

# EYFS Writing Overview 2024 – 2025

Term	Area of literacy	What will this look like?
<b>Autumn</b>	<p>A baseline will be created for each child's writing ability giving us a clear starting point. Lots of provision will be provided to strengthen children's muscles and improve fine and gross motor skills. Children will begin to participate in daily Read Write Inc sessions developing their phonics skills.</p> <p>Outside of phonics, there will be plenty of opportunities provided to mark make with a range of media and materials for children to gain confidence.</p> <p>As children move towards the end of this term they will grow confident in writing their own names and have improved fine motor skills leading to clearer letter formation and increased phonetical knowledge allowing them to begin to create words and phrases.</p>	<ul style="list-style-type: none"> <li>Fine and gross motor skills exercises</li> <li>Children will start their journey with Read Write Inc.</li> <li>Within provision opportunities to mark make with different resources</li> <li>Labelling</li> <li>Regular practice of name writing</li> <li>Begin to consider letter formation</li> </ul> <p><b>*Why do we like Autumn?</b>  <b>*What did the elves do?</b>  <b>*Letter to Father Christmas</b></p>
<b>Spring</b>	<p>Children's knowledge of phonics will now be developing as will their strength and co-ordination. At this point they will be able to make real sense of their phonics skills, and give meaning to the words and phrases they are attempting to create.</p> <p>Children will be rehearsing small phrases orally before attempting to write these in a range of contexts both in provision and targeted sessions.</p>	<ul style="list-style-type: none"> <li>Children will continue their journey with Read Write Inc.</li> <li>Opportunities within the provision to write with raised expectations of this being accessed.</li> <li>Caption writing</li> <li>Developing and understanding of simple sentence writing</li> <li>Applying phonics skills with growing consistency</li> </ul> <p><b>*Letter to a friend (posted)</b>  <b>*Fairytale day 'police' report</b>  <b>*Trip to Bourne recount</b></p>
<b>Summer</b>	<p>At this point children will be far more confident with phonics, enabling them to blend with increased success. Their stamina would have also increased allowing them to begin to experiment with longer phrases and sentences. Their understanding about writing for a purpose will also become greater.</p>	<ul style="list-style-type: none"> <li>Children will continue their journey with Read Write Inc.</li> <li>Opportunities within the provision will allow themselves to start to write longer captions or sentences</li> <li>The application of phonics skills will become more accurate</li> <li>Letter formation will become more consistent</li> </ul> <p><b>*Retelling the story of Noah's Ark or Creation Story</b>  <b>*Recount of trip to Hunstanton</b>  <b>*Instructions on how to make a sandcastle</b>  <b>*Best bits of the year</b></p>

**\*Agreed opportunities for focussed extended independent writing**

KSI					
Term	Genre & Stimulus	Outcome	Purpose & Audience	Features	
				Year 1	Year 2
Autumn	<u>Narrative</u>  Three little pigs	Children will write their own adapted version of The three little pigs	<b>To entertain</b>  Children will share their adapted fairy tales with Jeffers Class	<ul style="list-style-type: none"> <li>Beginning or end of narrative signalled e.g. one day</li> <li>Ideas grouped together for similarity.</li> <li>Attempts at third person writing. e.g. The wolf was hiding.</li> <li>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was...</li> <li>Year 1 ambitious vocabulary used</li> <li>Range of emotion words used e.g. sad, angry, cross</li> <li>Pronouns: I, she, he, they.</li> <li>Conjunctions: and, but, then, or, this</li> <li>Time connectives: first, then, next</li> <li>Begin to use exclamation marks.</li> <li>Capital letters for start of sentence, names, personal pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences organised chronologically indicated by time related words e.g. finally</li> <li>Divisions in narrative may be marked by sections/paragraphs</li> <li>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</li> <li>Speech-like expressions in dialogue e.g. Chill out!</li> <li>Use simple adverbs e.g. quickly, slowly.</li> <li>Use simple noun phrases e.g. massive field</li> <li>Use exclamation marks correctly. Use capital letters correctly.</li> </ul>
