	Autumn 1 (4 weeks - Fiction)									
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology				
ext  ttle Red ding Hood  ory  tttern arning ory  tcus  ction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs round a theme in narratives, creating settings, characters and plots.  Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof-read for spelling and punctuation errors.	Secure use of planning tools – fiction. e.g. Text map, 'box it up' Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocahulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters Build-up – build in some suspense towards the problem or dilemma Problem/dilemma – include detail of actions/dialogue Resolution – should link with the problem Ending – clear ending should link back to the start	Vary long and short sentences: Long sentences to add description or information Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  Embellished simple sentences: Adverhial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box. In a strange way, he looked at me.  Compound sentences using connectives: and/or/but/so/for/nor/yet Develop complex sentences expressing time, place and cause using conjunctions (subordination) including when, if, hecause and so 'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  Sentence of 3 for description -e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Dialogue - powerful speech verb	Prepositions – Next to, by the side of, in front of, during, through, throughout Powerful verbs e.g. stare, tremble, slither Appropriate choice of pronoun or non within a sentence to avoid ambiguity and repetition	Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Speech marks (inverted commas)</li> <li>Commas for sentence of 3 description</li> <li>Suffix</li> <li>Connectives/conjunction</li> <li>Simile - as</li> </ul>				

			Autumn 1 (4 weeks – No	n-fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Woodcutter Saves the day Text type: Recount – newspaper Non-fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Draft and write by: In non-narrative material, using simple organisational devices [for example, heading and subheadings] Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class	Introduction – Develop hook to introduce and tempt reader in e.g. Who? What? Where? Why? When? How?  Middle section  Group related ideas/facts into paragraphs, subheadings to introduce sections/paragraphs, topic sentence to introduce paragraphs.  List of steps to be taken  Bullet points for facts  Develop ending – personal response, extra information e.g. information boxes/amazing facts/wow comments	Adverbial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box.  Begin to drop in a relative clause using: who/whom/which/ whose/that e.g.  The girl, whom I remember had long black hair. The boy, whose name is George, thinks he is very brave. The Clifton Suspension Bridge, which was finished in 1864, is a popular tourist attraction.  Sentence of 3 for description -e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Topic sentence to introduce nonfiction paragraphs e.g. Dragons are found across the world.	<b>Prepositions</b> – Next to, by the side of, in front of, during, through,	Colon before a list Secure use of inverted commas for direct speech	Punctuation Finger spaces Full stops Capital letter Exclamation mark Speech marks (inverted commas) Commas for sentence of 3 – description Suffix Generalisers Preposition

			Autumn 2 (4 week	rs - Fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Cobbler of Krakow and Smok the Dragon Story Pattern - Defeating the monster tale Fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs round a theme in narratives, creating settings, characters and plots. Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors.	Secure use of planning tools – fiction. e.g. Text map, 'box it up' Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters Build-up – build in some suspense towards the problem or dilemma Problem/dilemma – include detail of actions/dialogue Resolution – should link with the problem Ending – clear ending should link back to the start Use of perfect form of verbs of time and cause e.g. I have written it down so I can check what it said. Use of present perfect instead of simple past. He had left his hat hehind, as opposed to He left his hat hehind.	Vary long and short sentences: Long sentences to add description or information Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  Embellished simple sentences: Adverhial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box. In a strange way, he looked at me.  Compound sentences using connectives: and/or/but/so/for/nor/yet Develop complex sentences expressing time, place and cause using conjunctions (subordination) including when, if, because and so "ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  Sentence of 3 for description -e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Dialogue - powerful speech verb	Prepositions - Next to, by the side of, in front of, during, through, throughout  Powerful verbs e.g. stare, tremble, slither  Appropriate choice of pronoun or non within a sentence to avoid ambiguity and repetition	Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Speech marks (inverted commas)</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Simile – as</li> <li>Alliteration</li> </ul>

			Autumn 2 (3 weeks – No	n-fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text  How to trap a dragon  Text type - Instructions Non-fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: In nonnarrative material, using simple organisational devices [for example, heading and subheadings]  Proof-read for spelling and punctuation errors.  Read aloud their own writing, to a group or the whole class	Introduction – Develop hook to introduce and tempt reader in e.g. Who? What? Where? Why? When? How? Middle section  Group related ideas/facts into paragraphs, subheadings to introduce sections/paragraphs, topic sentence to introduce paragraphs.  List of steps to be taken  Bullet points for facts  Develop ending – personal response, extra information e.g. information boxes/amazing facts/wow comments	Adverbial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box.  Topic sentence to introduce nonfiction paragraphs e.g. Dragons are found across the world.  -ing clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.	Prepositions - Next to, by the side of, in front of, during, through, throughout  More specific/technical vocabulary to add detail e.g.  A few dragons of this variety can breathe on any creature and turn it to stone immediately.  Drops of rain pounded on the corrugated, tin roof.  Proper nouns - refers to a particular person or thing e.g. Monday, Jessica, October, England	Colon before a list	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Generalisers</li> <li>Preposition</li> <li>Bullet points</li> <li>Question mark</li> <li>Bossy verbs</li> </ul>

