

Year 5- Writing Overview

Term: Autumn 1 Genres: - <ul style="list-style-type: none"> • Setting description • Balanced argument • Diary Entry (in role) 	Project: Amazon Adventure	Book Links: <ul style="list-style-type: none"> - 'The Explorer' Katherine Rundell - 'The Jungle Book'- Rudyard Kipling - Lost in the Amazon- Tod Olsen - 'The Great Kapopok Tree'- Lynne Cherry - 'Where the Rainforest Meets the Sea'- Jeannie Baker 	Visual Literacy: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=7NX8-gMAoAU Rainforest River Journey - David Attenborough- Life- Insects - Deadly 60 series- rainforest animals
New learning cycle: Setting description	Genre: Fiction – setting description	Purpose: To entertain	

Toolkit

Generic features	Grammatical/ Language Features
<ul style="list-style-type: none"> - Use of descriptive language to convey settings - Frequent links to the 5 senses to add atmosphere to the setting - Descriptions, of setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs, and figurative language - Use of adverbials (time, place, and manner) - Prepositional phrases 	<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions

Possible Content for Writing	Hook Ideas	Skills to Review	Skills to teach
1. Describe a rainforest scene	1. Sensory experience- see, hear, taste, smell, touch the rainforest 2. Image prompts 3. https://www.youtube.com/watch?v=7NX8-gMAoAU Rainforest River Journey 1. https://www.youtube.com/watch?v=tkRg_374DIY Amazonia (2013) Trailer + film available on Prime	1. Expanded noun phrases with pre and post modifiers 2. Figurative language- similes metaphors, onomatopoeia, alliteration 3. Commas in lists (list of adjectives) 4. Past tense/ past-progressive	<ul style="list-style-type: none"> • Figurative language- personification

Misconceptions:

- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things.
Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop.
- When learning to use personification, children may link the actions to living organisms, rather than something that is not.
For example: Correct personification: The wind sang tunefully (wind cannot sing)
Incorrect personification: The birds sang tunefully (birds do sing)

New Learning Cycle 2: Balanced Argument**Genre:** Discussion**Purpose:** To provide a balanced point of view**Toolkit:****Generic Features:**

- A reasoned and balanced overview of an issue or controversial topic
- Provides at least two opposing viewpoints, each with elaboration, evidence, and/or examples

A common structure includes:

- a statement of the issues involved and a preview of the main arguments
- arguments for, with supporting evidence/examples
- arguments against, or alternative viewpoints, with supporting evidence/examples
- a summary of arguments (may develop one particular viewpoint based on reasoned judgements based on the evidence provided)
- a statement of recommendation or conclusion

Another common structure presents the arguments 'for' and 'against' alternatively.

Grammatical/ Language Features:

- Written in the **present tense**, including the **present perfect form**- has/have (some people have argued... some people have said)
- **Generalising language** and **uncountable noun phrases** (some people, most dogs)
- **Nouns** that **categorise** (vehicles, pollution and **abstract nouns** (power, fear)
- **Layout devices**- headings and subheadings to aid presentation
- **Relative clauses** can be used to add further information using relative pronouns (which, who, that, whose, whom)
- **Paragraphs** are used to organise the discussion into logical sections
- **Formal adverbials** for cohesion (therefore, however)
- **Formal and informal vocabulary** choices to suit the audience/purpose and the form of the writing- make generic statements, followed by specific examples. (Most vegetarians disagree. Dave Smith has been a vegetarian for 20years and finds that...)

Possible Content for Writing

1. The pros and cons of deforestation
2. Discussion around indigenous people/untouched rainforest tribes and whether their way of life is 'out of touch' with developing, modern day society

Hook Ideas

1. Debate in role (loggers, conservationists, tribe members)
2. Newspaper reports/ TV/Radio news reports about deforestation
3. Powerful images
4. Picture books-
'The Great Kapopok Tree'- Lynne Cherry
'Where the Rainforest Meets the Sea'- Jeannie Bake

Skills to Review

1. Paragraphing
2. Noun types
3. Generalisers/uncountable noun phrases
4. Proofread and edit

Skills to Teach

1. Range of subordinate conjunctions used as cohesive devices (as, even though)
2. Adverbials/ formal adverbials for cohesion within and across paragraphs
 - contrast/comparison
 - clarification
 - emphasis
 - Cause/effect
 - Exception

Misconceptions:

- Writing in a bias way (one viewpoint discussed in more depth; no other viewpoint)
- Writing too personally
- Register (degree of formality)
- Using an inappropriate formal adverbial/cohesive device. For example, using 'in addition' when making a comparison.
- Children may write a subordinate clause (beginning with a subordinate conjunction) as a main clause

New Learning Cycle 3: Diary Entry		Genre: Narrative/ Recount (based on a fictional character)		Purpose: To retell/ entertain	
Toolkit:					
Generic Features:			Grammatical/ Language Features:		
<ul style="list-style-type: none"> Narratives and retellings are written in first person Narratives and retellings are written in past tense Orientation such as scene-setting or establishing context (I went to the park...) Events are sequenced to create chronological plots through the use of adverbials and prepositions. Some additional detail about each event.) He was surprised to see me.) Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... The subject of the recount/retelling is usually an individual, group of people or a significant event Reorientation- a closing statement (I hope I can go again next week) Simple organisational devices may be used such as a date, a summary and a close/sign off 			<ul style="list-style-type: none"> First person and past tense, including past progressive (was walking, were eating) Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') Paragraphing (logical sections such as a setting, character, change in time) Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas Prepositional phrases establishing where and when Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' Conjunctions to provide cohesion and varied sentence structures Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) Figurative language- similes Nouns and pronouns used effectively to aid cohesion and clarity Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. Apostrophes for plural and singular possession/ contractions 		
Possible Content for Writing		Hook Ideas		Skills to Review	
<ol style="list-style-type: none"> Children write a diary entry based around the explorer landing in the amazon rainforest Children write a diary entry based around the children landing in the amazon rainforest Diary entry as Mowgli from Jungle Book 		<ol style="list-style-type: none"> Using an extract from 'The Explorer' Katherine Rundell https://www.youtube.com/watch?v=C4ggAaxB_pc 		<ol style="list-style-type: none"> Causal/Time Conjunctions- 'so' (coordinating), because, if, when, while (subordinating). Combine with new learning→ Apostrophes for contractions Past tense- including past progressive Expanded noun phrases with pre modifiers and prepositional phrases 	
Skills to Teach					
<ol style="list-style-type: none"> Range of subordinating conjunctions Time and cause conjunctions- 'for' (coordinating) and 'since' (subordinating) Prepositional phrases 					
Misconceptions:					
<ul style="list-style-type: none"> Misuse of pronouns/ confusing person (writing in third- he and she instead of first, I and me) Placing an apostrophe incorrectly, such as on the line or above the word (where no space has been left indicating the omitted letters) Understanding that all clauses have subjects and verbs. Subordinate clauses have a subject and verb, too, but they are dependent/ reliant on the main clause to make sense. Subordinate clauses begin with a subordinate conjunction. Comma Overuse: When subordinate clauses precede the main clause, a comma is used to separate. When a subordinate appears at the end of a sentence, no comma is required. 					

