# ENGLISH WRITING
# 2022 - 2023

| | A1 7wks | A2 7wks 3d | Sp1 6wks | Sp2 6wks | S1 6wks | S2 7 wks |
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| **Year 3** | POETRY  - 2 weeks<br><br>Model poem: *Wish (a spell)* by Brian Moses | POETRY  - 2 weeks<br><br>Model poem: A Few Frightening Things | NARRATIVE  - 3 weeks<br><br>Class text / stimulus: *The Iron Man – Ted Hughes*<br><br>Genre & Plot Structure: CHARACTER DESCRIPTION<br><br>Model Text: *The Iron Man* adapted model<br><br>Focus / Outcome (Hot Task): Children will write a character description | CHARACTER TRANSFORMATION TALE – 3 weeks<br><br>Focus / Outcome (Hot Task): Children will write their character transformation story | NARRATIVE – 4 weeks<br><br>Class text / stimulus: *The Lion, the Witch and the Wardrobe* – C S Lewis<br><br>Genre & Plot Structure: Creating setting – focus on vocabulary generation to be used elsewhere in writing<br><br>Model Text: Setting description – Lucy Through the Wardrobe | NARRATIVE – rescue tale – 4 weeks<br><br>Class text/stimulus<br><br>Dolphin Boy – Michael Morpurgo (model text needs writing)<br><br>Focus/Outcome (Hot Task): Children will write their own rescue tale based on sea creature – *linked to Geography* |
| | * an and a – consonant / | * an and a – consonant / | *Introduce inverted | *Introduce inverted | * Introduce inverted | *Introduce inverted |

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| | vowel - a rock, an open box<br><br>* Recap from Y2 – use of apostrophes to mark possession | vowel - a rock, an open box | commas – speech<br><br>* Paragraphs to group related material<br><br>*Adverbials of time – then, next, soon<br><br>*Prepositions – before, after<br><br>* Present perfect form of verbs 'He has gone out to play'<br><br>* Recap from Y2 correct use of present and past tense | commas – speech<br><br>* Paragraphs to group related material<br><br>*Adverbials of time – then, next, soon, later.<br><br>*Prepositions – before, after. | commas – speech<br><br>Paragraphs to group related material<br><br>Adverbials of time – then, next, soon, later<br><br>Prepositions – before, after | commas – speech<br><br>* Paragraphs to group related material<br><br>*Adverbials of time – then, next, soon, later.<br><br>*Prepositions – before, after.<br><br>* Present perfect form of verbs 'He has gone out to play'<br><br>* Recap from Y2 correct use of present and past tense |
| **Non Fiction** | <u>Basic Persuasive Text – 5 weeks</u><br><br>**Focus / Outcome (Hot Task):** To write a persuasive leaflet for parents to send their children to our school.<br><br>**Non-fiction 1 Model Text:** Hawk Ridge Park Farm | <u>Sectioned Non Chronological Report – 5 weeks</u><br><br>**Model Text:** The Manchester Ridgeback<br><br>**Focus / Outcome (Hot Task):** Children will write their own NC Report on an imaginary/real creature | | <u>5 Part Instructions – 2 weeks</u><br><br>**Class text / stimulus:** *The Iron Man – Ted Hughes*<br><br>**Focus / Outcome (Hot Task):** Children will write set of instructions for constructing an object / creature | <u>Sectioned explanation – 3 weeks</u><br><br>**How do plants grow?** | <u>Sectioned Recount – 3 weeks</u><br><br>**Class text / stimulus:** *The Lion, the Witch and the Wardrobe* – C S Lewis<br><br>**Focus / Outcome (Hot Task):** Children will write a newspaper report based on an aspect from *The Lion, the Witch and the Wardrobe* |