			Spring 1 (3 weeks	- Fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text: Nail Soup Story Pattern - Cumulati ve tale Focus - Style - varying sentences & vocabular y Fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs round a theme in narratives, creating settings, characters and plots.  Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof-read for spelling and punctuation errors.	Secure use of planning tools – fiction. e.g. Text map, 'box it up' Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters Build-up – build in some suspense towards the problem or dilemma Problem/dilemma – include detail of actions/dialogue Resolution – should link with the problem Ending – clear ending should link back to the start Use of present perfect instead of simple past. He had left his hat behind, as opposed to He left his hat behind.	Vary long and short sentences: Long sentences to add description or information Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  Embellished simple sentences: Adverbial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box. In a strange way, he looked at me.  Compound sentences using connectives: and/or/but/so/for/nor/yet Develop complex sentences expressing time, place and cause using conjunctions (subordination) including when, if, because and so 'ing' clauses as starters e.g.  Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  Sentence of 3 for description -e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Dialogue - powerful speech verb.	Powerful verbs e.g. stare, tremble, slither	Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Speech marks (inverted commas)</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Simile – as</li> <li>Alliteration</li> </ul>

			Spring 1 (2 weeks - N	Ion-fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
ext hould boys arn rokery? ext type – iscussion on-fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: In nonnarrative material, using simple organisational devices [for example, heading and subheadings.]  Proof-read for spelling and punctuation errors.  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Introduction — Develop hook to introduce and tempt reader in e.g. Who? What? Where? Why? When? How?  Middle section  Group related ideas/facts into paragraphs, subheadings to introduce sections/paragraphs, topic sentence to introduce paragraphs.  List of steps to be taken Bullet points for facts Develop ending — personal response, extra information e.g. information boxes/amazing facts/wow comments	Topic sentence to introduce non-fiction paragraphs e.g. Dragons are found across the world.	Prepositions – Next to, by the side of, in front of, during, through, throughout  More specific/technical vocabulary to add detail e.g.  A few dragons of this variety can breathe on any creature and turn it to stone immediately.  Drops of rain pounded on the corrugated, tin roof.  Proper nouns – refers to a particular person or thing e.g. Monday, Jessica, October, England	Colon before a list	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Generalisers</li> <li>Preposition</li> <li>Bullet points</li> <li>Question mark</li> <li>Bossy verbs</li> </ul>

			Spring 2 (3 weeks - F	ction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text: The Magic Brush Story Pattern – Finding Tale Focus – Opening and endings. Fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs round a theme in narratives, creating settings, characters and plots.  Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors.	Secure use of planning tools - fiction. e.g. Text map, 'box it up' Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction - should include detailed description of setting or characters Build-up - build in some suspense towards the problem or dilemma Problem/dilemma - include detail of actions/dialogue Resolution - should link with the problem Ending - clear ending should link back to the start Use of present perfect instead of simple past. He had left his hat behind, as opposed to He left his hat behind.	Vary long and short sentences: Long sentences to add description or information Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  Embellished simple sentences: Adverbial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box. In a strange way, he looked at me.  Compound sentences using connectives: and/or/but/so/for/nor/yet Develop complex sentences expressing time, place and cause using conjunctions (subordination) including when, if, because and so 'ing' clauses as starters e.g. Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  Sentence of 3 for description -e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Dialogue - powerful speech verb	Powerful verbs e.g. stare, tremble, slither	Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Speech marks (inverted commas)</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Simile – as</li> <li>Connectives/ conjunction</li> </ul>
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			Spring 2 (2 weeks - N	Non-fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text How a Magic Brush Works Text type - Explanation Non-fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas. Draft and write by: In nonnarrative material, using simple organisational devices [for example, heading and subheadings]  Proof-read for spelling and punctuation errors.  Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Introduction – Develop hook to introduce and tempt reader in e.g. Who? What? Where? Why? When? How?  Middle section  Group related ideas/facts into paragraphs, subheadings to introduce sections/paragraphs, topic sentence to introduce paragraphs.  List of steps to be taken  Bullet points for facts  Develop ending – personal response, extra information e.g. information boxes/amazing facts/wow comments	Topic sentence to introduce non-fiction paragraphs e.g. Dragons are found across the world.	Prepositions – Next to, by the side of, in front of, during, through, throughout  More specific/technical vocabulary to add detail e.g.  A few dragons of this variety can breathe on any creature and turn it to stone immediately.  Drops of rain pounded on the corrugated, tin roof.  Proper nouns – refers to a particular person or thing e.g. Monday, Jessica, October, England	Colon hefore a list	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Generalisers</li> <li>Preposition</li> <li>Bullet points</li> <li>Question mark</li> <li>Bossy verbs</li> </ul>

