



Hanley St Luke's Steps to Writing Progression

Yr	Non Fiction Text Types						Fiction Genres
	Persuasion To argue a case from a particular point of view encouraging the reader/ listener to agree	Explanation To explain how or why	Instructions To ensure something is done correctly and a successful outcome achieved	Recount To retell events	Non-Chronological Report/ Information Text To provide detailed information about the way things are or were	Discussion To present a reasoned and balanced overview of an issue or controversial topic	Narrative (Story/Descriptions)
1	Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective	Write a series of sentences to explain a simple, process based on first-hand experience		Autumn 6 Recount of Class trip to Brampton Museum <ul style="list-style-type: none"> • Story map the trip • Add captions to the pictures • Spell plural nouns adding the suffixes -s or -es • Oral rehearsal of sentence structure • Joining words and joining clauses using 'and' and 'because' • Model how to write in <i>first person</i> • Sequencing sentences to form short passages • Use capital letters and full stops to demarcate sentences • Use capital letters for names and the pronoun I Spring 2 Postcard - London <ul style="list-style-type: none"> • Share examples of modelled postcards (purpose and audience) • Add captions to the pictures from the story • Oral rehearsal of sentence structure • Joining words and 			Autumn 1 Wanted Poster - The Wicked Wolf <ul style="list-style-type: none"> • Act out the story and portray characters and their motives • Label a picture of the Wicked Wolf • Add adjectives to the nouns • Oral rehearsal of sentence structure • Write dictated sentences • Separate words with spaces • Use capital letters and full stops to demarcate sentences • Write simple sentences to describe the Wolf (word bank provided) • Join words and joining clauses using 'and' - expanding sentences Autumn 2 Story Map - The Three Little Pigs <ul style="list-style-type: none"> • Orally retell 'The Three Little Pigs' and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event using pictures from the story • In pairs, order pictures from the story and orally retell • Chunk the story into the main events and model write key vocab for the first few events • Model how words can combine to make sentences and write a sentence for the first few events. • Continue to label main events from the book with captions - focusing on key vocabulary • Oral rehearsal of sentence structure • Separate words with spaces • Use capital letters, full stops, to demarcate sentences Autumn 3

				<p>joining clauses using 'and' and 'because'</p> <ul style="list-style-type: none"> • Model how to write in first person • Sequence sentences to form short passages • Use capital letters and full stops to demarcate sentences • Use capital letters for names and the pronoun I 			<p>Narrative Retell of The Three Little Pigs</p> <ul style="list-style-type: none"> • Orally retell the story using the story map produced. • Use story language, sentence patterns and sequencing words to organise events • Recite part of the story supported by story boxes, pictures • Act out the story and portray characters and their motives • Oral rehearsal of sentence structure • Model write sentences next to a picture from the story. • Separate words with spaces • Use capital letters and full stops and question marks to demarcate sentences • Join words and joining clauses using 'and' - expanding sentences • Use of capital letters for names and the pronoun 'I' <p>Autumn 4 Description - their favourite toy</p> <ul style="list-style-type: none"> • Draw a picture of their favourite toy and label it using phonics (model an example) • Model how words can combine to make sentences • Separate words with spaces • Introduction to capital letters, full stops, to demarcate sentences • Oral rehearsal of sentence structure • Write dictated sentences • Capital letters for personal pronoun I • Sentence stems to support <p>Autumn 5 Description -older toy including captions</p> <ul style="list-style-type: none"> • Label together a picture of an older toy with captions - focusing on key vocabulary • Model how words can combine to make sentences • Separate words with spaces • Use capital letters, full stops, to demarcate sentences • Add adjectives to nouns • Oral rehearsal of sentence structure • Write dictated sentences • Join words and clauses using 'and'. • Make nouns plural with the suffixes s and es.
--	--	--	--	--	--	--	--