	<u>Recount</u>  The Twits Roald Dahl	Children will write from the perspective of Mr or Mrs Twit explaining an incident	<b>To explain</b>  Children will share their recount with a peer	<ul style="list-style-type: none"> <li>Ideas grouped together in time sequence.</li> <li>Written in first person.</li> <li>Written in the past tense.</li> <li>Focused on individual or group participants e.g. I, we</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written in the past tense e.g. I went... I saw...</li> <li>Main ideas organised in groups.</li> <li>Ideas organized in chronological order using connectives that signal time.</li> <li>Subordination – when, if, that, because Coordination – or, and, but.</li> </ul>
	<u>Non-Chronological report</u>  Buildings old and new	Using their knowledge developed from geography and history sessions children will chose types of buildings and write a non-chronological report about how they have changed over time	<b>To inform</b>  All children's text will be put into a book to go into the library and shared with the rest of the school	<ul style="list-style-type: none"> <li>Ideas grouped together for similarity.</li> <li>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</li> <li>Main ideas organized in groups.</li> <li>Use simple noun phrases e.g. large tiger</li> <li>Correct and consistent use of past and present tense.</li> <li>Commas used to separate items in a list</li> </ul>
Spring	<u>Narrative</u>  Noah's Ark	Children will write their own adaptation of Noah's Ark	<b>To entertain</b>  Children will share their stories with parents.	<ul style="list-style-type: none"> <li>Beginning or end of narrative signalled e.g. one day</li> <li>Ideas grouped together for similarity.</li> <li>Attempts at first person writing.</li> <li>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>Year 1 ambitious vocabulary used</li> <li>Range of emotion words used e.g. sad, angry, cross</li> <li>Pronouns: I, she, he, they.</li> <li>Conjunctions: and, but, then, or, this</li> <li>Time connectives: first, then, next</li> <li>Use exclamation marks.</li> <li>Capital letters for start of sentence, names, personal pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences organised chronologically indicated by time related words e.g. finally</li> <li>Divisions in narrative may be marked by sections/paragraphs</li> <li>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</li> <li>Speech-like expressions in dialogue e.g. Chill out!</li> <li>Use simple adverbs e.g. quickly, slowly.</li> <li>Use simple noun phrases e.g. massive field</li> <li>Use exclamation marks correctly. Use capital letters correctly.</li> </ul>

\*This document shows the areas of writing that will be taught and produced throughout the year, there is however many other opportunities to apply and develop these skills throughout the curriculum that are not shown on this document

	<b><u>Recount</u></b> Great Fire of London	Children will write a recount from the perspective of an onlooker about the Great Fire of London	<b><u>To explain</u></b> Children will share their writing with parents following their class assembly	<ul style="list-style-type: none"> <li>Ideas grouped together in time sequence.</li> <li>Written in first person.</li> <li>Written in the past tense.</li> <li>Focused on individual or group participants e.g. I, we</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Written in the past tense e.g. I went... I saw...</li> <li>Main ideas organised in groups.</li> <li>Ideas organized in chronological order using connectives that signal time.</li> <li>Subordination – when, if, that, because Coordination – or, and, but.</li> </ul>
	<b><u>Instructions</u></b> Weather collection	Children will write instructions on how to make a rain gauge	<b><u>To explain</u></b> Instructions will be given to Jeffers Class to follow who will make the rain gauges	<ul style="list-style-type: none"> <li>Ideas grouped in sentences in time sequence.</li> <li>Written in the imperative e.g. sift the flour.</li> <li>Use of numbers or bullet points to signal order.</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>Imperative verbs start sentences e.g. spread, slice, cut.</li> </ul>	<ul style="list-style-type: none"> <li>A goal is outlined – a statement about what is to be achieved.</li> <li>Written in sequenced steps to achieve the goal.</li> <li>Diagrams and illustrations are used to make the process clearer.</li> <li>Imperative verbs are used to begin sentences.</li> <li>Use simple adverbs e.g. slowly, quickly.</li> </ul> <p>Use simple noun phrases e.g. long stick</p>