			Summer 1 (4 weeks -	Fiction)		
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text: The King of the Fishes Story Pattern - Wishing Tale Focus - Dialogue Fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs round a theme in narratives, creating settings, characters and plots.  Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proof-read for spelling and punctuation errors.	Secure use of planning tools – fiction. e.g. Text map, 'box it up' Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction – should include detailed description of setting or characters Build-up – build in some suspense towards the problem or dilemma Problem/dilemma – include detail of actions/dialogue Resolution – should link with the problem Ending – clear ending should link back to the start Use of present perfect instead of simple past. He had left his hat behind, as opposed to He left his hat behind.	Vary long and short sentences: Long sentences to add description or information Short sentences for emphasis and making key points e.g. Sam was really unhappy. Visit the farm now.  Embellished simple sentences: Adverbial phrases used as a "where", "when" or "how" e.g. A few days ago, we discovered a hidden box. In a strange way, he looked at me.  Compound sentences using connectives: and/or/but/so/for/nor/yet Develop complex sentences expressing time, place and cause using conjunctions (subordination) including when, if, because and so 'ing' clauses as starters e.g.  Sighing, the boy finished his homework. Grunting, the pig lay down to sleep.  Sentence of 3 for description -e.g. The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.  Rainbow dragons are covered with many different coloured scales, have enormous, red eyes and swim on the surface of the water.  Dialoque - powerful speech verb	Powerful verbs e.g. stare, tremble, slither	Ellipses to keep the reader hanging on Secure use of inverted commas for direct speech	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Speech marks (inverted commas)</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Simile – as</li> <li>Connectives/ conjunction</li> </ul>

	Summer 1 (3 weeks - Non-fiction)									
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology				
Text Wacky Sea Creatures Text Type – Information Non-fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: In nonnarrative material, using simple organisational devices [for example, heading and subheadings]  Proof-read for spelling and punctuation errors.	Introduction – Develop hook to introduce and tempt reader in e.g. Who? What? Where? Why? When? How?  Middle section Group related ideas/facts into paragraphs, subheadings to introduce sections/paragraphs, topic sentence to introduce paragraphs.  List of steps to be taken Bullet points for facts Develop ending – personal response, extra information e.g. information boxes/amazing facts/wow comments	Topic sentence to introduce non- fiction paragraphs e.g. Dragons are found across the world.	More specific/technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Proper nouns – refers to a particular person or thing e.g. Monday, Jessica, October, England	Colon hefore a list	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Generalisers</li> <li>Preposition</li> <li>Bullet points</li> <li>Question mark</li> </ul>				

			Summer 2 (4 w	eeks - Fiction)		
Year 3 G	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text: The Manor House Story Pattern - Tale of Fear Focus - Suspense and action Fiction  fiction  con di pr di di pr di di pr di di di di pr di	Genre opportunities Plan their writing ay: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, wocabulary and grammar discussing and recording ideas. Praft and write by: composing and rehearsing sentences orally (including dialogue), progressively puilding a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs round a cheme in narratives, creating settings, characters and alots. Assessing the effectiveness of their own and others' writing and suggesting mprovements proposing changes or grammar and wocabulary to mprove consistency, including the accurate use of aronouns in sentences Proof-read for	Secure use of planning tools - fiction. e.g. Text map, 'box it up' Plan opening around character(s), setting, time of day and type of weather Paragraphs to organise ideas into each story part Extended vocabulary to introduce 5 story parts: Introduction - should include detailed description of setting or characters Build-up - build in some suspense towards the problem or dilemma Problem/dilemma - include detail of actions/dialogue Resolution - should link with the problem Ending - clear ending should link back to the start Use of present perfect instead of simple past. He had left his hat behind, as opposed to He left his hat behind.		Word Structure/Language Powerful verbs e.g. stare, tremble, slither Appropriate choice of pronoun or non within a sentence to avoid ambiguity and repetition	Punctuation Ellipses to keep the reader hanging on	Functuation Finger spaces Full stops Capital letter Exclamation mark Commas for sentence of 3 – description Connectives/ conjunction Ellipses

	Summer 2 (3 weeks - Non-fiction)								
Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology			
Text Dogs make great pets. Text Type – Persuasive argument Non-fiction	Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas.  Draft and write by: In nonnarrative material, using simple organisational devices [for example, heading and subheadings]  Proof-read for spelling and punctuation errors.	Introduction – Develop hook to introduce and tempt reader in e.g. Who? What? Where? Why? When? How?  Middle section  Group related ideas/facts into paragraphs, subheadings to introduce sections/paragraphs, topic sentence to introduce paragraphs.  Develop ending – personal response, extra information e.g. information boxes/amazing facts/wow comments	Topic sentence to introduce non- fiction paragraphs e.g. Dragons are found across the world.	More specific/technical vocabulary to add detail e.g. A few dragons of this variety can breathe on any creature and turn it to stone immediately. Drops of rain pounded on the corrugated, tin roof. Proper nouns – refers to a particular person or thing e.g. Monday, Jessica, October, England	Recap of all Year 3 punctuation	<ul> <li>Punctuation</li> <li>Finger spaces</li> <li>Full stops</li> <li>Capital letter</li> <li>Exclamation mark</li> <li>Commas for sentence of 3 – description</li> <li>Suffix</li> <li>Generalisers</li> <li>Question mark</li> </ul>			