						<ul style="list-style-type: none"> • Write captions <p>Spring 1</p> <p>Setting description - London</p> <p>Text: Katie in London</p> <ul style="list-style-type: none"> • Label together key London landmarks, places, objects and people using images from the book • Use capital letters for Proper Nouns • Write dictated sentences focusing in capital letter and full stops. • Separate words with spaces • Add adjectives to nouns • Oral rehearsal of sentence structure • Join words and clauses using 'and'. • Make nouns plural with the suffixes s and es. • Write sentences to describe the setting of London with sentence starters given.
2		<p>Autumn 3</p> <p>Life Cycle and captions</p> <ul style="list-style-type: none"> • Orally re-tell the life cycle • Sequence pictures and add scientific vocabulary • Use words and phrases drawn from reading to support • Expanded noun phrases for description and specification • Co-ordination (using or, and, but) • Ensure correct choice and consistent use of present tense throughout writing • Use of capital letters, full stops to demarcate sentences • Commas to separate items in a list • Apostrophes to mark 	<p>Autumn 5</p> <p>Instructions - Making Gingerbread men</p> <ul style="list-style-type: none"> • Use commas to separate items in the 'materials/equipment needed' list • Write titles to show what the instructions are about • Generate synonyms for over-used imperative verbs • Make nouns which are compound • Functions of sentence types - command • Explore and generate negative commands (Do not) • Expanded noun phrases to describe and specify (use of adjectives before the noun or preposition phrase after the noun) 		<p>Autumn 4</p> <p>Fact file - animal</p> <ul style="list-style-type: none"> • Identify the use of factual adjectives to give significant detail, often clarifying colour, position or size • Expanded noun phrases to describe and specify • Explore the difference between proper nouns and general nouns and identify their use in this text type • Use collective nouns • Use coordinating (and, or, but) and subordinating conjunctions (when, if, that, because) • Correct choice and use of present tense or past tense throughout writing 	<p>Autumn 1</p> <p>Narrative re-tell of part of the story</p> <ul style="list-style-type: none"> • Orally re-tell familiar stories using narrative structure and dialogue from the text • Dramatise parts of the story. • Story map and retell • Use phrases drawn from story language to add interest • Subordination and co-ordination (using or, and, but) • Expanded noun phrases for description and specification • Write statements, question, exclamation and commands • Ensure correct choice and consistent use of present tense and past tense throughout writing • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Include descriptions of characters and setting and some dialogue. <p>Autumn 2</p> <p>Character description - Wanted Poster</p> <ul style="list-style-type: none"> • Role Play dialogue between characters in the story • Use phrases drawn from story language to add

		<p>singular possession in nouns</p>	<ul style="list-style-type: none"> • Correct choice and use of present tense throughout 		<ul style="list-style-type: none"> • Use capital letters, and full stops to demarcate sentences • Commas to separate items in a list • Use simple headings for sections of the report 		<p>interest.</p> <ul style="list-style-type: none"> • Make adjectives using suffixes such as 'ful' and 'less' • Write Noun phrases when describing the wolf • Use of capital letters and full stops to demarcate sentences • Commas to separate items in a list <p>Spring 1 Narrative re-tell of the story 'Toby and the Great Fire of London'</p> <ul style="list-style-type: none"> • Introduce the book and make predictions • Explore older and subject specific vocabulary • Drama based on the book • Missing Punctuation focusing on capital letters, commas in lists and full stops. • Sequence story - with pictures • Oral re-tell of the story - whole class story map • Write sentence with co-ordinating conjunctions (FANBOYS) • Re-tell the stories with pictures and sentences • Write re-tell • Make corrections, additions and revisions <p>Spring 2 Setting description based on picture - London in 1600's</p> <ul style="list-style-type: none"> • Identify nouns and use capital letters for proper nouns - annotate pictures • Identify and use adjectives to describe nouns • Use the suffixes 'er' and 'est' in adjectives • Write down ideas and/or key words, including new vocabulary • Learn the possessive apostrophe (singular) • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • Plan or say out loud what they are going to write about. Record in talking tins • Begin to use expanded noun phrases • Use conjunctions for subordination (using when, if, that, or because) • Use commas to separate items in a list • Make simple additions, revisions and corrections to their own writing • Proof read to check for errors in spelling, grammar and punctuation
--	--	-------------------------------------	--	--	--	--	---

3

Spring 3
Persuasive Poster – Deforestation

- After reading books and watching videos, create a group poster with facts about deforestation
- Use alliteration and exaggeration
- Use preposition phrases, subordinate clauses and noun phrases as fronted adverbials to indicate time, place, manner or frequency.
- Expanded noun phrases further expanded by adding adjectives and prepositions to modify the noun and really develop description
- Use commas in lists and after fronted adverbials
- Apostrophes for plural possession
- Use paragraphs to organise ideas together so that one follows from another
- Use statistics images, visual aids to reinforce persuasion