| N/F Writing Objectives | | | | | | |
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| | *Introduction to paragraphs as a way to group related material<br><br>*Rhetorical questions<br><br>*Express time, place and cause using conjunctions, adverbs and prepositions<br><br>*Effective use of noun phrases<br><br>*Written in the present tense/use of present perfect form of verbs | *Planned into sections<br><br>*Opening Questions<br><br>*Headings<br><br>*Subheadings<br><br>*Conjunctions to join information and give reasons<br><br>*Present perfect tense<br><br>*Word choices to match information texts | | *Commas to separate items in a list, sequenced parts – title; opening paragraph to introduce instructions; equipment list; method; closing paragraph with 'top tip'<br><br>*Adverbs of time to sequence and to add detail<br><br>* Headings and subheadings to aid presentation<br><br>*Time place and cause expressed using conjunctions, adverbs or prepositions. | *Questions used to form titles<br><br>*Introduction to paragraphs as a way to group related material<br><br>*Consistent use of present tense conjunctions<br><br>*Conjunctions eg so…because to explain<br><br>*Express time, place and cause using conjunctions, adverbs and prepositions<br><br>*Heading and subheadings used to aid presentation. | *Planned in sections using conjunctions adverbs and prepositions to sequence events.<br><br>*Word choices and developed sentence structures to match recount texts.<br><br>*Express time, place and cause using conjunctions (e.g so, because), adverbs and prepositions<br><br>*Inverted commas can be used to punctuate direct speech, if appropriate |
| **Year 4** | <u>NARRATIVE - Adventure Story – Finding Tale – 4 weeks</u><br><br><u>**Adventure at Sandy Cove**</u> | <u>Alliteration poetry – 2 weeks</u><br><br>**Model poem:** *When I blew the magic dust*<br><br><br><br><u>**NARRATIVE – 5 weeks**</u><br>The day I met the Mighty Aslan<br>OPENING AND BUILD UP FOCUSED ON SETTING AND ATMOSPHERE<br><br><br>. | <u>NARRATIVE</u><br><br>**OPENING AND BUILD UP FOCUSED ON SETTING AND ATMOSPHERE – 6 weeks**<br><br><br><br>**Class text / stimulus:** *The Tunnel* – Anthony Browne<br><br>**Model Text:** *The Tunnel* adapted model<br><br>**Focus / Outcome (Hot Task):** To write an opening and build up to a portal story focused on setting and | | | | <u>POETRY – 2 weeks</u><br><br>**Model poem:** *Dragon's Word* by Brian Moses |

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| | | | atmosphere. | | | |
| **Fiction Writing Objectives** | • Paragraphs to organise ideas<br><br>• Powerful verbs and effective adjectives to create atmosphere/action<br><br>• A variety of adverbial openers e.g. –ly, how and when<br><br>• Techniques to move the action forward: e.g. adverbial phrases, sentence of three, dialogue Subordination using conjunctions like *until* and *before*<br><br>Use of inverted commas and other punctuation to indicate direct speech | • Effective verbs and adjectives<br>• Expanded noun phrases<br>• Pronouns and nouns<br>• A variety of adverbial openers e.g. –ly, how and when<br>• Techniques to move the action forward: e.g. adverbial phrases, sentence of three, dialogue Subordination using conjunctions like *until* and *before*<br><br>• Paragraphs to organise ideas | • Carefully chosen adjectives to describe a noun<br>• alliteration to make it sound good<br>• Adverbial phrases using 'when', 'where' and 'how' starter (fronted adverbials)<br>• Effective verbs that bring the setting to life<br>• 'ing' clauses as sentence starters and endings<br>• use of commas after fronted adverbials to mark clauses<br>• Apostrophes to mark plural possession.<br>• Nouns and Pronouns<br>• Use of inverted commas and other punctuation to indicate direct speech | | | • Effective verbs and adjectives<br>• Expanded noun phrases<br>• determiners<br>Possessive pronouns |
| **Non Fiction** | | | **Non Chronological Report with paragraphs**<br><br>**William Morris – (link to art)**<br><br>**Focus/Outcome**<br><br>**NC report on** | **Explanation Text with paragraphs – 6 weeks (Move into Summer 1 if req)**<br><br>**Digestive System – Model Text**<br><br>**Focus / Outcome (Hot** | **Persuasive Text with Paragraphs – 4 weeks**<br>**Litter in the Sea**<br><br>**Focus/Outcome– Save our Rivers** | **Developed Recount with paragraphs**<br><br>**My trip to Cornwall**<br><br>**Focus/Outcome (Hot task): A day in Dovedale** |

| | | | | Ancient Egyptians | task): The Water Cycle | <br><br>Should Trolls be slaughtered?<br><br>Focus/Outcome – Should pixies be left in cages? | |
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| **N/F Writing Objectives** | *Organised into sections with appropriate headings and text type features<br>*Range of conjunctions and appropriate word choices<br>*Beginning to explore levels of formality and able to demonstrate this through word and sentence choices.<br>*Appropriate use of pronouns and nouns | | | *Fronted adverbials<br><br>*Paragraphs to organise ideas<br><br>*Cohesion through the use of nouns and pronouns<br><br>* Range of conjunctions and appropriate word choices | *Cohesion through choice of pronouns or nouns and across sentences, avoiding repetition<br><br>*Expanded noun phrases<br><br>*Persuasive writing features<br><br>*Model verbs to indicate degrees of possibility<br><br>-<br><br>*Consistent use of present tense – recap from Y2<br><br>*Present perfect form of verbs – recap from Y3<br><br>*Effective use of noun phrases<br><br>*Paragraphs to organise ideas | *Developed sequential language organised into paragraphs<br><br>*Adverbs, adverbials and prepositions to sequence events<br><br>*Word choices and developed sentence structures to match recount texts<br><br>*Expanded noun phrases |