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Term 1 Unit 1 - Cinderella Short-burst writing Story p Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Organizing paragraphs around a theme In narratives creating characters settings and plot</li> <li>Read aloud their own writing to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Story Map/structure  Paragraphs organised around a theme  Organise each part of the story into paragraphs to indicate change of place or jump in time (boxing up grid)  Plan opening using description  Clear distinction between resolution and ending.	Secure use of simple sentences.  Expanded clauses  Fronted adverbials	Consolidation  Consolidation of year 3 list – introduce prepositions.  At, underneath, since, towards, beneath, beyond.  Expanded noun phrases by the addition of modifying adjectives, nouns and prepositions.	Consolidation of punctuation Commas for fronted adverbials Spelling: Possessive apostrophes with singular nouns Homophones (peace/piece, main/mane, fair/fare) Words ending sure	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>exclamation mark</li> <li>inverted commas</li> <li>apostrophe</li> <li>commafor sentences of three.</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>adjective</li> <li>Noun/noun phrase</li> <li>verb adverb</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

nres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
nres and Opportunities	Boxing up grid	Fronted adverbials	Consolidation	Consolidation of	<ul> <li>punctuation finger</li> </ul>
Use simple organizational				punctuation	<ul><li>spaces</li></ul>
devices such as bullet points, sub	Secure use of planning	Begin to drop in a relative clause using	Comparative and superlative adjectives e.g		<ul><li>letter</li></ul>
heading and headings.	tools.	who/whom/which/whose that.	smallsmallersmallest	Full punctuation for direct	• word
Read aloud their own writing to	Paragraphs to organise	Secure use of simple/ compound sentence.	Goodbetterbest	speech.	<ul><li>sentence</li></ul>
a group or whole class using appropriate inotation and	around a theme.	Secure use of simple/ compound sentence.	Use of determiners	Apostrophes to show	<ul><li>statement</li></ul>
controlling the tone and volume	around a trieffie.	Ed clauses as starters "frightened, Tom ran	ose of determiners	possession	<ul><li>question</li></ul>
so that the meaning is clear	Develop use of a topic	straight home to avoid being caught"	Prepositions.	possession	exclamation
<ul> <li>Draft and write by composing</li> </ul>	sentence			Spelling:	<ul><li>command</li></ul>
and rehearsing sentences orally					<ul> <li>full stops</li> </ul>
inkling dialog progressively a	Link information within			Possessive apostrophes	capital letter
varied and rich vocabulary and	paragraphs with a range			with singular nouns	question mark
an increasing range of structures.	of connectives.				Speech bubble
<ul> <li>Assessing the effectiveness of</li> </ul>				Homophones (peace/piece,	speech marks
their own and others writing and				main/mane, fair/fare)	· ·
suggesting improvements.					direct speech
<ul> <li>Discussing writing similar to that</li> </ul>				Words ending sure	inverted commas
of which they are planning to					• apostrophe
write in order to understand its					• Singular
structure, vocabulary and					• plural
grammar discussing and recording ideas.					Suffix/ prefix
<ul> <li>Proof reading for spelling and</li> </ul>					<ul> <li>Word family</li> </ul>
punctuation errors.					<ul><li>consonant</li></ul>
parietaution errors.					• vowel
					<ul><li>verb adverb</li></ul>
					<ul><li>tense</li></ul>
					<ul><li>connective</li></ul>
					<ul> <li>conjunction</li> </ul>
					<ul><li>preposition</li></ul>
					<ul> <li>determiner</li> </ul>
					• close
					<ul><li>alliteration</li></ul>
					• simile
					<ul><li>synonyms</li></ul>
					,,,,,,,,