Summer	<b><u>Poetry</u></b> Four Seasons – Cecil Frances Alexander	Children will write their own poems about the 4 seasons	<b><u>To entertain</u></b> Children will carry out a poetry recital with Morpurgo and Blackman Class	<ul style="list-style-type: none"> <li>Awareness of alliteration displayed</li> <li>Senses have been considered</li> <li>Some awareness of ‘lines’</li> </ul>	<ul style="list-style-type: none"> <li>Alliteration used to add desired effect</li> <li>Senses have been selected and described effectively</li> <li>A clear understanding of ‘lines’ shown (inc. the grammatical concept of not needing full sentences)</li> </ul>
	<b><u>Narrative</u></b> Lost and Found – Oliver Jeffers	Children will write their own version of Lost and Found	<b><u>To entertain</u></b> Children stories will be made into a book which will go into the library to be shared	<ul style="list-style-type: none"> <li>Beginning or end of narrative signalled e.g. one day</li> <li>Ideas grouped together for similarity.</li> <li>Attempts at third person writing. e.g. The wolf was hiding.</li> <li>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> <li>Year 1 ambitious vocabulary used</li> <li>Range of emotion words used e.g. sad, angry, cross</li> <li>Pronouns: I, she, he, they.</li> <li>Conjunctions: and, but, then, or, this</li> <li>Time connectives: first, then, next</li> <li>Use exclamation marks.</li> <li>Capital letters for start of sentence, names, personal pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Sentences organised chronologically indicated by time related words e.g. finally</li> <li>Divisions in narrative may be marked by sections/paragraphs</li> <li>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</li> <li>Speech-like expressions in dialogue e.g. Chill out!</li> <li>Use simple adverbs e.g. quickly, slowly.</li> <li>Use simple noun phrases e.g. massive field</li> <li>Use exclamation marks correctly. Use capital letters correctly.</li> </ul>
	<b><u>Non Chronological report</u></b> Linked to Journeys theme	Children will write a non-chronological report about a journey that has been undertaken using their knowledge developed through the wider curriculum	<b><u>To inform</u></b> Children will use their text to teach a member of Blackman Class about a journey that was made	<ul style="list-style-type: none"> <li>Ideas grouped together for similarity.</li> <li>Written in the appropriate tense. e.g. Sparrow’s nest... Dinosaurs were...</li> <li>Simple connectives are used to construct simple sentences e.g. and, but, then, so.</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction.</li> <li>Written in the appropriate tense. e.g. Sparrow’s nest... Dinosaurs were... .</li> <li>Main ideas organized in groups.</li> <li>Use simple noun phrases e.g. large tiger</li> <li>Correct and consistent use of past and present tense.</li> <li>Commas used to separate items in a list</li> </ul>
	<b><u>Letter Writing</u></b> Transition	Children will write to Jeffers Class explaining about Dahl Class	<b><u>To inform</u></b> Letters will be shared with Jeffers Class	<ul style="list-style-type: none"> <li>Ideas grouped in sentences in time sequence.</li> <li>Sentences using simple pronouns</li> <li>Letters use simple conjunctions</li> <li>Capital letters for start of sentence, names, personal pronouns</li> <li>Full stops used accurately</li> <li>Use noun phrases and ambitious adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Brief introduction and conclusion.</li> <li>Main ideas organized in groups.</li> <li>Subject/verb sentences e.g. I think... We want...</li> <li>Some modal verbs introduced e.g. would, could, should.</li> <li>Use simple adverbs e.g. yesterday, today.</li> <li>Use simple noun phrases e.g. red shoes</li> <li>Use question marks correctly.</li> <li>Use exclamation marks correctly.</li> </ul>

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LKS2					
Term	Genre & Stimulus	Outcome	Purpose & Audience	Year 3	Year 4
Autumn	<u>Diary</u>  Kensuke's Kingdom – Michael Morpurgo	Children will write a diary entry from the perspective of Michael	<u>To inform</u>  Children will share their diary entries with their peers	<ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Organised into paragraphs shaped around key events.</li> <li>A closing statement to summarise the overall impact.</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Tense consistent</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between sentences help to navigate the reader from one idea to the next.</li> <li>Paragraphs organized correctly around key events.</li> <li>Elaboration is used to reveal the writer's emotions and responses</li> <li>Variation in sentence structures e.g. While we watched the sea lion show...</li> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often</li> <li>Sentences build from a general idea to more specific.</li> <li>Use emotive language to show personal response</li> </ul>