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| | | | | \*Adverbials e.g therefore, however.. <br><br> \*Heading and subheadings used to aid presentation recap from Y3 | |

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| **Year 5** | <u>NARRATIVE FANTASY/TALE OF SUSPENSE – 6 weeks</u> <br><br> **Class text / stimulus:** *Lucinda's Secret* (part of *The Spiderwick Chronicles*) – Holly Black <br><br> **Model Text: "Yeuch thought Jared"** <br><br> **Focus / Outcome (Hot Task):** To write an opening and build up to a fantasy story with a focus on suspense <br><br> <u>**POETRY 1 – 1 week**</u> <br><br> **Model poem:** *The River* by Pie Corbett | <u>POETRY 2 – TYGER WILLIAM BLAKE – 2 WEEKS</u> | <u>NARRATIVE</u> <br><br> **MYTH – DEFEAT THE MONSTER/ACTION SCENE – 5 WEEKS** <br><br> **Class text / stimulus:** *Beowulf* – Michael Morpurgo <br><br> **Fiction 3 Model Text:** *Beowulf fights the monster* or similar teacher written model text <br><br> **Outcome (Hot Task):** To write an action scene e.g for the battle between a hero and a mythical creature (could be Theseus and the Minotaur, Cobbler and the dragon or Beowulf and a creature), <br><br> <u>**POETRY 3 – 1 WEEK**</u> <br><br> **Model poem:** From a Railway Carriage Robert Louis Stevenson | <u>NARRATIVE – diary entry – 4 weeks</u> <br> <u>Model text – Tudor diary entry</u> <br><br> <u>Innovation – Victorian Prisons</u> | <u>NARRATIVE  - 4 weeks</u> <br><br> **Model Text – Grendel** <br><br> **Character description** | |

| Fiction Writing Objectives | | | | | |
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| | *Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br><br>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]<br><br>*Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]<br><br><br>*Structured Paragraphs | * Expanded noun phrases<br><br>*Powerful verbs and effective adjectives to create atmosphere/action | *Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br><br>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]<br><br>*Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]<br><br><br>*Use of commas to | *Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br><br>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]<br><br>*Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]<br><br><br>*Use of commas to | *Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]<br><br>* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]<br><br>*Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]<br><br><br>*Structured Paragraphs | |

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| | linked with adverbials<br><br>*Expanded noun phrases<br><br>*Powerful verbs and effective adjectives to create atmosphere/action | | clarify meaning or avoid ambiguity<br><br>*Structured Paragraphs linked with adverbials<br><br>*Expanded noun phrases<br><br>*Powerful verbs and effective adjectives to create atmosphere/action | clarify meaning or avoid ambiguity<br><br>*Structured Paragraphs linked with adverbials<br><br>*Expanded noun phrases<br><br>*Powerful verbs and effective adjectives to create atmosphere/action | linked with adverbials<br><br>*Expanded noun phrases<br><br>*Powerful verbs and effective adjectives to create atmosphere/action | |
| **Non Fiction** | | **ADVANCED DISCUSSION TEXT – 5 WEEKS**<br>Spiderwick Chronicles<br><br>**Model Text – Do elves exist?**<br><br>**Innovation – Do giants exist?** | | **Autobiography – 2 weeks**<br><br>**Model Text – Autobiography – Tim Peake**<br><br>**Innovation – Write an autobiography as a celebrity or themselves** | **DEVELOPED PERSUASIVE TEXT – 3 weeks**<br><br>**Model Text – Persuasive letter Rainforest**<br><br>**Innovation – Persuasive letter about Eureka Park** | **RECOUNT JOURNALISTIC WRITING – 3 weeks**<br><br>WW1 newspaper report<br><br>Innovation – War started<br><br>**Non fiction Report – 4 weeks**<br><br>**Class text / stimulus:** Images of Killer Whales; short films of Killer Whales in the wild.<br><br>**Model Text**: *Killer Whale*<br><br>*Innovation – Amazon animal* |
| **Writing Objectives** | | *Cohesion within paragraphs using adverbials<br><br>*Layout devices to provide additional | | *Cohesion through a variety of devices within and across paragraphs<br><br>*Relative clauses with comas and brackets to | *Evaluating the contrast between formal and informal persuasive texts<br><br>*Cohesion through | *Focusing on journalistic vocab and sentence structures<br><br>*Cohesion through choice of techniques |