## Text: Adventures at Sandy Cove Focus Finding Tale – suspense and action Autumn 2

Genres and opportunities Tex	ext structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Organizing paragraphs around a theme In narratives creating characters settings and plot</li> <li>Read aloud their own writing to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally</li> </ul>	ecure use of planning tools: use of oxing up grids.  anning open using description/actions aragraphs to organise around a theme.  ok information within paragraph with range of connectives  opropriate choice of pronoun or noun cross sentences.	Long and short sentences to enhance description or information.  Secure use of simple/compound sentences.  Fronted adverbials.  Expanding 'ing' clause as starters."  Sentence of 3 for action.  Start with a simile	Noun phrases expanded by modifying adjectives nouns and prepositional phrases  Use of determiners s a or an according to whether the next word begins with a vowel.	Consolidation of punctuation  Commas to mark clauses and mark off after fronted adverbials.  Spelling:  Prefixes  In, il, im and ir  Words spelt ei eigh or ey  Suffixes ing ere n ed	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>exclamation mark</li> <li>somma for sentences of three.</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

enres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities	Secure use of planning tools: use of	Long and short sentences to	Noun phrases adapted	Consolidation of punctuation	punctuation finger
<ul> <li>Use simple organizational devises</li> </ul>	boxing up grids.	enhance description or	·	'	• spaces
such as bullet points, sub heading		information.	Boastful language	Commas after fronted	• letter
and headings.	Planning open using			adverbials.	• word
<ul> <li>Read aloud their own writing to a</li> </ul>	description/actions	Fronted adverbials.	Condition: Could, should, would.		
group or whole class using				Prefixes	• sentence
appropriate inotation and controlling	Paragraphs to organise around a	Develop complex sentences -	Comparative and superlative adjectives.		• statement
the tone and volume so that the	theme.	subordinate and main clauses		In, il, im and ir	• question
meaning is clear		with a range of subordinating			exclamation
<ul> <li>Draft and write by composing and</li> </ul>	Link information within paragraph	conjunctions.		Words spelt ei eigh or ey	<ul><li>command</li></ul>
rehearsing sentences orally inkling	with a range of connectives	_			<ul> <li>full stops</li> </ul>
dialog progressively a varied and rich		Repetition for persuasion		Suffixes ing ere n ed	capital letter
vocabulary and an increasing range of	Use of bullet points/diagrams	B. H			question mark
structures.	A	Pattern of 3 for persuasion.			<ul> <li>exclamation mark</li> </ul>
<ul> <li>Assessing the effectiveness of their</li> </ul>	Appropriate choice of pronoun or				Speech bubble
own and others writing and	noun across sentences.				speech marks
suggesting improvements.					direct speech
Discussing writing similar to that of					• inverted commas
which they are planning to write in					bullet points
order to understand its structure,					•
vocabulary and grammar discussing and recording ideas.					apostrophe
<ul> <li>Proof reading for spelling and</li> </ul>					comma for sentences of three.
punctuation errors.					Singular, plural
pulictuation errors.					Suffix/ prefix
					Word family
					<ul><li>consonant</li></ul>
					<ul><li>vowel</li></ul>
					<ul> <li>adjective</li> </ul>
					Noun/noun phrase
					verb adverb
					imperative verbs
					1
					• tense
					• connective
					• conjunction
					<ul> <li>preposition, determiner</li> </ul>
					• close
					<ul> <li>alliteration, simile</li> </ul>
					<ul><li>synonyms</li></ul>

Text: Staying out Text type: Warning story fo	cus: Dialogue Spring 1				
Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Organizing paragraphs around a theme In narratives creating characters settings and plot</li> <li>Read aloud their own writing to a group or whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Story Map/structure  Paragraphs organised around a theme  Organise each part of the story into paragraphs to indicate change of place or jump in time (boxing up grid)  Plan opening using description  Clear distinction between resolution and ending.	Fronted adverbials  Secure use of compound sentence.  Sentence of 3 for action.  Expanding clauses as starters.	At, underneath, since, towards, beneath, beyond.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.  Dialogue – verb and adverb – "Hello," she whispered, shyly.  Use of determiners s a or an according to whether the next word begins with a vowel.	Consolidation of punctuation  Full punctuation for direct speech.  Commas after fronted adverbials.  Spelling: /g/ sounds spelt gu  Words ending in ture  Possessive apostrophes with plurals  Homophones scene/seen mail/male bawl/ball	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>speech bubble</li> <li>speech marks</li> <li>direct speech</li> <li>inverted commas</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>adjective</li> <li>Noun/noun phrase</li> <li>verb adverb</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Use simple organizational devises such as bullet points, sub heading and headings.</li> <li>Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Plan opening using description/opening Paragraphs to organise around a theme.  Link information within paragraph with a range of connectives  Use of bullet points/diagrams	Prepositional phrases to place the action: on the mat, behind the tree, in the air.  Secure use of compound sentence.  Fronted adverbials Begin to develop complex sentences – main and subordinate clauses.	list – introduce prepositions. At, underneath, since, towards, beneath, beyond.  Comparative and superlative adjectives e.g smallsmallersmallest Goodbetterbest	Consolidation of punctuation Commas after fronted adverbials.  Spelling: /g/ sounds spelt gu  Words ending in ture  Possessive apostrophes with plurals  Homophones scene/seen mail/male bawl/ball	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>exclamation mark</li> <li>apostrophe</li> <li>comma for sentences of three</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