	<u>Narrative</u>  Kensuke's Kingdom – Michael Morpurgo	Children will predict the following chapter and write in the style of Morpurgo	<u>To entertain</u>  Children will share with Blackman Class	<ul style="list-style-type: none"> <li>Time and place are referenced to guide the reader through the text</li> <li>Organised into paragraphs</li> <li>Cohesion is strengthened through relationships between characters mother, her</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using because, which, where etc.</li> <li>Tense consistent</li> <li>Dialogue is realistic and conversational in style</li> <li>Verbs used are specific for action</li> <li>Adverbials</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly to build up to key event</li> <li>Repetition avoided through using different sentence structures and ellipsis</li> <li>Variation in sentence structures</li> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often or add subtlety of meaning</li> <li>Tense changes appropriate; verbs may refer to continuous action</li> </ul>
	<u>Instructions</u>  Farther – Graham Baker	Children will write instructions explaining 'how to fly'.	<u>To explain</u>  Children from Dahl Class will receive the instructions and use them to make 'wings' in Outdoor Education	<ul style="list-style-type: none"> <li>Each area clearly identified.</li> <li>Organised into clear points denoted by time.</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Sentences include precautionary advice</li> <li>Informal</li> <li>tips/suggestions are included to heighten the engagement.</li> <li>Variation in sentence structures</li> <li>Include adverbs to show how often</li> </ul>
Spring	<u>Explanation Text</u>  Sound – linked to science theme	Children will write an explanation text about how we hear	<u>To explain</u>  Children will use their explanation texts to teach Jeffers Class how we hear	<ul style="list-style-type: none"> <li>Clear introduction</li> <li>Technical vocabulary being used</li> <li>Some complex sentences</li> <li>Organised into clear sections</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion</li> <li>Links between sentences</li> <li>Information organised</li> <li>Sentences build from a general idea to more specific.</li> </ul>
	<u>Non- Chronological report</u>  War of the Roses	Children will write a non-chronological report about the War of the Roses	<u>To inform</u>  Children will share their non-chronological reports with their adults following their class assembly sharing their learning about the War of the Roses	<ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Sections shaped around a key topic sentence.</li> <li>Use of sub-headings.</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Tense consistent</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between sentences help to navigate the reader from one idea to the next.</li> <li>Sections organised correctly into key ideas.</li> <li>Sub-headings are used to organise information</li> <li>Variation in sentence structures</li> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often</li> <li>Sentences build from a general idea to more specific.</li> <li>Use technical vocabulary to show the reader the writer's expertise.</li> </ul>
	<u>Narrative</u>  War of the Roses	Children will write a time slip, taking them back to the War of the Roses and then back to modern day	<u>To entertain</u>  Children will share their non-chronological reports with their adults following their class assembly sharing their learning about the War of the Roses	<ul style="list-style-type: none"> <li>Time and place are referenced to guide the reader through the text</li> <li>Organised into paragraphs</li> <li>Cohesion is strengthened through relationships between characters</li> <li>Simple sentences with extra description.</li> </ul>	<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly to build up to key event</li> <li>Repetition avoided through using different sentence structures and ellipsis</li> <li>Variation in sentence structures</li> </ul>

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				<ul style="list-style-type: none"> <li>Some complex sentences using because, which, where etc.</li> <li>Tense consistent</li> <li>Dialogue is realistic and conversational in style</li> <li>Verbs used are specific for action</li> <li>Adverbials</li> <li>Expanded noun phrases</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often or add subtlety of meaning</li> </ul> <p>Tense changes appropriate; verbs may refer to continuous action</p>