| | | information to guide the reader<br><br>*Modal Verbs to indicate degrees of possibility | | add information<br><br>*Structured Paragraphs linked with adverbials<br><br>*Indicate degrees of possibility using modal verbs and adverbs | choice of techniques<br><br>*Expanded noun phrases<br><br>*Persuasive writing features (DAFOREST)<br><br>*Modal verbs and adverbs to position the argument<br><br>*Structured paragraphs linked with adverbials<br><br>*Commas to add ambiguity | within and across paragraphs<br><br>*Structural features included in newsreader script/newspaper<br><br>*Use of past perfect<br><br>*Modal verbs can be used to indicate degrees of possibility<br><br>--<br><br>*Indicate degrees of possibility using adverbs and modal verbs<br><br>*Layout devices to provide additional information and guide the reader<br><br>*Cohesion within paragraphs using adverbials<br><br>*Relative clauses used to add further information<br><br>*Parenthesis to add to the clarification of technical words. |
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| Year 6 | NARRATIVE  5 weeks | POETRY 1 week | NARRATIVE | POETRY 2 weeks | NARRATIVE – La Luna film clip – 3 weeks | |
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| | TALE OF FEAR; SUSPENSE FOCUS | Model poem: *Into the Lair of Baron Jugula*  by Brian Moses | ADVENTURE; FLASHBACK PLOT | Class text / stimulus; Model text: *Memories* - Pie Corbett | Descriptive scene and character | |
| | Class text / stimulus: *Skellig* – David Almond | The Piano – Flashback story WW2 3 weeks | Class text / stimulus: *Storm Breaker* – Anthony Horowitz ; Videos about spies e.g. James Bond etc | Genre & Plot Structure: POETRY | | |
| | Model Text: *Zelda Claw and the Rain Cat* – Pie Corbett | | Model Text: *Kidnapped* by Pie Corbett | Focus / Outcome (Hot Task): To write a poem e.g. their own *Memories* poem that captures key memories of primary school | | |
| | Focus / Outcome (Hot Task): To write a story which contains suspense | | Focus / Outcome (Hot Task): To write an adventure story | | | |
| Fiction Writing Objectives | *Effective adjectives | *Effective adjectives | *Effective adjectives | | *Effective adjectives | |
| | *Effective verbs | *Effective verbs | *Effective verbs | | *Effective verbs | |
| | *Expanded noun phrases | *Expanded noun phrases | *Expanded noun phrases | | *Expanded noun phrases | |
| | *using brackets, dashes or commas to indicate parenthesis | *Active and Passive | *Active and Passive | | *Passive voice | |
| | *Passive  Voice | *Ellipsis | *Ellipsis | | *Ellipsis | |
| | *Onomatopoeia | *using brackets, dashes or commas to indicate parenthesis | *Use of semi-colons and dashes to mark boundaries between independent clauses | | *Use of semi-colons and dashes to mark boundaries between independent clauses | |
| | *Personification | | *Use of semi-colons and dashes to mark boundaries between independent clauses | | | |
| | *Similes and metaphors | | | | | |
| | *Use of the semi-colon, colon and dash to mark the boundary between | | | | | |

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| | independent clauses<br><br>*Cohesion through a wider variety of devices<br><br>*Adverbials for cohesion | | | | | |
| **Non Fiction** | BIOGRAPHY – Class<br><br>2/3 WEEKS - Text/stimulus<br><br><br>Focus/Outcome - Biography<br><br>Winston C | SCIENTIFIC WRITING REPORT – 3 weeks<br><br>Living Things and habitats | | DEVELOPED JOURNALISTIC WRITING – RECOUNTS<br><br>3 weeks<br><br>(Industrial Revolution or Lowry linked) | Explanation Text - 4 weeks – How to survive an Earthquake<br><br>How to survive a Blitz/air raid – hot write | ADVANCED PERSUASIVE TEXT 4 weeks<br><br>Stormbreaker (2 weeks)<br><br>Balanced argument/letter – 2 weeks<br><br>Final independent piece of choice.<br><br>COMPLEX DISCUSSION TEXT – 3 weeks |
| **Writing objectives** | BIOGRAPHY<br><br>*Cohesion through a wider variety of devices<br><br>*Layout devices including headings, subheadings, columns, bullets and tables to structure texts<br><br>*Semi-colons for items in a list and colons to | SCIENTIFIC WRITING/REPORT<br><br>*Cohesion through a wider variety of devices<br><br>*Passive voice<br><br>*Appropriate levels of formality demonstrated<br><br>*Features of explanation texts where appropriate | | DEVELOPED JOURNALISTIC WRITING – RECOUNTS<br><br>*Cohesion through a wider variety of devices<br><br>*Control of vocabulary choices to match the language used in journalistic writing<br><br>*Use of semi-colons and dashes to mark | EXPLANATION TEXT<br><br>*Cohesion through a wider variety of devices<br><br>*Adverbials for cohesion<br><br>*Use of semi-colons and dashes to mark boundaries between independent clauses | PERSUASION<br><br>*Adapting degrees of formality and informality, inc vocabulary choices, to suit the form of the text<br><br>*Passive voice<br><br>*Subjunctive form to hypothesise |