Spring 5
Formal Letter – Deforestation

Autumn 5
Robot Explanation

- Use prepositions and adverbs to express time, cause and place
- Use the simple present tense
- Use a range of co-ordinating and subordinating conjunctions
- Use 'a' or 'an' correctly
- Use the apostrophe for singular possession
- Use paragraphs to group related information
- Add headings and subheadings

Autumn 4
Instructions – how to put the Iron Man back together

- Use prepositions (during, in, because of, before, after)
- Use adverbs (next, soon, therefore) to sequence instructions
- Use of conjunctions (when, while, after, because, soon, while) to express time and cause
- Form subordinate clauses using subordinating conjunctions
- Use present and past perfect verb forms effectively

Autumn 2
Informal letter – character in the story (Iron Man)

- Identify the purpose and audience of the letter
- Consider how the character would speak and identify words and phrases from the book which they would use
- Recap use of 'a' or 'an'
- Use prepositions (during, in, because of, before, after),
- Form subordinate clauses using subordinating conjunctions
- Use rhetorical questions

Spring 4
Non Chronological Report – Rainforest Animal

Autumn 1
Character description (The Iron Man)

- Role Play / Freeze frames for the Iron Man
- Explore dilemmas for characters using drama
- Consolidate and use vocabulary from the book
- Annotate a picture of the Iron Man
- Use a and an correctly
- Use noun phrases (determiner, adjective and noun)
- Write sentences with more than one clause using a range of co-ordinating conjunctions
- Make simple additions, revisions and proof reading corrections to own writing

Autumn 3
Conversation between Hogarth and his dad

- Role play (dialogue) and hot seating to show understanding of character
- Discuss writing models similar to those they will use in their own writing to learn from its structure grammar and vocabulary.
- Use inverted commas to punctuate direct speech
- Use vocabulary of the characters in the story
- Use co-ordinating and subordinating conjunctions
- Use adverbs
- Use the present perfect form of verbs instead of the simple past specifically in direct speech
- Make simple additions, revisions and proof reading corrections to own writing

Spring 1
Setting Description – Rainforest

- Use vocabulary from the book to label aspects of the rainforest
- Identify nouns, adjectives, verbs and adverbs
- Now Press Play - Rainforests
- Write expanded noun phrases
- Use a thesaurus for new vocabulary when describing images
- Express time, place and cause using conjunctions, adverbs or prepositions
- Plan and write their setting description
- Make simple additions, revisions and proof-reading corrections to own writing

Spring 2

						<p>Narrative- dialogue (characters from the book)</p> <ul style="list-style-type: none"> • In pairs have conversations as characters from the book. Record in talking tins • Role on the wall for different characters • Magpie words and phrases from the story which show character • Write in speech bubbles added to pictures in the book • Use inverted commas to punctuate direct speech • Use a range of verbs for said • Use a range of adverbs and adverbial phrases • Write a short setting narrative to introduce the characters • Story map a scene from the story. Add post-its with characters thoughts and feelings • Write dialogue based on a scene from the story and using the story map
4	<p>Autumn 2 Formal persuasive letter from Dumbledore to Harry</p> <ul style="list-style-type: none"> • Use connecting adverbs to link persuasive points together and provide further justification, • Use adverbs which show cause and effect. • Use paragraphs to organise ideas around a persuasive points, and counter-arguments • Order points to link them together so that one follows from another • Write a closing statement which repeats and reinforces the original/opening statement or 	<p>Spring 4 Instructions - Linked to How to train your dragon</p> <ul style="list-style-type: none"> • Write detailed list of equipment • Use technical vocabulary and language of the time • Use subordinate clauses and adverbials to express time and cause • Use commas after fronted adverbial • Use the conjunction 'if' to start complex sentences which give additional advice • Investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is 	<p>Autumn 3 Recount Writing - Diary Entry (Harry's first day)</p> <ul style="list-style-type: none"> • Find and use informal words and phrases which Harry uses in the book • Standard forms of English verb inflections (I was/ I did) • Use possessive pronouns (my, his, her, their) as determiners • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Apostrophes for plural possession • Use a wider range of subordinating 	<p>Autumn 4 Non-Chronological Report - Quidditch</p> <ul style="list-style-type: none"> • Use Standard forms of English - verb agreements • Note how writing often moves from general to more specific detail through the use of determiners and subordination and coordination. • Understand and identify determiners • Use standard English • Use of a wider range of subordinating conjunctions • Use preposition phrases and subordinate clauses as fronted adverbials to indicate place, manner or frequency • Explore expanded 	<p>Autumn 1 Character Description - Albus Dumbledore</p> <ul style="list-style-type: none"> • Work in role to 'interview' story characters. • Use some figurative language (similes) to build detail • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Use fronted adverbial • Use commas after fronted adverbials • Use apostrophes for singular and plural possession • Check appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Include character descriptions designed to provoke sympathy or dislike in the reader • Edit and improve writing <p>Autumn 5 Own Fantasy setting description</p> <ul style="list-style-type: none"> • Use images/short video clip settings which create atmosphere • Use varied and rich vocabulary from the book which creates atmosphere and setting • Use noun phrases expanded by the addition of 	