Term: Autumn 2 Genres – Explanation text Suspense narrative	Project: Pharaohs	Book Links: <ul style="list-style-type: none"> - 'Varjak Paw' – J.F Said - 'The Mystery of the Egyptian Amulet' - Scott Peters - 'The Red Pyramid' - Rick Riordan - 'The Story of Tutankhamun' - Patricia Cleveland-Peck and Isabel Greenberg 	Visual Literacy: https://www.youtube.com/watch?v=hBp0Cvj-KoE&t=22s Tadeo Jones- Inside an Egyptian tomb animation https://www.youtube.com/watch?v=B0DP32-mzmU Ramses II- documentary	
New Learning Cycle 1: Explanation		Genre: Non-fiction- Explanation	Purpose: To explain/inform	
Toolkit:				
Generic Features:			Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Explanations explain how and why and include information about causes, motives or reasons. • Choose a title that shows what you are explaining- perhaps using why and how • A general statement to introduce the topic being explained (Space exploration is ...) • The steps or phrases are explained logically, in order. Eg. When a rock sample has been identified...because of the difficult terrain...so the hydraulics enable the rover to.... • Diagrams or images may be used to help the reader • Subject specific (tier 3) vocabulary where appropriate 			<ul style="list-style-type: none"> • Written in simple present tense • Written in the third person • Sometimes the second person may be used to engage and interest a reader (Have you ever thought about the way? ... You will be surprised to know that...). Appropriate for an informal style. • Layout devices such as heading, subheadings, columns can be used to present information clearly • Paragraphs are used to organise information into logical sections • Cohesion is created, and repetition avoided through the use of nouns and pronouns (many, they) • Express degrees of possibility with modal verbs (can, will, should, ought to) and modal adverbs (definitely, possibly, usually) • Questions can be used to form titles and are demarcated with a question mark • Use of conjunctions/ prepositions to express time and cause... so, if, because, when, although, after, before • Adverbs to demonstrate time, place, manner (including fronted and formal adverbials) • Relative clauses (beginning with a relative pronoun) can be used to add further information (which, who, whose, that) • Parenthesis is added using brackets, dashes or commas • Adapt degree of formality appropriate to the audience • Semicolons and colons can be used to separate and link ideas 	
Possible Content for Writing	Hook Ideas		Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Explain the mummification process- how and WHY 2. Explain how and why significant individuals, such as Ramses II, acted as they did (history link) 	<ol style="list-style-type: none"> 1. Children mummify a doll/teddy to experience the process- take pictures and record notes/stages with the how and WHY 2. Drama- mummification process 3. https://www.youtube.com/watch?v=B0DP32-mzmU Ramses II documentary 		<ol style="list-style-type: none"> 1. Sentence types with accurate punctuation 2. Coordinating and subordinating conjunctions 3. Adverbials of time, place and manner with commas for clarity 4. Proofread and edit 	<ol style="list-style-type: none"> 1. Relative clauses beginning with relative pronouns- who, which, whose, whom and that + commas for clarity when using which, who, whose 2. Modal Verbs 3. Parenthesis- brackets
Misconceptions: <ul style="list-style-type: none"> - End of sentence punctuation to go after the closing brackets, unless the information within brackets is a sentence of its own. - Inconsistent register/formality - Writing a subordinate clause as its own sentence - Over use of description- factual description only. - Only explaining how and not WHY - Using the incorrect relative pronoun. For example, using 'which' when giving extra detail about a person. 				

New Learning Cycle 2: Suspense Story	Genre: Narrative	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> Narratives and retellings are written in the first or third person Narratives and retellings are written in past tense, occasionally these are told in the present tense Narratives are told sequentially and non-sequentially (eg. flashbacks) through the use of adverbials and prepositions Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language Dialogue is used to convey characters' thoughts and to move the narrative forward. <p>Common Structure:</p> <ul style="list-style-type: none"> an opening that establishes setting and introduces the characters; a complication and resulting events; a resolution/ending <p>Mystery:</p> <ul style="list-style-type: none"> Chronological events Drip- feed facts/ layering of information to create suspense and develop a full picture for the reader. Settings are often places that the main character is unfamiliar. Settings can be familiar, but with an added ingredient to trigger the mystery (unfamiliar object, person a strange event) Questions to exaggerate a mystery- Why had it stopped? Where was...? <p>Adventure</p> <ul style="list-style-type: none"> Series of exciting events Tension in waves 		<ul style="list-style-type: none"> Third person and past tense are used, including past progressive (was eating, were walking) and present perfect (have, has). Opportunities exist for past perfect (had tried, had been searching, had been hoping) Adverbials of time, place and manner Pronouns used intentionally to avoid naming or defining characters (empty words- something, it, someone, he, she) Manipulating sentence length for effect Paragraphs- change in time, place, event, conversational dialogue Expanded noun phrases create effective description Figurative Language- similes, metaphors, alliteration, onomatopoeia, personification Modal verbs suggest the degree of possibility (they should never have, the children might be able to) Adverbs of possibility (probably, definitely) Conjunctions to express cause, time and to develop cohesion Parenthesis can be used to add additional information, through the use of brackets, dashes or commas Relative clauses can be used to add further information using relative pronouns (which, who, that, whose, whom) Semicolons can be used to separate and link ideas Correctly punctuated dialogue Powerful, emotive, cinematic vocabulary (launched, leaped, charged, hurtled, devoured) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> A story based around Egyptologists/explorers/ archaeologists discovering and entering an Egyptian tomb 	<ol style="list-style-type: none"> Drama/ Role Play- children enter a tomb (use the hall/ classroom)- darkened room, tunnel, sound effects etc. Video clip of entering a tomb https://www.youtube.com/watch?v=hBp0Cvj-KoE&t=22s Tomb ambience https://www.youtube.com/watch?v=r68AXsR4-yk&t=1006s https://www.youtube.com/watch?v=729iY_Hk2_c&t=626s Extracts from Howard Carter's Diary Use of Francis https://www.literacyshed.com/francis.html 	<ol style="list-style-type: none"> Correctly punctuated dialogue, using varied verb/adverb combinations for effect (combine with new learning) Effective use of nouns and pronouns (include 'empty' words) Expanded noun phrases Figurative language (including personification) Show not tell sentences 	<ol style="list-style-type: none"> Dialogue- paragraphing conversation (new speaker, new line) Dialogue advances action Use of ellipsis as a suspense technique Single and multi-clause sentence lengths for effect (longer for build-up, shorter for action)
<p>Misconceptions:</p> <ul style="list-style-type: none"> Overuse of ellipsis Too much dialogue, or conversational dialogue that does not move the story forward (ineffective) Dialogue punctuated incorrectly- punctuation must go INSIDE the inverted commas; all dialogue must have a piece of punctuation before the closing inverted commas; inverted commas placed after verb/adverb combinations for said instead of the spoken words 			