	<p><b>Poetry</b></p> <p>The lost words – anthology</p>	Children will write their own free verse poems about a personal interest	<p><b>To entertain</b></p> <p>Children will perform their poems to Blackman Class</p>	<ul style="list-style-type: none"> <li>Repetition (text)</li> <li>Similes used</li> <li>Syllable pattern to be considered</li> </ul>	<ul style="list-style-type: none"> <li>Repetition (text and rhythm)</li> <li>Metaphors used</li> <li>Similes used to add effect</li> <li>Onomatopoeia used</li> </ul>
Summer	<p><b>Narrative</b></p> <p>The enchanted wood – Enid Blyton</p>	Children will write their own ‘fairy tale’ taking inspiration from The Enchanted Wood	<p><b>To entertain</b></p> <p>Children will share their stories with Jeffers Class</p>	<ul style="list-style-type: none"> <li>Time and place are referenced to guide the reader through the text</li> <li>Organised into paragraphs</li> <li>Cohesion is strengthened through relationships between characters</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using because, which, where etc.</li> <li>Tense consistent</li> <li>Dialogue is realistic and conversational in style</li> <li>Verbs used are specific for action</li> <li>Adverbials</li> <li>Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>Link between opening and resolution</li> <li>Links between sentences help to navigate the reader from one idea to the next</li> <li>Paragraphs organised correctly to build up to key event</li> <li>Repetition avoided through using different sentence structures and ellipsis</li> <li>Variation in sentence structures</li> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often or add subtlety of meaning</li> <li>Tense changes appropriate; verbs may refer to continuous action</li> </ul>
	<p><b>Newspaper Report</b></p> <p>The enchanted wood – Enid Blyton</p>	Children will write a newspaper report capturing an event from The Enchanted Wood	<p><b>To inform</b></p> <p>Children will publish their newspaper reports which will then be shared alongside The Enchanted Wood when the cycle repeats.</p>	<ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Points about the visit/issue</li> <li>Organised into paragraphs denoted by time/place.</li> <li>Topic sentences. Some newspaper layout features included.</li> <li>A bold eye-catching headline.</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Tense consistent</li> <li>Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader.</li> <li>Paragraphs organised correctly into key ideas.</li> <li>All newspaper layout features included.</li> <li>Bold eye-catching headline which includes alliteration.</li> <li>Variation in sentence structures</li> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often</li> </ul>
	<p><b>Persuasive Text</b></p> <p>Transition</p>		<p><b>To persuade</b></p>	<ul style="list-style-type: none"> <li>Clear introduction.</li> <li>Points about subject/issue</li> <li>Organised into paragraphs</li> <li>Simple sentences with extra description.</li> <li>Some complex sentences using when, if, as etc.</li> <li>Tense consistent</li> <li>Adverbials</li> <li>Start sentences with verbs</li> </ul>	<ul style="list-style-type: none"> <li>Clear introduction and conclusion.</li> <li>Links between key ideas in the letter.</li> <li>Paragraphs organised correctly into key ideas.</li> <li>Subheading</li> <li>Topic sentences</li> <li>Variation in sentence structures</li> <li>Use embedded/relative clauses</li> <li>Include adverbs to show how often</li> <li>More complicated rhetorical questions</li> </ul>



UKS2					
Term	Genre & Stimulus	Outcome	Purpose & Audience	Features	
				Year 5	Year 6
Autumn	<b>Biography</b> Ghandi	Children will chose a person who has inspired them, carry out research and write a biography about them.	<b>To inform</b>  Children will use their biographies to teach a member of Morpurgo Class about their chosen person	<ul style="list-style-type: none"> <li>Developed introduction and conclusion including elaborated personal response.</li> <li>Description of events are detailed and engaging.</li> <li>The information is organised chronologically with clear signals to the reader about time, place and personal response.</li> <li>Purpose of the recount an experience revealing the writer's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials use to clarify writer's position e.g. As a consequence of their actions</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>Complex noun phrases used to add detail e.g. The fragile eggs are slowly removed from the large mother hen</li> </ul>
