



### Writing to Entertain Familiar Settings

Write a new giant story

- Add suffixes to spell longer words (including est)
- Write sentences with different forms: statements
- Use expanded noun phrases to describe and specify
- Use present and past tense mostly correctly and consistently
- Begin to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) correctly
- Use capital letters and full stops mostly correctly



### Writing to Inform Postcard

From Sunny (Fictional)

- Write statement, question and exclamation sentences
- Use present and past tense mostly correctly and consistently
- Use capital letters and full stops correctly
- Use question marks and exclamation marks appropriately
- Begin to spell contracted words with apostrophes
- Use subordination and coordination

### Information Text and Glossaries

African animals

- Write sentences with different forms: statement and question
- Use expanded noun phrases to describe and specify
- Use subordination and coordination correctly
- Use capital letters and full stops correctly



### Writing to Inform Recounts

Real: Class trip Fictional: Bob's day

- Add suffixes to spell longer words, including 'ment, 'ness, 'ful, 'less, 'ly
- Use expanded noun phrases
- Use past tense mostly correctly and consistently
- Use subordination and coordination correctly
- Use capital letters and full stops correctly
- Spell contracted words

### Writing to Inform Instructions

Flying potion

- Write sentences with different forms: command
- Use capital letters and full stops correctly



# Writing to Entertain Retelling and writing an alternative traditional tale

aximus

- Spell contracted words
- Write statement, question, exclamation and command sentences
- Use the present and past tenses correctly and consistently
- Use subordination and coordination correctly
- Begin to use commas in a list
- Use question marks and exclamation marks appropriately

# Writing to Inform Letter Writing or Wanted Poster

e.g. apology letter to the giant

- Write statement, question and exclamation sentences
- Use expanded noun phrases
- Use the present and past tenses correctly and consistently including the progressive form
- Use subordination and coordination correctly





Puffin

Wite: 4)

# Writing to Entertain Character Description

- Spell more contracted words
- Begin to use the possessive apostrophe (singular)
- Write statement, question and exclamation sentences
- Use expanded noun phrases
- Use subordination and coordination correctly
- Use commas in a list
- Use question marks and exclamation marks

### Writing to Inform Instructions

e.g. changing Mr Twit

- Write commands/questions
- Use expanded noun phrases

#### **Book Review**

- Use possessive apostrophe (singular)
- Add suffixes
- Write sentences with different forms
- Use expanded noun phrases
- Use subordination and coordination correctly



# Writing to Inform Narrative Diaries/Message in a Bottle

Dougal writing from Atlantis

#### Recount

Real: Seaside trip

- Use the possessive apostrophe (singular)
- Write sentences with different forms
- Use expanded noun phrases
- Use the present and past tenses correctly and consistently including the progressive form
- Use subordination and coordination correctly
- Use commas in a list

### Writing to Entertain Poetry

Pattern, rhyme & description

- Add suffixes to spell longer words, including 'ment, 'ness, 'ful, 'less, 'ly
- Use expanded noun phrases

- Plan writing by jotting down ideas and key vocabulary
- Make simple additions, revisions and corrections by evaluating writing with peers or teacher
- Reread writing to check it makes sense and that verbs have been used correctly
- Proofread writing to check for errors or to make improvements in spelling, grammar and punctuation independently or following a conversation with the teacher
- Read aloud written work, using appropriate intonation to make the meaning clear
- Use and understand the following terms when discussing writing: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or speech marks)

- Form lowercase letters of the correct size in most writing
- Use diagonal and horizontal strokes to join letters, understanding which are best left unjoined
- Write capital letters and digits correctly
- Use spacing between words correctly

#### Year 3



### Writing to Inform Letter

From boy in story to parents

- Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although
- Use conjunctions, adverbs and prepositions to express time and cause

### Historical Information Text

- Use headings and subheadings to organise texts in non-narrative writing
- Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although

### Writing to Entertain Acrostic Poem

- Discuss similar writing in order to understand and learn from its structure and vocabulary
- Build varied and rich vocabulary



## Writing to Inform Narrative Diary Entry

 Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although

 Use conjunctions, adverbs and prepositions to express time and cause

### Writing to Persuade Letter

e.g. reducing 'single use' plastic

- Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs instead of the simple past
- Begin to use paragraphs as a way to group related material