<p>viewpoint</p> <ul style="list-style-type: none"> Recap appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition Use commas after fronted adverbials Apostrophes for plural possession 		<p>essential</p> <ul style="list-style-type: none"> Investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity Write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions 	<p>conjunctions</p> <ul style="list-style-type: none"> Use prepositions (during, in, because of, before, after) and adverbs (next, soon, therefore) Consistent use of the past tense Use paragraphs to organise ideas around events from the day Develop the final paragraph as a way of summarising the events and adding a personal reflection <p>Spring 1</p> <p>Informal letter - character from the story How to Train Your Dragon</p> <ul style="list-style-type: none"> Character development - role play Vocabulary exploration - subject specific and text based Select some words and phrases that support the 'theme' of the recount Use a wider range of prepositions, adverbs and subordinating conjunctions to express time and cause Write sentences with subordinate clauses Use commas in lists and after fronted adverbials Explore and manage the shift between past and present tense in recounts - 	<p>noun phrases</p> <p>Use of paragraphs to organise ideas around a theme with a linked introduction and conclusion</p>		<p>modifying adjectives, nouns and preposition phrases</p> <ul style="list-style-type: none"> Develop settings using adjectives and figurative language to evoke time, place and mood. Use simple and progressive verb forms Use fronted adverbial Use commas after fronted adverbials Use apostrophes for singular and plural possession Edit and improve writing <p>Spring 2</p> <p>Narrative - write from a different characters perspective</p> <ul style="list-style-type: none"> Oracy - role play events from the story from the different character's perspective. Using pictures from the book, record their thoughts and feelings about a particular event in the story. Write in speech bubbles to show what the character might say at different points in the story. Use inverted commas and other punctuation to record this as direct speech Write sentences with subordinate clauses. Use a range of prepositions, adverbs and conjunctions to link ideas Model write a short section of the book from a different viewpoint and children continue this. Use a story map to plan a section of the story from the different viewpoint. Consider what they were doing at different points in the story. Writing their narrative in paragraphs Edit and revise writing <p>Spring 5</p> <p>Narrative - mystery with dialogue (based on Jabberwocky)</p> <ul style="list-style-type: none"> Create a story map for Jabberwocky Dramatise the poem using freeze frames Write in role as a character from the poem Plan writing into paragraphs Use inverted commas and other punctuation to indicate direct speech Use commas in lists and after fronted adverbials Use different ways to introduce or connect
---	--	---	---	---	--	---

				<p>what has happened and what you want to happen</p> <ul style="list-style-type: none"> • Use paragraphs to organise ideas around a theme • Develop a linked introductory paragraph and concluding paragraph attraction for years to come.' <p>Spring 1 Diary - 2 perspectives</p> <ul style="list-style-type: none"> • Oracy - Character development - both (conscience ally, freeze frame, hot seating) • Explore words and phrases which show the personalities of both characters • Record words to show how they would both feel about a person or situation/event in the story • Use a range of prepositions, adverbs and conjunctions to link ideas • Use commas after fronted adverbials and in lists • Understand difference with 's' for plurals (books) and possessives (its) • Appropriate choice of pronoun (person or possessive) or noun, within and across sentences to aid cohesion and avoid repetition • Apostrophes for 			<p>paragraphs</p> <ul style="list-style-type: none"> • Develop settings using adjectives and figurative language to evoke time, place and mood. • Include character descriptions designed to provoke sympathy or dislike in the reader and try using some figurative or expressive language to build detail. • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Proof read, edit and revise
--	--	--	--	---	--	--	---