	<b>Narrative</b> Thief – Mallory Blackman	Children will predict and write the next chapter from the book 'Thief' in the style of Mallory Blackman	<b>To entertain</b>  Completed chapters will be put together and shared with the future Blackman Class who will read them and consider which they believe will be closest to the real story	<ul style="list-style-type: none"> <li>Opening and resolution shape the story</li> <li>Structural features of narrative are included</li> <li>Paragraphs varied in length and structure.</li> <li>Pronouns used to hide the doer of the action</li> <li>Sentence length varied</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> <li>Embedded subordinate clauses are used for economy or emphasis</li> <li>Figurative language used to build description (sometimes clichéd)</li> <li>Repetition is used for effect e.g. the boys ran and ran until they could run no more.</li> </ul>	<ul style="list-style-type: none"> <li>The story is well constructed and raises intrigue.</li> <li>Dialogue is used to move the action on who heighten empathy for central character</li> <li>Deliberate ambiguity is set up in the mind of the reader until later in the text</li> <li>Viewpoint is well controlled and precise</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>Figurative language used to build up description</li> <li>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</li> <li>Prepositional phrases used cleverly.</li> </ul>
	<b>Instructions</b> Cogheart – Peter Bunzl	Children will create their own invention that would improve our world and write instructions on how to operate it.	<b>To inform</b>  All instructions will be published and put into a book that will be shared in the library. 'Inventions that <b>could</b> change the world'	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite</li> <li>Choose appropriate adjectives</li> <li>Use appropriate punction such as colons and brackets</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...</li> <li>Complex noun phrases used to add detail e.g. The golden pastry can be decorated with smaller pastry petals.</li> <li>Prepositional phrases used cleverly e.g. In the event of overcooking...</li> <li>Use a range of punctuation accurately</li> </ul>
	<b>Persuasive Writing</b> Cogheart – Peter Bunzl	Children will produce a piece of writing persuading the reader that their invention will benefit the world we live in	<b>To persuade</b>  The published piece will go alongside their instructions in the book mentioned above 'Inventions that <b>could</b> change the world'	<ul style="list-style-type: none"> <li>Arguments are well constructed that answer the reader's questions.</li> <li>The writer understands the impact or the emotive language and thinks about the response.</li> <li>Information is prioritised according to the writer's point of view.</li> <li>Verb forms are controlled and precise</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>Complex noun phrases used to add detail</li> <li>Prepositional phrases used cleverly.</li> </ul>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>Paragraphs developed with prioritised information.</li> <li>View point is transparent for reader.</li> <li>Emotive language used throughout to engage the reader</li> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> <li>Complex sentences.</li> <li>Persuasive statement are used to change the readers opinion.</li> </ul>
	<b>Poetry</b>  Twas the Night Before Christmas – Clement Clark Moore	Children will write their own version of Twas the Night Before Christmas with details of their own personal Christmas Eve experiences	<b>To entertain</b>  These will be shared with parents at the final Carol Concert before Christmas	<ul style="list-style-type: none"> <li>Rhyme used</li> <li>Structure selected for a purpose</li> <li>Repetition</li> <li>Vocabulary choice</li> <li>Hyperbole</li> </ul>	<ul style="list-style-type: none"> <li>As year 5 but all aspects have been explored and used with purpose and intent</li> </ul>
Spring	<b>Narrative</b>  Serious of unfortunate events – Bad Beginnings – Lemony Snicket	Children will write their own opening chapters based on the style of Bad Beginnings. In these chapters we will be introduced to their	<b>To entertain</b>  Children will share their narratives with a classmate	<ul style="list-style-type: none"> <li>Opening and resolution shape the story</li> <li>Structural features of narrative are included</li> <li>Paragraphs varied in length and structure.</li> <li>Pronouns used to hide the doer of the action</li> <li>Sentence length varied</li> </ul>	<ul style="list-style-type: none"> <li>The story is well constructed and raises intrigue.</li> <li>Dialogue is used to move the action on who heighten empathy for central character</li> <li>Deliberate ambiguity is set up in the mind of the reader until later in the text</li> </ul>