### Writing to Inform Recount of Myth

(Romulus and Remus)

#### and

### Writing Own Myth

(Based on Jupiter and the Bee)

- Extend the range of sentences with more than one clause by using a range of conjunctions
- Begin to use paragraphs as a way to group related material
- Create settings, characters and plots when writing narratives by learning from similar writing
- Use the present perfect form of verbs instead of the simple past
- Use conjunctions, adverbs and prepositions to express time and cause
- Begin to use inverted commas to punctuate direct speech
- Begin to use 'a' or 'an' correctly, according if the next word begins with a vowel or a consonant



## Writing to Entertain Mystery Story

Begin to use paragraphs

- Extend the range of sentences with more than one clause by using a range of conjunctions
- Use conjunctions, adverbs and prepositions to express time and cause
- Begin to use inverted commas to punctuate direct speech
- Create settings, characters and plots when writing narratives by learning from similar writing
- Use 'a' or 'an' correctly

### Writing to Inform Information Text

Brochure/information leaflet about Antarctica

- Use headings and subheadings to organise texts in non-narrative writing
- Extend the range of sentences with more than one clause by using a range of conjunctions
- Use the present perfect form of verbs in contrast to the past tense



## Writing to Entertain Traditional Tale

- Use paragraphs as a way to group related material
- Extend the range of sentences with more than one clause by using a range of conjunctions
- Use conjunctions, adverbs and prepositions to express time and cause
- Use inverted commas to punctuate direct speech
- Create settings, characters and plots when writing narratives
- Use 'a' or 'an' correctly, according if the next word begins with a vowel or a consonant



## Writing to Entertain Adventure Story

- Use paragraphs as a way to group related material
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use conjunctions, adverbs and prepositions to express time and cause
- Use and punctuate direct speech
- Create settings, characters and plots when writing narratives

#### **Cinquain Poem**

- e.g. describing characters or setting
- Discuss similar writing in order to understand and learn from its structure and vocabulary
- Build varied and rich vocabulary

- Plan writing by discussing similar writing in order to understand and learn from its structure and vocabulary/Plan writing by discussing and recording ideas
- Compose and rehearse sentences orally, building varied and rich vocabulary and an increasing range of sentence structures
- Evaluate and edit writing by assessing effectiveness
- Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions
- Proof-read for spelling errors and punctuation, including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly
- Read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Use and understand the following terms accurately and appropriately when discussing writing: determiner; pronoun, possessive pronoun; and adverbial

- Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters are best left unjoined
- Increase the legibility, consistency and quality of handwriting, e.g. by beginning to ensure the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so the ascenders and descenders of letters do not touch

#### Year 4



#### Writing to Entertain

From a character's perspective

- Organise paragraphs
- When creating settings, characters and plot consider the audience and purpose
- Use standard English forms for verb inflections
- Use a wider range of conjunctions
- Begin to use noun phrases expanded by the addition of modifying adjectives and nouns
- Use fronted adverbials
- Begin to use commas after fronted adverbials
- Begin to use apostrophes to mark plural possession
- Use inverted commas and begin to use other punctuation to indicate direct speech

### Writing to Entertain Poetry

Lemn Sisay – Let there be peace

 Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition



### Writing to Entertain

#### **Narrative**

After leaving the rainforest

- Organise paragraphs
- When creating settings, characters and plot consider the audience and purpose
- Use a wider range of conjunctions
- Begin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Begin to make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition
- Use commas after fronted adverbials
- Use apostrophes to mark plural possession
- Use inverted commas and other punctuation to indicate direct speech

# Writing to Persuade Persuasive letter about rainforests

- Organise paragraphs
- Use a wider range of conjunctions
- Use commas after fronted adverbials
- Use apostrophes to mark plural possession



# Writing to inform Informal Letter from Character/ Diary Entry

#### Vanishing glass

- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Use commas after fronted adverbials
- Use apostrophes to mark plural possession

#### Formal Letter

Complaint from Mr Dursley to Dumbledore – The Letters

#### from No-one

- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition
- Use commas after fronted adverbials
- Use apostrophes to mark plural possession
- Use standard English forms for verb inflections instead of local spoken forms



## Writing to Entertain Retelling of battle

Narrative

- Organise paragraphs around a theme
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Use commas after fronted adverbials
- Use inverted commas and other punctuation correctly and consistently to indicate direct speech