Text: Zelda Claw Story pattern Focus: openings an Spring 2	d endings				
Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Organizing paragraphs around a theme In narratives creating characters settings and plot</li> <li>Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Secure use of planning tools: use of boxing up grids.  Planning open using description/actions  Paragraphs to organise Each part of a story to indicate a change in place or jump in time.  Developed 5 parts to story.  Clear resolution between resolution and ending – ending should include reflection on events or the characters.  Appropriate choice of pronoun or noun across sentences.	Long and short sentences to enhance description or information.  Start with a simile  Secure use of simple/compound sentences.  Fronted adverbials.  Develop complex sentences - subordinate and main clauses with a range of subordinating conjunctions.  "ed" and "ing" starters	Consolidation of year 3 list prepositions. At, underneath, since, towards, beneath, beyond.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas after fronted adverbials and to separate clauses.  Spelling: Prefixes anti and inter Endings cian sion tion ssion	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>exclamation mark</li> <li>apostrophe</li> <li>comma for sentences of three.</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

Text: Should rain cats be allowed to live on earth?	Focus: discussion				
Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Use simple organizational devises such as bullet points, sub heading and headings.</li> <li>Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Secure use of planning tools: use of boxing up grids.  Paragraphs to organise around a theme.  Link information within paragraph with a range of connectives  Use of bullet points/diagrams  Appropriate choice of pronoun or noun across sentences.	Long and short sentences to enhance description or information.  Fronted adverbials.  Develop complex sentences - subordinate and main clauses with a range of subordinating conjunctions.  Repetition for persuasion  Begin to drop in a relative clause. Who/whom/ which/whose	Grammatical difference between single and plural possession.  Boastful language  Use of determiners s a or an according to whether the next word begins with a vowel.	Consolidation of punctuation Commas after fronted adverbials.  Spelling:	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>exclamation mark</li> <li>apostrophe</li> <li>comma for sentences of three.</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>verb adverb</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Organizing paragraphs around a theme In narratives creating characters settings and plot</li> <li>Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Secure use of planning tools: use of boxing up grids.  Planning open using description/actions  Paragraphs to organise around a theme.  Link information within paragraph with a range of connectives  Appropriate choice of pronoun or noun across sentences.	Long and short sentences to enhance description or information.  Fronted adverbials.  Develop complex sentences - subordinate and main clauses with a range of subordinating conjunctions.  Expanded ing clause as starters/starting with similes.	Consolidation of year 3 list prepositions. At, underneath, since, towards, beneath, beyond.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Consolidation of punctuation Commas to mark clauses and after fronted adverbials.  Spelling: S spelt sc Endings spelt sion Apostrophes for possession including singular and plural	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>exclamation mark</li> <li>apostrophe</li> <li>comma for sentences of three</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>synonyms</li> </ul>

Text: How to escape from the Elf Road portal	Focus: Instructions				
Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
<ul> <li>Genres and Opportunities</li> <li>Use simple organizational devises such as bullet points, sub heading and headings.</li> <li>Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	Secure use of planning tools: use of boxing up grids.  Paragraphs to organise around a theme.  Link information within paragraph with a range of connectives  Use of bullet points/diagrams  Appropriate choice of pronoun or noun across sentences.	Long and short sentences to enhance description or information.  Fronted adverbials.  Develop complex sentences - subordinate and main clauses with a range of subordinating conjunctions.  Begin to drop in a relative clause. Who/whom/ which/whose	Grammatical difference between single and plural possession.  Use of determiners s a or an according to whether the next word begins with a vowel.  Comparative and superlative adjectives e.g smallsmallersmallest Goodbetterbest	Consolidation of punctuation Commas after fronted adverbials.  Spelling: S spelt sc Endings spelt sion Apostrophes for possession including singular and plural	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>bullet points</li> <li>apostrophe</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>close</li> <li>synonyms</li> </ul>

## Text: Reilly Focus Character flaw – Character.. Summer 2

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities	Secure use of planning tools: use of	Long and short sentences to	Consolidation of year 3 list	Consolidation of punctuation	punctuation finger
<ul> <li>Organizing paragraphs around a theme In narratives creating characters settings and plot</li> <li>Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear</li> <li>Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.</li> <li>Assessing the effectiveness of their own and others writing and suggesting improvements.</li> <li>Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.</li> <li>Proof reading for spelling and punctuation errors.</li> </ul>	boxing up grids.  Planning open using description/actions  Paragraphs to organise around a theme.  Link information within paragraph with a range of connectives  Appropriate choice of pronoun or noun across sentences.	enhance description or information.  Fronted adverbials.  Develop complex sentences - subordinate and main clauses with a range of subordinating conjunctions.  Expanded ing clause as starters/starting with similes.	prepositions. At, underneath, since, towards, beneath, beyond.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas to mark clauses and after fronted adverbials.  Spelling:  Prefixes – un dis in re sub inter super anti auto  Suffix ly added to words ending in y le ic	<ul> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>Speech bubble</li> <li>speech marks</li> <li>direct speech</li> <li>inverted commas</li> <li>apostrophe</li> <li>comma for sentences of three.</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>adjective</li> <li>Noun/noun phrase</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>subordinate clause</li> <li>simile</li> <li>synonyms</li> </ul>