Term: Spring 1 Genres <ul style="list-style-type: none"> - Non-chronological report - Advert 	Project: Stargazers	Book Links: <ul style="list-style-type: none"> - Non-chronological reports - 'Curiosity: The Story of a Mars Rover'- Markus Motum - 'Cosmic'- Frank Cottrell-Boyce 	Visual Literacy: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=n5pm-UopPR4 'I lived on the moon'- music video- Literacy Shed - https://www.youtube.com/watch?v=k0ijEEivCbg 'Gravity' Trailer
New Learning Cycle 1: Newspaper Report	Genre: Newspaper Report	Purpose: To inform	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Written in the third person and past tense • Present tense may be used to denote the shift between past events and current actions • A headline is used to title the report. They often use alliteration, rhyme, puns or a play on words to grab the reader's attention • A by-line gives the author's name • The introductory paragraph outlines the key details of the events answering the key 'W' questions (Who? What? Where? When?) • Paragraphs are used to write about the events in chronological order • A final paragraph explains what might happen next • Concise, clear, formal language • Use of direct speech for quotes • Reported speech may be used, partly cohesively and partly to provide further detail • Shorter, factual sentences • Photographs and captions summarising the text 		<ul style="list-style-type: none"> • Written in the third person and past tense- opportunities to use the past progressive tense (were playing, were laughing) • Opportunity for past perfect (had tried, had hunted) and past perfect progressive (had been singing, had been hoping) • Some use of present tense (is/are) and present progressive (am hoping, are going, is willing) within direct speech • Paragraphs are used to organise ideas and sequence events • Use of conjunctions/ prepositions to express time, cause and chronology... so, if, because, when, although, after, before, until, while, since • Adverbials, including formal to demonstrate time, place, manner and cohesion within paragraphs (including fronted) • Noun phrases can be used to add details for the reader • Fully punctuated direct speech • Parenthesis is added using brackets, dashes or commas • Modals are used to suggests degrees of possibility • Formal Writing • Semicolons can be used to separate and link ideas 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Report about a new star/planet 2. report about the moon landing 3. Report about a new discovery (planet, life on another planet) 	<ol style="list-style-type: none"> 1. Video explaining that there has been a new planet founded https://www.youtube.com/watch?v=k0ijEEivCbg 2. 'Gravity' Trailer 3. 'Pandora Discovered'- Pandora mini documentary (based on imaginary planet from the film Avatar) https://www.youtube.com/watch?v=GBGDmin_38E&t=4s 	<ol style="list-style-type: none"> 1. Conjunctions (coordinating and subordinating) 2. Adverbials of time, place and manner with commas for clarity 3. Parenthesis (brackets)- combine with new learning 4. Modal verbs (combine with new learning) 5. Varying sentence openers (fronted adverbials, subordinate conjunctions) 6. Dialogue- for quotes, including past progressive tense 7. Present progressive tense for current actions (police are working... is investigating etc. 8. Relative clauses 	<ol style="list-style-type: none"> 1. Parenthesis- commas and dashes 2. Modals- adverbs to indicate degree of possibility (definitely, probably, certainly, absolutely) 3. Use subheadings, headings, bullet points and columns
Misconceptions: <ol style="list-style-type: none"> 4. Children write their newspaper reports as a narrative with too much description and detailed sentences 5. Children may struggle with the formality 6. Writing their own opinion in the report rather than facts. 7. Incorrectly punctuating direct speech 8. Adding in too many/varied verbs for said making direct speech (quotes in the newspaper) sound like characters in narrative 			