				<p>plural possession</p> <ul style="list-style-type: none"> • Sequence the same events chronologically (story map) and add each characters thoughts and feelings • Use paragraphs to organise ideas around a theme - use the same structure in both diaries • Develop the final paragraph of each diary as a way of summarising the events of the day and writing a contrasting final reflection 			
5	<p>Autumn 5 Persuasive Leaflet - Travel Brochure - the island</p> <ul style="list-style-type: none"> • Identify the purpose and audience of the leaflet • Use persuasive words and phrases to describe given pictures • Generate interesting 	<p>Spring 1 The Handy Handy Hand or own invention explanatory and persuasive text</p> <ul style="list-style-type: none"> • Use relative clauses • Use commas to clarify meaning or avoid ambiguity • Brackets and commas to indicate parenthesis 		<p>Autumn 2 Ship's Log</p> <ul style="list-style-type: none"> • Identify the language and organisational features of a Ship's Log from the examples in Kensuke's Kingdom and compare to a diary. • Record examples of technical language used in the book 	<p>Autumn 4 Non Chronological Report - Space</p> <ul style="list-style-type: none"> • Research Space - books, video clips and safe research on the Internet (provide recommended sites) • Make notes • Group together similar information about an aspect of 		<p>Autumn 1 Setting Description - Island</p> <ul style="list-style-type: none"> • Read island descriptions - magpie words and phrase and identify language features. • Study different images of islands and annotate in groups • Synonym Wheel - colours, • Adjectives of intensity - size, shape, mood • Use figurative language for the island setting, including similes, metaphors, personification and onomatopoeia • Write sentences with relative clauses

<p>headings, including those with alliteration</p> <ul style="list-style-type: none"> • Plan section of the leaflet in groups (location/setting, accommodation, activities, food, facilities) • Use modal verbs • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning • Use rhetorical questions to emphasise viewpoint • Write captions • Write an introductory and concluding paragraph which are linked <p>Spring 2 Formal letter from Matilda to the Government (Ch 6)</p> <ul style="list-style-type: none"> • Identify formal and informal words and phrases • Use persuasive words and phrases • Use adverbs to indicate degrees of possibility. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning or avoid ambiguity. • Use formal vocabulary in writing • Use paragraphs to organise ideas with a linked opening and closing paragraph 	<ul style="list-style-type: none"> • Use devices to build cohesion within a paragraph (then, this, after) • Link ideas across paragraphs using adverbials of time, place and number or tense choices • In shared writing and independently plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style <p>Summer 1 Victorian Workhouse explanation text</p> <ul style="list-style-type: none"> • Use relative clauses • Use of modal verbs to indicate degree of certainty • Use commas to clarify meaning or avoid ambiguity • Brackets, dashes and commas to indicate parenthesis • Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate time, place, manner or frequency • Link ideas across paragraphs using adverbials of time, place and number or tense choices 		<p>relating to sailing and the boat.</p> <ul style="list-style-type: none"> • Map the journey Michael makes with his family • Choose a date and plan the events of the day, actions of the family (and Stella) and Michael's thoughts and feelings • Identify past tense verbs in the simple and progressive form • Use adverbs and modal verbs to indicate degrees of possibility • Use the apostrophe for contraction and possession • Use commas to indicate parenthesis, clarify meaning or avoid ambiguity. • Write an entry into the Ship's Log succinctly using vocabulary to match the context and purpose • Produce an edited Ship's Log entry which is decorated like Michael does in the book. <p>Autumn 3 Contrasting Diary - Kensuke's Kingdom</p> <ul style="list-style-type: none"> • Conscience Ally - Kensuke and Michael's differing views about certain situations • Identify words and phrases from the text which show both character's 	<p>space</p> <ul style="list-style-type: none"> • Magpie technical and descriptive vocabulary • Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] • Use colons to mark boundaries between independent clause • Write sentences with relative clauses • Use devices to build cohesion within a paragraph (then, after, that, this, firstly) • Use of adverbs of time (soon, later, after), place (nearby) to link ideas across paragraphs • Use of a range of layout devices to structure text: headings, subheadings and diagrams 		<ul style="list-style-type: none"> • Use commas accurately in lists and to separate clauses • Link ideas across paragraphs using adverbials of place <p>Spring 3 Showing character through dialogue (Ch 12)</p> <ul style="list-style-type: none"> • Use hot seating to explore different characters' points of view. • Orally re-tell the events at the Care Home from the point of view of another character, using spoken language imaginatively to entertain and engage the listener. • Use adverbs and adverbial phrases to link paragraphs • In writing, portray events happening simultaneously (Meanwhile...) • Vary pace by using direct and reported speech. • Use dialogue to build character. • Develop characterisation by 'showing' the reader, not telling • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs or modal verbs • Brackets, dashes or commas to indicate parenthesis <p>Spring 5 Contemporary - Plot, character and setting (Write own Ch 20)</p> <ul style="list-style-type: none"> • Use improvisation and role-play to explore different characters' points of view. • Plan and write the complete chapter into several paragraph units relating to story structure • Link paragraphs in cohesive narrative using adverbs and adverbial phrases • Varying pace by using direct and reported speech. • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Use devices to build cohesion within a paragraph • Use brackets, dashes or commas to indicate parenthesis <p>Summer 3</p>
--	--	--	--	--	--	---