Text: Reilly	Focus Character flaw – Character
Summer 2	

Source and opportunities	Toyt structure	Sentence construction	Word structure	Punctuation	Torminology
Genres and opportunities Genres and Opportunities	Text structure  Secure use of planning tools: use of	Long and short sentences to	Consolidation of year 3 list	Consolidation of punctuation	Terminology
Organizing paragraphs around a theme In narratives creating characters settings and plot  Read aloud their own writing to a group or whole class using appropriate inotation and controlling the tone and volume so that the meaning is clear  Draft and write by composing and rehearsing sentences orally inkling dialog progressively a varied and rich vocabulary and an increasing range of structures.  Assessing the effectiveness of their own and others writing and suggesting improvements.  Discussing writing similar to that of which they are planning to write in order to understand its structure, vocabulary and grammar discussing and recording ideas.  Proof reading for spelling and punctuation errors.	boxing up grids.  Planning open using description/actions  Paragraphs to organise around a theme.  Link information within paragraph with a range of connectives  Appropriate choice of pronoun or noun across sentences.	enhance description or information.  Fronted adverbials.  Develop complex sentences - subordinate and main clauses with a range of subordinating conjunctions.  Expanded ing clause as starters/starting with similes.	prepositions. At, underneath, since, towards, beneath, beyond.  Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Commas to mark clauses and after fronted adverbials.  Spelling: Prefixes – un dis in re sub inter super anti auto  Suffix ly added to words ending in y le ic	<ul> <li>punctuation finger</li> <li>spaces</li> <li>letter</li> <li>word</li> <li>sentence</li> <li>full stops</li> <li>capital letter</li> <li>question mark</li> <li>exclamation mark</li> <li>Speech bubble</li> <li>speech marks</li> <li>direct speech</li> <li>inverted commas</li> <li>apostrophe</li> <li>comma for sentences of three.</li> <li>Singular</li> <li>plural</li> <li>Suffix/ prefix</li> <li>Word family</li> <li>consonant</li> <li>vowel</li> <li>adjective</li> <li>Noun/noun phrase</li> <li>verb adverb</li> <li>imperative verbs</li> <li>tense</li> <li>connective</li> <li>conjunction</li> <li>preposition</li> <li>determiner</li> <li>close</li> <li>subordinate clause</li> <li>simile</li> <li>synonyms</li> </ul>

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities	Secure use of planning tools: use of boxing up	Long and short sentences to	Grammatical difference between	Consolidation of punctuation	<ul> <li>punctuation finger</li> </ul>
<ul> <li>Use simple organizational</li> </ul>	grids.	enhance description or	single and plural possession.		<ul><li>spaces</li></ul>
devises such as bullet points,		information.		Commas after fronted adverbials.	• letter
sub heading and headings.	Decree and the second state of		lles of delessation and a second		• word
Read aloud their own writing	Paragraphs to organise around a theme.	Frants d advantials	Use of determiners s a or an	Caplling	<ul> <li>sentence</li> </ul>
to a group or whole class	Link information within paragraph with a range of	Fronted adverbials.	according to whether the next	Spelling:	<ul><li>full stops</li></ul>
using appropriate inotation and controlling the tone and	connectives	Develop complex sentences -	word begins with a vowel.		<ul><li>capital letter</li></ul>
volume so that the meaning is	Connectives	subordinate and main clauses	Comparative and superlative	Spelling:	question mark
clear	Use of bullet points/diagrams	with a range of subordinating	adjectives e.g	Spermig.	exclamation mark
<ul> <li>Draft and write by composing</li> </ul>	and or summer perman, and gramme	conjunctions.	smallsmallersmallest	Prefixes – un dis in re sub inter super anti	bullet points
and rehearsing sentences	Appropriate choice of pronoun or noun across	,	Goodbetterbest	auto	apostrophe
orally inkling dialog	sentences.				<ul> <li>comma for sentences of three</li> </ul>
progressively a varied and rich		Begin to drop in a relative		Suffix ly added to words ending in y le ic	Singular
vocabulary and an increasing		clause. Who/whom/			_
range of structures.		which/whose			<ul><li>plural</li><li>Suffix/ prefix</li></ul>
<ul> <li>Assessing the effectiveness of</li> </ul>					
their own and others writing					Word family
and suggesting improvements.					• consonant
Discussing writing similar to					• vowel
that of which they are					adjective
planning to write in order to understand its structure,					Noun/noun phrase
vocabulary and grammar					<ul><li>verb adverb</li></ul>
discussing and recording					• tense
ideas.					<ul> <li>connective</li> </ul>
<ul> <li>Proof reading for spelling and</li> </ul>					<ul><li>conjunction</li></ul>
punctuation errors.					<ul><li>preposition</li></ul>
·					<ul><li>determiner</li></ul>
					• close
					<ul> <li>subordinate clause</li> </ul>
					<ul><li>synonyms</li></ul>