New Learning Cycle 2: Setting description	Genre: Setting description	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> - Use of descriptive language to convey settings - Frequent links to the 5 senses to add atmosphere to the setting - Descriptions, of setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs, and figurative language - Use of adverbials (time, place, and manner) - Prepositional phrases 		<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Setting description about Pandora 2. Setting description of their own planet 	<ul style="list-style-type: none"> - Avatar clip https://www.youtube.com/watch?v=GBGDmin_38E - Image of other planet 	<ol style="list-style-type: none"> 1. Expanded Noun Phrases with pre and post modifiers 2. Manipulating sentences for different effects (position of clauses, word order) 3. Sentence length for effect 4. Dialogue for advance of action 	<p>Figurative language- similes and metaphors</p> <p>Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves.</p> <p>Conjunctions to enable causation in the narrative and to express time</p> <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' <p>Conjunctions to provide cohesion and varied sentence structures</p>
<p>Misconceptions:</p> <ul style="list-style-type: none"> - When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things. Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop. - When learning to use personification, children may link the actions to living organisms, rather than something that is not. For example: Correct personification: The wind sang tunefully (wind cannot sing) Incorrect personification: The birds sang tunefully (birds do sing) 			

Term: Spring 2 Genres - Persuasive letter - Advert	Project: A Greener Future	Book Links: - The Last Tree by Emily Hayworth-Booth	Visual Literacy: - https://www.youtube.com/watch?v=56MhjXTcSCg
New Learning Cycle 1 Persuasive Letter	Genre: Persuasive Writing	Purpose: To persuade	
Toolkit			
Generic Features:		Grammatical/ language Features:	
<ul style="list-style-type: none"> An opening statement that sums up the viewpoint being presented. (I am writing to you because... or a simple statement) Strategically organised information presents and then elaborates on the desired viewpoint A closing statement repeats and reinforces the viewpoint. (There is no doubt that...) Moves from general to specific when key points are being presented. E.g. Remote learning was detrimental to children’s health and well-being (general). 60% of children claimed that they felt more tired and experienced more frequent headaches as a result of remote learning (specific) Rhetorical questions to connect with the reader Evidence is used to support view point where appropriate <p>Letter:</p> <ul style="list-style-type: none"> Address Date Greeting Body close 		<ul style="list-style-type: none"> Written in the present tense (can include present perfect- have/has) Sometimes the second person is used to appeal to the reader and enable adaption in the degrees of formality and informality (you, your) Cohesion created through the use on nouns and pronouns Repetition can be used to strengthen the view point and acts a cohesive device. Logical adverbials, prepositions and conjunctions to aid cohesion and structure writing (It is clear.... Therefore...) Paragraphs are used to organise content into logical sections Simple organisational devices such as headings and subheadings Modals can be used to suggest degrees of possibility Make formal/informal vocabulary choices Rhetorical questions Persuasive noun phrases (adjectives used to present something in a negative or positive sense) Conjunctions for cohesion Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas Relative clauses Parenthesis is added using brackets, dashes or commas 	
Possible Content for Writing	Hook ideas	Skills to Review	Skills to Teach
6. Writing to the King or government about renewable energy used in the UK	<ol style="list-style-type: none"> Research into climate change and do a presentation https://www.youtube.com/watch?v=56MhjXTcSCg 	<ol style="list-style-type: none"> Conjunctions for cohesion Fronted adverbials 	<ol style="list-style-type: none"> Formal Language Parenthesis (Brackets) Relative clauses
Misconceptions: <ul style="list-style-type: none"> Inconsistencies in formality (using contractions in formal writing) Misplaced commas/commas splicing Manipulation of clauses and sentences leads to sentences fragments/ incomplete sentences which do not make sense 			

- Incorrect use of some formal adverbials. For example, using 'in addition' to provide an alternative point rather than extending a previous point.
- Using a capital letter after a dash, colon or semicolon when demarcating clauses

Using multiple punctuation when parenthesis is at the end of the sentence (eg. dash and a full stop together) as children are used to embedding within a sentence.