### Writing to inform Letter Writing

### Letter from father to son asking when returning

- Organise paragraphs around a theme
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Make the appropriate choice of noun or pronoun to aid cohesion and avoid repetition
- Use commas after fronted adverbials correctly



## Writing to inform Non-chronological report

- Use simple organisational devices in non-narrative writing
- Organise paragraphs around a theme
- Extend the range of sentences with more than one clause by using a wider range of conjunctions

#### Instructions

- Use commas after fronted adverbials correctly
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Use apostrophes to mark plural possession





## Writing to Inform Recount

- Organise paragraphs around a theme
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Use standard English forms for verb inflections instead of local spoken forms
- Use commas after fronted adverbials correctly

#### **Biography**

e.g. character from John Lewis advert

- Organise paragraphs around a theme
- Extend the range of sentences with more than one clause by using a wider range of conjunctions
- Use apostrophes to mark plural possession
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases

- Plan writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar/Plan writing by discussing and recording ideas
- Compose and rehearse sentences orally (including dialogue), building varied and rich vocabulary and an increasing range of sentence structures
- Evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements
- Evaluate and edit writing by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials
- Confidently read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- Use and understand the following terms accurately and appropriately when discussing writing: determiner; pronoun, possessive pronoun; and adverbial

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined
- Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

#### Year 5

### Writing to Inform Letter writing

- Select appropriate grammar and vocabulary
- Use devices to build cohesion across paragraphs, e.g. then, after that, firstly
- Link ideas across paragraphs using adverbials of time, place, number or tense
- Use different verb forms, with consideration for audience and purpose
- Use relative clauses beginning with who, which, where, when, whose, that,
- Indicate degrees of possibility using adverbs

## Writing to Entertain Poetry

- Select appropriate grammar and vocabulary
- Use expanded noun phrases to express information concisely



## Writing to Entertain Myths and Legends

British

- Use devices to build cohesion across and within a paragraph
- Link ideas across paragraphs using adverbials of time, place, number or tense choices
- Describe settings, characters and atmosphere
- Write longer paragraphs
- Use expanded noun phrases to express information concisely

### Writing to Persuade Report

Was Robin Hood a villain or hero?

- Link ideas across paragraphs using adverbials of time, place, number or tense, e.g. secondly
- Use further organisational and presentational devices e.g. headings, bullet points, underlining
- Indicate degrees of possibility using adverbs or modal verbs
- Use relative clauses



### Writing to Entertain Retelling a Greek Myth

- Link ideas across paragraphs using adverbials of time, place, number or tense
- Use devices to build cohesion within and across sentences and paragraphs
- Describe settings, characters and atmosphere and begin to integrate dialogue to convey character
- Use expanded noun phrases to express information concisely

## Writing to Inform Job Description/Advert

- Use different verb forms, mostly accurate with consideration for audience and purpose
- Indicate degrees of possibility using adverbs, e.g. perhaps, surely or modal verbs, e.g. might, should, will, must
- Use brackets to indicate parenthesis
- Use commas to clarify meaning or avoid ambiguity



## Writing to Inform First Person Recount

- Use devices to build cohesion within and across sentences and paragraphs
- Link ideas across paragraphs
- Use expanded noun phrases to express information concisely
- Ensure correct use of tense
- Use relative clauses
- Use brackets, dashes or commas to indicate parenthesis

### Writing to persuade Persuasive report

Shark finning

- Use different verb forms, mostly accurate with consideration for audience and purpose
- Indicate degrees of possibility using adverbs or modal verbs
- Use relative clauses or an omitted relative pronoun
- Use further organisational and presentational devices
- Use commas to clarify meaning or avoid ambiguity



# Writing to Entertain Mystery and Suspense Story

- Use expanded noun phrases to express information concisely
- Select appropriate grammar and vocabulary
- Link ideas across paragraphs using adverbials of time, place, number or tense
- Use devices to build cohesion within and across sentences and paragraphs
- Describe settings, characters and atmosphere and integrate dialogue to convey character

# Writing to Inform Biography Link to science topic

Use further organisational and presentational devices e.g. headings, bullet points, underlining

- Use commas to clarify meaning or avoid ambiguity
- Use brackets, dashes or commas to indicate parenthesis