- Build cohesion within a paragraph (such as then, after that, this, firstly, as well as this)
- Use rhetorical questions to emphasise viewpoint
- Write an introductory paragraph explaining the issue/concern and action needed
- Develop PEE paragraphs with a clear point, evidence and explain
- Write a concluding paragraph which reiterates the action needed

Summer 5
Persuasive leaflet - Blists Hill

- Persuasive techniques - alliteration, exaggeration, rhetorical questions, powerful adjectives, facts
- Sentence types - commands and questions
- Adverbs and modal verbs to indicate degrees of possibility
- Explore the use of direct speech for impact (sharing a pertinent view)
- Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact

- personalities
- Role on the Wall for Kensuke and Michael
- Recognise and use rhetorical questions, commands and exclamations
- Use idioms and expressions to show feelings and character
- Dual planning - both characters feelings about the same event
- Link ideas across paragraphs using adverbials of time
- Use adverbs and modal verbs to indicate degrees of possibility
- Use the apostrophe for contraction and possession
- Use dashes or commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity.
- Use the past tense consistently and future tense for the final paragraph

Spring 4
Biography - Female scientist of choice

- Verb prefixes (bi, dis, de, mis-, over-, re)
- Recap using relative clauses
- Use an impersonal tone
- Use devices to build cohesion within a paragraph (then,

Writing from a different character's perspective: Waterman's Arms (Ch 14)

- Use improvisation and role-play to explore events in the Waterman's Arms from a different character's viewpoint
- Orally re-tell events from the point of view of another character, using spoken language imaginatively to entertain and engage the listener.
- Use words and phrases from the book to show setting and character (language of the time)
- Write a character description of Grimy Nick
- Create atmosphere using similes, metaphors and personification
- Write events happening simultaneously (Meanwhile...)
- Extend ways to link paragraphs in cohesive narrative using adverbs and adverbial phrases
- Use dialogue to show character.
- Develop characterisation by showing the reader, not telling

Summer 4
Monologue - Jim (After Ch 16)

- Explore first person pronouns and writing in the first person
- Use examples to help understand the style of a monologue and how it is a single voice.
- Plan monologue into a beginning, middle and end
- Synonyms - Jim's emotions about characters and events
- Address the reader directly
- Use the language and expressions of the time and of Jim ('em)
- Include the voice of Shrimps (bruvver) as if Jim is thinking what he'd be saying
- Ask rhetorical questions or using language as if the reader is taking part in a conversation with the writer.

- Explore the use of longer, complex sentences (with multiple clauses) to convey complex information
- Use adverbs of time and number to link sections of the leaflet
- Tense choice to link ideas (perfect and progressive forms, simple past & present tense)
- Use commas to avoid ambiguity

- after, that, this, firstly)
- Use adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs
 - Use past perfect and past progressive verb forms
 - Use brackets, dashes and commas to indicate parenthesis
 - Explore the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both
 - Use of commas to clarify meaning or avoid ambiguity
 - Use relevant and engaging headings to organise chronological writing

Summer 2

Diary of a child in a Victorian Workhouse

- Explore vocabulary of the time - colloquial and technical
- Use modal verbs to indicate degree of certainty, adverbs of degree
- Precise use of preposition phrases, subordinate clauses and noun phrases as adverbials to indicate