New Learning Cycle 2: Advert	Genre: Advert		Purpose: To persuade/entertain	
Toolkit				
Generic Features:			Grammatical/Language Features:	
<ul style="list-style-type: none"> • A logical structure (absence of chronology) where information is grouped together, moving from general to more specific detail and elaboration. A generic structure would include: • An opening statement/ paragraph- generally introduces/classifies the subject. • Information about aim, purpose, audience and outcome of product • Describe parts, functions, qualities • Photographs and diagrams to help summarise information • Adverts are usually written with persuasive language • Formal style of writing • Technical vocabulary/ tier 3 words used where appropriate 			<ul style="list-style-type: none"> • Written in the third person and in the present tense • Questions can be used to form titles and are denoted with a question mark • Use of conjunctions to aid cohesion, including causal and time conjunctions (so, because, before, after...) • Nouns and pronouns are used appropriately, creating cohesion • Paragraphs are used to collate related information. Content is organised logically. • Layout devices, such as headings and subheadings are used to help organise paragraphs • Formal/ informal language choices • Generalising language and uncountable noun phrases (some animals, most birds) • Adjectives are used to briefly and effectively describe the subject providing further detail to enhance meaning. Adjectives should be used for precision and are often used when describing appearance. • Adjectives to compare and contrast can be used to develop description further (bigger/biggest, smaller/smallest) • Relative clauses can be used to add further information using relative pronouns (which, who, that, whose, whom) • Parenthesis to add extra information- commas, dashes, brackets 	
Possible Content for Writing	Hook Ideas		Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Advert for a specific type of renewable technology 2. An advert for a renewable holiday 	<ol style="list-style-type: none"> 1. https://www.youtube.com/watch?v=56MhjXTcSCg 2. Presentations and research 		<ol style="list-style-type: none"> 5. Subordinate conjunctions to express time and cause (because, when, if, although, until, since, while) 6. Range of formal conjunctions (however, therefore, despite, in comparison, in order to) 7. Generalising language/uncountable noun phrases 8. Adjectives to create catchy slogans and comments 9. Proofread and edit 	<ol style="list-style-type: none"> 1. Persuasive language 2. Layout designs
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Confusing an explanation with a report. Explanations discuss WHY and HOW; whereas, reports describe what something did or what happened - Unclear idea of audience or purpose resulting in incorrect degrees of formality (incorrect register) - Mixing paragraph content together- similar content in more than one paragraph - Inconsistent bullet points (punctuation, capitalisation) - Children may start writing about specific details/features in the opening paragraph; this needs to remain general - Forming the colon incorrectly - Bullet points are too large 				

Term: Summer 1 Genres - Informal letter - Historical narrative	Project: Peasants, Princes and Pestilence	Book Links: - 'Fire Bed and Bone' - Henrietta Branford - 'Ring of Roses' - Mary Hooper - 'Measly Middle Ages' - Horrible Histories	Visual Literacy: https://www.youtube.com/watch?v=JHmdH-PkTRI Horrible Histories- Plague song
New Learning Cycle 1: Informal Letter	Genre: Recount/ Personal Retelling	Purpose: To inform/ to recount	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> Personal recounts and retellings are written in first person Personal Recounts and retellings are written in past tense Events are sequenced to create chronological plots through the use of adverbials and prepositions. Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language The subject of the recount/retelling is usually an individual, group of people or a significant event Simple organisational devices may be used such as a date, a summary and a close/sign off <p>Informal Letter</p> <ul style="list-style-type: none"> Address, date, greeting, body and close After thought (PS) Emotive vocabulary choices 		<ul style="list-style-type: none"> First person and past tense are used, including past progressive (was eating, were walking) and present perfect (have, has). Opportunities exist for past perfect (had tried, had been searching, had been hoping) Adverbials of time, place and manner Paragraphs- change in time, place, event. Conversational dialogue Expanded noun phrases create effective description Figurative Language- similes, metaphors, alliteration, onomatopoeia, personification Modal verbs can be used to suggest the degree of possibility (they should never have, the children might be able to) Adverbs of possibility (probably, definitely) Conjunctions to express cause, time and to develop cohesion Parenthesis can be used to add additional information, through the use of brackets, dashes or commas Relative clauses can be used to add further information using relative pronouns (which, who, that, whose, whom) Apostrophes for contractions and possession (singular and plural) Informal language Semicolons and colons can be used to separate and link ideas 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> A letter to a loved one from a victim of plague A letter to a victim of plague from a loved one 	<ol style="list-style-type: none"> Visual Literacy https://www.youtube.com/watch?v=HPe6BgzHWY0&t=981s Plague Documentary Accounts of the plague (corner stones/diary entries) http://www.theoaksschool.co.uk/science-the-bubonic-plague/ Exploding Bubo Science Experiment 	<ol style="list-style-type: none"> Accurate sentence punctuation Adverbials of time, place and manner Apostrophes for contractions (informal) Tense- past, past progressive, present perfect, past perfect Range of sentence lengths for effect Proofread and edit 	<ol style="list-style-type: none"> Semicolons to demarcate clauses Dialogue to convey character Informal language – colloquialisms Commas for clarity