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		characters and find out what has happened to their parents.		<ul style="list-style-type: none"> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> <li>Embedded subordinate clauses are used for economy or emphasis</li> <li>Figurative language used to build description (sometimes clichéd)</li> <li>Repetition is used for effect</li> </ul>	<ul style="list-style-type: none"> <li>Viewpoint is well controlled and precise</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>Figurative language used to build up description</li> <li>Complex noun phrases used to add detail e.g. The distinctive sapphire ring is slowly removed from her slender hand.</li> <li>Prepositional phrases used cleverly.</li> </ul>
	<b>Explanation</b>  Science – forces	Children will create their own explanation text explaining how forces impact us life on Earth and beyond.	<b>To explain</b>  Children will share their explanation texts with children in Morpurgo Class where they will use them to explain the impact of forces.	<ul style="list-style-type: none"> <li>Sentence length varied e.g short/long.</li> <li>Wide range of subordinate connectives e.g. whilst, until, despite</li> <li>Choose appropriate adjectives</li> <li>Use appropriate punctuation such as colons and brackets</li> </ul>	<ul style="list-style-type: none"> <li>Fronted adverbials use to clarify writers position e.g. If the temperature gets too high...</li> <li>Complex noun phrases used to add detail e.g. The raising temperature can cause gas to condense.</li> <li>Use a range of punctuation accurately</li> </ul>
	<b>Balanced Argument</b>  Survivors – David Long & Kerry Hyndman	Children will chose a story from the book 'Survivors' and will create a formal balanced argument exploring who was at fault for the incident	<b>To inform</b>  Children's arguments will be placed in a resource folder along with the original text, when the text is studied again children will use these as a discussion point.	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the argument or leaflet layout features.</li> <li>Paragraphs developed with prioritised information.</li> <li>Both view points are transparent for reader.</li> <li>Emotive language used throughout to engage the reader.</li> <li>Sentence length varied</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Persuasive statements are used</li> </ul>	<ul style="list-style-type: none"> <li>Arguments are well constructed that answer the reader's questions.</li> <li>The writer understands the impact or the emotive language and thinks about the response.</li> <li>Information is prioritised and clear.</li> <li>Verb forms are controlled and precise</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>Complex noun phrases used to add detail</li> <li>Prepositional phrases used cleverly.</li> </ul>
	<b>Non-Chronological report</b>  Survivors – David Long & Kerry Hyndman	Children will chose a story from the book 'Survivors' and will publish a non-chronological report about this.	<b>To explain</b>  Children's published pieces will be shared with parents as children have the opportunity to share these face to face	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the layout features.</li> <li>Description of the phenomenon is technical and accurate.</li> <li>Generalized sentences are used to categorise and sort information for the reader</li> <li>Purpose of the report is to inform the reader and to describe the way things are.</li> <li>Formal and technical language used throughout to engage the reader</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>The report is well constructed and answers the reader's questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>Verb forms are controlled and precise e.g. It would be regrettable if the wild life funds come to an end.</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials use to clarify writers position</li> <li>Complex noun phrases used to add detail</li> <li>Prepositional phrases used cleverly.</li> </ul>