				<p>time, place, manner or frequency.</p> <ul style="list-style-type: none">• Explore the use of reported speech in a diary• Explore the use of personal versus impersonal writing and decide when each is appropriate• Explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact• Devices to build cohesion within a paragraph (then, after, that, this, firstly)• Use of adverbs of time (soon, later, after), place (nearby) and number (secondly) to link ideas across paragraphs• Tense choice to link ideas (perfect and progressive forms, simple past & present tense)• Explore how dashes are less commonly used in more formal texts• Use of commas to clarify meaning or avoid ambiguity			
--	--	--	--	--	--	--	--

6

Autumn 5
Persuasive and informative Leaflet - Camp Green Lake

- 'AFOREST' persuasive techniques
- Sentence types - command, exclamation, statement and question
- Comparative and superlative adjectives
- Formal and informal vocabulary and structures
- Direct address and quotes
- Adverbs and modal verbs to indicate degrees of possibility
- Bullet points, colons and semi colons to punctuate a list
- Introduction, organised paragraphs which flow and a conclusion.
- Develop alliterative and word play headings

Summer 4
Formal letter - WWII

- Understand difference between formal and informal vocabulary and structures
- Use precise, technical vocabulary
- Use the passive to gain support of an audience without dictating who should be responsible for making that action happen

Summer 3
Explanatory Text with Instructions (WW2 link - Pasty)

- Know the difference between formal and informal vocabulary and structures
- Use subject specific WW2 vocabulary
- Use the passive voice and the subjunctive form to ensure an impersonal tone
- Use modal verbs to recommend and assert
- Use embedded phrases and clauses for succinctness
- Use of semi-colon, colon or dash to mark the boundary between independent clauses
- Use of bullets, colons & semicolons to punctuate lists
- Use different forms of the past and present tense
- Plan an introduction and conclusion
- Use of a range of layout devices to structure text (headings, subheadings, bullet points and diagrams)
- Use a wide range of cohesive devices to link ideas across paragraphs

Autumn 1
Diary - Stanley's Viewpoint

- Understand the difference between formal and informal vocabulary and structures
- Use apostrophes for possession and contraction
- Recognise and use rhetorical questions, and exclamations
- Use idioms and expressions to show feelings
- Write sentences with relative clauses and commas for parenthesis
- Use a range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, wide range of adverbials for effect and ellipsis.
- Opening and closing lines of paragraphs support movement across the text
- Organise writing into sequenced paragraphs with an introduction and conclusion

Autumn 2
Informal letter - Stanley to his Mom

- Difference between formal and informal vocabulary and structures
- Use rhetorical questions, question tags, exclamations

Autumn 4
Non Chronological Report - imaginary animal

- Create a hybrid animal and produced a labelled sketch
- Research features of the different animals
- Group similar information together
- Explore technical and descriptive vocabulary
- Compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout
- Use the passive to avoid personalisation; avoid naming the agent of a verb and maintain an appropriate level of formality for the context and purpose of writing
- Use a wider range of cohesive devices to link ideas across paragraphs or repetition of a word
- Use of a range of layout devices to structure text: headings, subheadings, columns, bullet points, tables and diagrams
- Use relative clauses to expand sentences
- Use the semi-colon, colon or dash to mark the boundary between independent

Spring 4
Discursive writing - Debate (Home Schooling)

- Hold a class debate - for/against and questions to ask. Sentence stems provided to support
- Conjunctions and connecting adverbs to introduce, conclude, for and against
- Use formal vocabulary and structures
- Use modal verbs to indicate degree of certainty
- Use the passive voice
- Use the subjunctive form
- Use of a wider range of cohesive devices to link ideas across paragraphs,
- Use the semi-colon, colon and dash to mark the boundary between independent clauses
- Develop P.E.E paragraphs, expanding viewpoints Write detailed introductions and linked conclusions summarising points made.