#### **Writing to Entertain**

- Write longer paragraphs
- Use expanded noun phrases to express information concisely
- Select appropriate grammar and vocabulary
- Link ideas across paragraphs using adverbials of time, place, number or tense
- Use devices to build cohesion within and across sentences and paragraphs
- Describe settings, characters and atmosphere and integrate dialogue to convey character
- Use commas to clarify meaning or avoid ambiguity

- Plan writing by identifying the audience and purpose and using other similar writing as models
- Plan writing by noting and developing initial ideas, drawing on reading where necessary/Plan narrative writing by considering how authors have developed settings and characters
- Assess the effectiveness of own and others' writing
- Edit vocabulary, grammar and punctuation to enhance effects and clarify meaning in writing
- Evaluate and edit writing to ensure mostly correct use of tense/Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech/writing
- Proof-read for age-appropriate spelling and punctuation errors
- Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear
- Use and understand the following terms accurately and appropriately when discussing writing: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity

### Handwriting and Presentation

· Write increasingly legibly, fluently and with increasing speed through deciding whether or not to join specific letters

#### Year 6



# Writing to Inform Missing Person's Report and

### **Diary entry**

- Select appropriate grammar and vocabulary, understanding how some choices can enhance meaning
- Use the passive to affect the presentation of information in a sentence
- Use expanded noun phrases to express complicated information concisely
- Link ideas within and across paragraphs using a range of cohesive devices
- Understand the difference between structures typical of informal speech or writing and those appropriate for formal

## Writing to Discuss Balanced argument

- Exercise secure control over use of formal grammar/vocabulary
- Use layout devices to structure writing (headings, subheadings, bullet points)



## Writing to Inform Biography

- Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables
- Exercise secure and conscious control over use of formal grammar and vocabulary
- Link ideas within and across paragraphs using a wider range of cohesive devices

### Writing to Entertain Poetry

War poem

- Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning
- Use expanded noun phrases to express complicated information concisely



# Machett Andrew Service Service

### Writing to Entertain Narrative

Retelling Macbeth

- Describe settings, characters and atmosphere in narratives
- Integrate dialogue to convey character/advance action
- Understand how words are related by meaning as synonyms and antonyms
- Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections and ellipsis)

### Writing to Inform Letter

Problem from a character's perspective in Macbeth

- Use the passive to affect the presentation of information in a sentence, e.g. I broke the window/The window was broken (by me)
- Select appropriate grammar and vocab, understanding how choices change/ enhance meaning



# Writing to Persuade Persuasive speech

Who is the guiltiest in Macbeth?

- Exercise secure & conscious control over use of formal grammar and vocabulary
- Link ideas across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections and ellipsis)

# Writing to Inform Non-chronological report Mythical creature, e.a. giant

Use organisational and presentational devices to structure text and to guide the reader

- Use semi-colons, colons and dashes
- Use a colon to introduce a list and semi-colons within a list
- Understand how hyphens can be used to avoid ambiguity, e.g. man eating shark/man-eating shark



### Writing to Entertain Extended narrative

- Link ideas across paragraphs using a wider range of cohesive devices
- Describe settings, characters and atmosphere
- Integrate dialogue to convey character and advance the action
- Use the perfect form of verbs to mark relationships of time and cause

# Writing to Entertain Descriptive writing

Literacy Shed

- Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning
- Use semi-colons, colons and dashes
- Understand how hyphens can be used to avoid ambiguity
- Understand how words are related by meaning as synonyms and antonyms



## Writing to Inform Instructional writing

- Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables
- Use semi-colons, colons and dashes
- Use a colon to introduce a list and semi-colons within a list

Plan writing by identifying the audience and purpose and effectively selecting the appropriate form/Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing

- Plan writing by noting and developing initial ideas, drawing on reading and research where necessary/Plan narrative writing through reasoned consideration of how authors have developed characters and settings independently on reading
- Assess the effectiveness of own and others' writing with reasoning
- Edit writing with reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proof-read for age-appropriate spelling and punctuation errors
- Ensure consistent and correct use of tense throughout a piece of writing when editing /Edit to ensure correct subject and verb agreement when using singular and plural
- · Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear
- Use and understand the following terms: subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

### **Handwriting and Presentation**

- · Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined
- Write legibly, fluently and with increased speed by choosing the writing implement that is best suited for a task