New Learning Cycle 2: Historical narrative	Genre: Historical narrative	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person • Narratives and retellings are written in past tense, occasionally these are told in the present tense • Narratives are told sequentially and non-sequentially (eg. flashbacks) through the use of adverbials and prepositions • Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. <p>Common Structure:</p> <ul style="list-style-type: none"> - an opening that establishes setting and introduces the characters; - a complication and resulting events; - a resolution/ending 		<ul style="list-style-type: none"> • First person and past tense are used, including past progressive (was eating, were walking) and present perfect (have, has). Opportunities exist for past perfect (had tried, had been searching, had been hoping) • Adverbials of time, place and manner • Paragraphs- change in time, place, event. Conversational dialogue • Expanded noun phrases create effective description • Figurative Language- similes, metaphors, alliteration, onomatopoeia, personification • Modal verbs can be used to suggest the degree of possibility (they should never have, the children might be able to) • Adverbs of possibility (probably, definitely) • Conjunctions to express cause, time and to develop cohesion • Parenthesis can be used to add additional information, through the use of brackets, dashes or commas • Relative clauses can be used to add further information using relative pronouns (which, who, that, whose, whom) • Apostrophes for contractions and possession (singular and plural) • Informal language • Semicolons and colons can be used to separate and link ideas 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. A narrative related to the medieval period 2. A narrative set in the medieval period – linked to the outbreak of the plague 	<ol style="list-style-type: none"> 4. Visual Literacy https://www.youtube.com/watch?v=HPe6BgzHWY0&t=981s Plague Documentary 5. Accounts of the plague (corner stones/diary entries) 6. http://www.theoaksschool.co.uk/science-the-bubonic-plague/ Exploding Bubo Science Experiment 	<ol style="list-style-type: none"> 1. Accurate sentence punctuation 2. Adverbials of time, place and manner 3. Apostrophes for contractions (informal) 4. Tense- past, past progressive, present perfect, past perfect 5. Range of sentence lengths for effect 6. Proofread and edit 	<ol style="list-style-type: none"> 2. Ambitious vocabulary
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Incorrect degree of formality - Confusion between tenses - Incorrect placement of apostrophes - Words written with apostrophes are joined with no space is left to show the omitted letters - Inconsistent degree of formality - Comma splicing between two main clauses instead of separating with a full stop, semicolon or colon <p>Using a semicolon incorrectly- usually one clause is not a main clause, coordinating conjunction is still present, sentences are not connected</p>			

Term: Summer 2 <ul style="list-style-type: none"> - Setting Description - Non-chronological report - Poetry (rhyming couplets) 	Project: Mesmerising Mayans	Book Links: <ul style="list-style-type: none"> - 'Middleworld (Jaguar Stones)'- J&P Voelkel - 'Rainplayer' (picture book)- David Wisniewski - 'The Hero Twins: Against the Lords of Death' (Graphic novel- Jolley Dan and Witt David 	Visual Literacy: Clips from fantasy films Opening to Mayan fantasy film to set the scene.
New Learning Cycle 1: Setting description	Genre: Setting description	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> - Use of descriptive language to convey settings - Frequent links to the 5 senses to add atmosphere to the setting - Descriptions, of setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs, and figurative language - Use of adverbials (time, place, and manner) - Prepositional phrases 		<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
1. Setting description linked to a Mayan civilisation 2. Setting description of a Mayan town (Chichen Itza)	<ul style="list-style-type: none"> - Visual literacy for Mayan Civilisations - Virtual tour of Chichen Itza 	5. Figurative Language 6. Manipulating sentences for different effects (position of clauses, word order) 7. Sentence length for effect 8. Dialogue for advance of action	Revisit previously taught skills.
Misconceptions: <ul style="list-style-type: none"> - When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things. Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop. 			