Autumn 3
Narrative - Writing from a different character's perspective (Holes)

- Use improvisation and role play to explore the characters, setting and events in Holes (focus on Ch 10)
- Use techniques learned from reading to create a setting by using expressive or figurative language, including personification, pathetic fallacy, similes and metaphors
- Adjectives of intensity
- Create a character backstory
- Plan effectively and talk through plan
- Use paragraphs to vary pace and emphasis.
- Use dialogue to show character
- Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase and grammatical connections
- Use commas precisely
- Use the semi-colon, colon and dash to mark the boundary between independent clauses

Spring 1
Narrative Description - 'Him'

- Hot Seating - Him
- Character Role on the Wall
- Explore adjectives of intensity
- Use language of the time - technical and descriptive
- Use verb tenses consistently and correctly
- Plan effectively and talk through plan
- Use paragraphs to vary pace and emphasis.
- Vary sentence length to achieve a particular effect
- Use literary language and characterisation
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis
- Use the semi-colon, colon and dash to mark the boundary between independent clauses
- Use the colon to introduce a list and use of semi-colons within lists

Spring 2
Narrative setting description - derelict building and dialogue

<ul style="list-style-type: none"> • Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing. • Use semi-colon, colon or dash to mark the boundary between independent clauses • Use a wider range of cohesive devices to link ideas across paragraphs (repetition of a word or phrase, use of a wider range of adverbials, ellipsis) • Apply persuasive skills in a range of contexts/ structures • Vary and manage paragraphs in a way that support whole structure of the text 		<ul style="list-style-type: none"> • Use idioms to show character and match the context • Use semi-colons, colons or dashes to mark the boundary between independent clauses • Organise letter into paragraphs with an impersonal opening and closing - matching the audience (Mom) and purpose (to reassure) • Use a wide range of cohesive devices to link ideas across paragraphs <p>Spring 3 Journalistic Writing - Newspaper report - Skelling</p> <ul style="list-style-type: none"> • Use play on words for headlines • Write a lead sentence and an opening paragraph with the 5 W's. • Organised writing into sequenced, chronological paragraphs. • Write captions and a final comment • Know how to write impersonally • Maintain control over formality • Use the passive voice • Write succinctly using nominalisation • Use the subjunctive form • Include direct and reported speech • Use colons to 	<p>clauses</p> <ul style="list-style-type: none"> • Use hyphens 		<ul style="list-style-type: none"> • Roleplay conversations between characters • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character feel and adding detail of sights and sounds • Plan effectively and talk through plan • Use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect • Use a variety of techniques to introduce characters and develop characterisation • Use dialogue at key points to move the story on or reveal new information. • Show the difference between structures typical of informal speech and structures appropriate for formal speech and writing • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Use the semi-colon, colon and dash to mark the boundary between independent clauses • When editing, reflect an understanding of how the selection of appropriate grammar and vocabulary can change and enhance meaning. <p>Spring 5 Monologue - Michael</p> <ul style="list-style-type: none"> • Use synonyms to capture Michael's emotions • Plan monologue to show Michael's conflicting inner thoughts • Address the reader directly • Use expressions and idioms which Michael would use • Ensure control over level of formality • Include the subjunctive form • Use the simple, progressive and perfect verb forms for effect • Ask rhetorical questions and include question tags • Include full range of punctuation within sentences for effect - commas, dashes, hyphens, ellipsis, colons and semi colons <p>Summer 2 First Person narrative and setting description - City (Once)</p> <ul style="list-style-type: none"> • Use techniques learned from reading to create a setting by using expressive or figurative language describing how it makes the character
---	--	---	--	--	--

			<p>introduce quotes</p> <ul style="list-style-type: none"> • Use dashes in speech • Show character through quotes • Use a wide range of cohesive devices to link ideas across paragraphs • Use commas to separate clauses and avoid ambiguity • Include a level of bias in writing <p>Summer 1 Letter with Narrative woven throughout - Once</p> <ul style="list-style-type: none"> • Explore language of the time - WW2 • Role Play - Interview with the character • Use rhetorical questions, question tags, exclamations • Use idioms to show character and match the context of the letter • Use hyphens • Use dashes effectively • Plan letter and where to interweave narrative thoughts • Organise letter into paragraphs with an impersonal opening and closing - matching the audience and purpose • Use a wide range of cohesive devices to link ideas across paragraphs • Proof read to ensure consistency and 			<p>feel and adding detail of sights and sounds</p> <ul style="list-style-type: none"> • Use language of the time - technical and descriptive • Use literary language and characterisation • Plan effectively and talk through plan • Use paragraphs to vary pace and emphasis. • Vary sentence length to achieve a particular effect • Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Use the semi-colon, colon and dash to mark the boundary between independent clauses • Use the colon to introduce a list and use of semi-colons within lists
--	--	--	--	--	--	---

			accuracy in tense choices (simple, perfect and progressive)			
--	--	--	---	--	--	--

Alan Peat sentences