<b>Summer</b>	<b>Diary</b>  A Glasshouse made of stars – Shirley Marr	Children will produce a diary entry from the point of view of Meixing Lim	<b>To inform</b>  Children will share their diary entries with a peer using them to discuss the emotions that Meixing would have felt	<ul style="list-style-type: none"> <li>Developed introduction and conclusion including elaborated personal response.</li> <li>Description of events are detailed and engaging.</li> <li>The information is organized chronologically with clear signals to the reader about time, place and personal response.</li> <li>Purpose of the recount an experience revealing the writer's perspective.</li> <li>Sentence length varied</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>The recount is well constructed and answers the readers questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritized according to importance and a frame of response set up for the reply.</li> <li>Verb forms are controlled and precise</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials use to clarify writers position</li> <li>Complex noun phrases used to add</li> <li>Prepositional phrases used cleverly.</li> </ul>
	<b>Narrative</b>  A Glasshouse made of stars – Shirley Marr	Children will create their own narrative exploring a child immigrating from one country to another	<b>To entertain</b>  Children will read each other's narratives where they will create a mind map of the characters emotions before sharing this with	<ul style="list-style-type: none"> <li>Opening and resolution shape the story</li> <li>Structural features of narrative are included</li> <li>Paragraphs varied in length and structure.</li> <li>Pronouns used to hide the doer of the action</li> <li>Sentence length varied</li> </ul>	<ul style="list-style-type: none"> <li>The story is well constructed and raises intrigue</li> <li>Dialogue is used to move the action on</li> <li>Deliberate ambiguity is set up in the mind of the reader until later in the text</li> <li>Viewpoint is well controlled and precise</li> </ul>

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			the original author to consider if their authorial intent can be seen	<ul style="list-style-type: none"> <li>Active and passive voice used deliberately to heighten engagement</li> <li>Wide range of subordinate conjunctions</li> <li>Embedded subordinate clauses are used for economy or emphasis</li> <li>Figurative language used to build description</li> <li>Repetition is used for effect</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>Figurative language used to build up description</li> <li>Complex noun phrases used to add detail</li> <li>Prepositional phrases used cleverly.</li> </ul>
	<p><b>Journalistic Writing</b></p> <p>When Hitler stole the pink rabbit – Judith Kerr</p>	Children will produce a newspaper report surrounding an event in World War 2	<p><b>To inform</b></p> <p>Published pieces will be made into a 'whole class' newspaper where they will be shared in the school library.</p>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the newspaper's layout features.</li> <li>Paragraphs developed with prioritised information into columns.</li> <li>Subheadings are used as an organisational device.</li> <li>Formal language used throughout to engage the reader.</li> <li>Quotations are succinct/emotive.</li> <li>Sentence length varied e.g short/long.</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers well constructed that answers the reader's questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>Headlines include puns.</li> <li>Verb forms are controlled and precise</li> <li>Modifiers are used to intensify or qualify</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writer's position</li> <li>Complex noun phrases used to add detail e.g. the dilapidated fencing around the enclosure was extremely dangerous.</li> <li>Prepositional phrases used cleverly</li> </ul>
	<p><b>Letter Writing</b></p> <p>Apprentice project</p>	Children will write a formal letter seeking permission to carry out the Apprentice project	<p><b>To persuade</b></p> <p>All letter will be passed on to Headteacher who will reply</p>	<ul style="list-style-type: none"> <li>Developed introduction and conclusion using all the letter layout features.</li> <li>Paragraphs developed with prioritised information.</li> <li>Purpose of letter clear and transparent for reader.</li> <li>Formal language used throughout to engage the reader</li> <li>Active and passive voice used deliberately to heighten engagement.</li> <li>Wide range of subordinate conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Letter well constructed that answers the reader's questions.</li> <li>The writer understands the impact and thinks about the response.</li> <li>Information is prioritised according to importance and a frame of response set up for the reply.</li> <li>Verb forms are controlled and precise</li> <li>Modifiers are used to intensify or quality</li> <li>Sentence length and type varied according to purpose.</li> <li>Fronted adverbials used to clarify writers position</li> <li>Complex noun phrases used to add detail</li> <li>Prepositional phrases used cleverly.</li> </ul>