- When learning to use personification, children may link the actions to living organisms, rather than something that is not.
For example: Correct personification: The wind sang tunefully (wind cannot sing)
Incorrect personification: The birds sang tunefully (birds do sing)
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New Learning Cycle 1	Genre: Non-chronological Report Purpose: To inform	Audience: Researchers and historians
Generic Features:		Grammatical/Language Features:

<ul style="list-style-type: none"> • A logical structure (absence of chronology) where information is grouped together, moving from general to more specific detail and elaboration. A generic structure would include: <ul style="list-style-type: none"> - An opening statement/ paragraph- generally introduces/classifies the subject. - Paragraphs detailing various aspects of the chosen subject. - Describe parts, functions, qualities - Photographs and diagrams to help summarise information • Reports are usually written in present tense unless based on something historical • Formal style of writing - Technical vocabulary/ tier 3 words used where appropriate 	<ul style="list-style-type: none"> • Written in the third person and in the present tense / past tense if written about historical content • Questions can be used to form titles and are denoted with a question mark • Cohesion create by <ul style="list-style-type: none"> ➢ Nouns and pronouns used appropriately ➢ Use of conjunctions, including causal and time conjunctions (so, because, before, after...) ➢ Linking words/phrases ➢ Adverbials of time, place and manner • Paragraphs are used to collate related information. Content is organised logically. • Layout devices, such as headings and subheadings are used to help organise paragraphs • Formal/ informal language choices • Passive voice is frequently used to avoid personalisation, to maintain formality and to add variety (formal writing) • Generalising language and uncountable noun phrases (some children, most workers) • Adjectives are used to briefly and effectively describe the subject providing further detail to enhance meaning. Adjectives should be used for precision and are often used when describing appearance. • Adjectives to compare and contrast can be used to develop description further (bigger/biggest, smaller/smallest) • Relative clauses can be used to add further information using relative pronouns (which, who, that, whose, whom) <ul style="list-style-type: none"> • Parenthesis to add extra information- commas, dashes, brackets
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Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. About the life of a Mayan person 2. About Mayan beliefs 	<ol style="list-style-type: none"> 1. Independent research 2. Mayan experience day- Pok-a-tok, eating Mayan foods, building temples 	<ol style="list-style-type: none"> 1. Cohesive devices- conjunctions/adverbials 2. Relative clauses 3. Adjectives to compare and contrast 	<ol style="list-style-type: none"> 1. Formal conjunctions 2. Colons/ bullet points

<p>Misconceptions:</p> <ul style="list-style-type: none"> - Inconsistency in the degree of formality - Incorrect use of some formal adverbials. For example, using 'in addition' to provide an alternative point rather than extending a previous point. - 'Copying' written material from independent research instead of using 'own words' - Using 'was' in the subjunctive form EG. 'If it was...' instead of 'If it were...'

New Learning Cycle 3: Poetry rhyming	Genre: Poetry	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • A consistent framework based on rhyming pattern, rhythm, metre, or a combination of these • The structure influences the way the poem sounds when read aloud, making it memorable • Couplets have two consecutive lines, each with the same metre (rhythm/stress patterns- de-dum de-dum or dum-de dum-de) and often share the same rhyme (rhyming couplets) • The consecutive lines form one complete idea • The two-line couplet could form its own stanza or be part of a longer verse • The same amount of syllables in each line of the couplet • Language and lines may be manipulated to comply with the poetry pattern (One sentence could be split across two couplets) <p>eg. Heaviness of cloud tumbles over land, fields raked like people's pockets. So I scan</p> <p> the horizon for the house where I was born: here native voices tucked in brickwork are just as clear;</p> <p> her hair nets my imagination, her roots wrap my bones, my skull pinned underfoot.</p>		<ul style="list-style-type: none"> • Rich vocabulary: powerful nouns, verbs, adjectives, invented words and unusual word combinations • Figurative Language: similes, metaphors, personification, alliteration, onomatopoeia • Consistent metre/rhyming pattern 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Poem about linked with the Myans and their way of life 1. Poem linked with school life 	<ol style="list-style-type: none"> 1. Reading and performing couplets poems 	<ol style="list-style-type: none"> 1. Figurative Language 2. Syllables/Rhyme (sounds) 3. Manipulating sentences for different effects (position of clauses, word order) 	<ol style="list-style-type: none"> 1. Manipulating sentences for different effects (position of clauses, word order) 2. Intentional repetition (Year 5 GD)
Misconceptions: <ul style="list-style-type: none"> - Children need to avoid the 'forced' rhyme where a word has been added simply because it rhymes - Children may split words up incorrectly into syllables such as 'frighten/ing' instead of 'fright/en/ing' - each syllable has its own vowel sound (draw on phonics knowledge) - Children may struggle with a consistent pattern or rhythm - Children may struggle with rhyming- use only half rhymes or words that do not rhyme at all - Many children believe that all poetry lines begin with a capital and end in a comma. Many poems use usual sentence punctuation. Capitalisation at the beginning of lines is an older convention and done through choice. 			