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| | introduce lists<br><br>*Sustained levels of formality demonstrated through sentence word choices in different levels of formality<br><br>*The identification of different structures typical of informal and formal writing. EG the use of the subjunctive and the use of question tags<br><br>*Hyphens used to avoid ambiguity | *Advanced sequential and causal language.<br><br>* Use of hyphens to avoid ambiguity<br><br>* Subheadings, columns, bullets, tables to structure text. | | boundaries between independent clauses<br><br>*Structural features included in newspaper reports<br><br>*Past perfect progressive form of verbs<br><br>-- | *Layout devices including headings, subheadings, columns, bullets and tables to structure texts<br><br>*Hyphens used to avoid ambiguity<br><br>*Use of semi-colons and colons to control sentence structure | *Cohesion across paragraphs using a wider range of cohesive devices including conjunctive adverbs<br><br>*Persuasive writing features (DAFOREST)<br><br>*Hyphens to avoid ambiguity<br><br><br>**COMPLEX DISCUSSION TEXT**<br><br>*Cohesion through a wider variety of devices<br><br>*Adverbials for cohesion<br><br>*Modal verbs and adverbs to position the arguments<br><br>*Advanced language chosen to represent both arguments<br><br>*Appropriate levels of formality applied<br><br>*Well-structured arguments<br><br>*Language involved with evaluation and |

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| | | | | | viewpoints included<br><br>\*Use of semi-colons and colons to control sentence structure<br><br>\*Passive voice<br><br>\*Subjunctive form to hypothesise |
| **Jaguars** | NON-FICTION 1<br><br>**Genre & Plot Structure:** PERSUASION (LEAFLET)<br><br>**Focus / Outcome (Hot Task):** To write a persuasive leaflet for parents to send their children to our school.<br><br>**Non-fiction 1 Model Text:** Hawk Ridge Park Farm | NARRATIVE 1<br><br>**Class text / stimulus:** *The Day the Crayons Quit* – Drew Daywalt<br><br>**Model Text:** *The Day the Crayons Quit* adapted model<br><br>**Genre & Plot Structure:** CONFLICT AND RESOLUTION STORY<br><br>**Focus / Outcome (Hot Task):** Children will write their own conflict and resolution story e.g. The Day the Clothes Quit | Poetry<br><br>**A Few Frightening Things**<br><br>**Focus: write a list poem**<br><br>**Base text: A few frightening things by Clare Bevan**<br><br>**Outcome 1:** To write a list poem<br><br>**Hot task:** Children to create their own list poem about the things that make them happy.<br><br>**Ext:** Children to create their own Christmas themed list poem.<br><br>**Narrative – Free Choice Picture Book** | NON-FICTION 1<br><br>**Genre & Plot Structure:**<br><br>INSTRUCTIONS<br><br>**Model Text:**<br><br>**How to trap a Dragon**<br><br>**Focus / Outcome:** To write a set of instructions on How to trap a… pixie, troll, fairy<br><br>(Make own …. Trap) | PLOT STRUCTURE: WARNING STORY<br><br>**MODEL TEXT: Kassim and the Greedy Dragon**<br><br>**FOCUS: Using descriptive language to bring a story to life**<br><br>**Outcome**<br><br>To write an exciting adventure story (based on the plot of a warning story)<br><br>Children will innovate on the original story by recycling the plot (i.e. change characters, setting and key events)<br><br>**Stimulus***: The focus for this unit is on using descriptive language so you want to find out what skills the children already have and those they are not yet secure with.<br><br>**POETRY 1**<br><br>**Model poem:** *Wish (a spell)* by Brian Moses |