			Autumn 1 (4 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for purpose of writing.	Paragraphs:	Develop complex sentences,	Converting nouns or adjectives	Inverted commas for dialogue.	Inverted commas
The Canal		Linking ideas across	subordination with full range of	into verbs		Commas for sentence of
	Developing initial ideas, drawing on reading.	paragraphs using	conjunctions.		Commas to clarify meaning and	three
Short-burst writing		adverbials of time place			avoid ambiguity.	• Tense
	Select appropriate grammar and vocabulary,	and number or tense	Sentence reshaping – shortening			• Conjunction
Story pattern	understanding how such choices can change	choices.	and lengthen for meaning or			<ul> <li>Subordinate</li> </ul>
Warning Story	and enhance meaning.		effect.			• Clause
_	- 1 · 1 · 10 · 10 · 10 · 10 · 10 · 10 ·	Use 5 part story	51.1 6			Fronted Adverbial
Focus	Evaluate and edit assessing effectiveness of	structure.	Elaboration of starters using			
Setting	their own writing.	• Introduction	adverbial phrases.			
	Describing settings above to a structure at a series and	Build-up				
	Describing settings, characters, atmosphere and	Problem/Dilemma				
	integrating dialogue to convey the character and advance the action.	• Resolution				
	and advance the action.	• Ending				
	Proposing changes to vocabulary, grammar and	C				
	punctuation to enhance effect and clarify	Secure use of				
	meaning.	paragraphs: use a variety of ways				
		oi ways				

			Autumn 1 (3 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<b>Text</b> Canal Holidays are fun	Identifying the audience for purpose of writing.  Developing initial ideas, drawing on	Paragraphs: Linking ideas across paragraphs using adverbials of time	Develop complex sentences, subordination with full range of conjunctions.	Converting nouns or adjectives into verbs  Develop use of technical	Inverted commas for dialogue.  Rhetorical questions Brackets for parenthesis.	<ul> <li>Inverted commas</li> <li>Commas for sentence of three</li> <li>Conjunction</li> </ul>
Non-fiction	reading.	place and number or tense choices.	Sentence reshaping – shortening and lengthen for meaning or	language.		<ul><li>Subordinate</li><li>Clause</li></ul>
Persuasive brochure	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.	Secure use of paragraphs: use a variety of ways  Use rhetorical questions to draw the reader in.  Express own opinions clearly.  Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.	effect.  Elaboration of starters using adverbial phrases.			<ul> <li>Clause</li> <li>Fronted Adverbial</li> <li>Rhetorical question</li> <li>Brackets</li> <li>Parenthesis</li> </ul>

			Autumn 2 (4 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for purpose of	Paragraphs:	Develop complex sentences,	Converting nouns or adjectives	Commas to clarify meaning and	• Commas for sentence o
Beowulf	writing.	Linking ideas across	subordination with full range of	into verbs	avoid ambiguity.	three
		paragraphs using	conjunctions.			• Tense
Short-burst	Developing initial ideas, drawing on reading.	adverbials of time		Empty words.	Semi colons to link clauses.	<ul> <li>Conjunction</li> </ul>
writing		place and number or	Relative clauses			• Subordinate
	Select appropriate grammar and vocabulary,	tense choices.			Use of clauses to avoid	• Clause
Story pattern	understanding how such choices can change		Sentence reshaping – shortening		ambiguity	• Fronted Adverbial
Defeating the	and enhance meaning.	Secure use of	and lengthen for meaning or			Relative clauses
monster		paragraphs: use a	effect.			Ambiguity
	Evaluate and edit assessing effectiveness of	variety of ways				7ssgussg
Focus	their own writing.		Elaboration of starters using			
Style and vocab			adverbial phrases.			
	Describing settings, characters, atmosphere					
	and integrating dialogue to convey the		Drop in -ed clauses.			
	character and advance the action.					
			Moving sentence chunks (how,			
	Proposing changes to vocabulary grammar		when, where around different			
	and punctuation to enhance effect s and		effects).			
	enhance meaning.					

			Autumn 2 (3 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for purpose of	Paragraphs:	Sentence reshaping – shortening	Develop use of technical	Rhetorical questions	Conjunction
low to catch a	writing.	Linking ideas across	and lengthen for meaning or	language.	Brackets for parenthesis.	• Clause
nonster		paragraphs using	effect.			<ul> <li>Fronted Adverbial</li> </ul>
	Developing initial ideas, drawing on reading.	adverbials of time			Colons for lists.	Rhetorical question
Non-fiction		place and number or				Brackets
	Using further organisational and	tense choices.			Commas for ambiguity.	• Parenthesis
nstruction text	presentational devices to structure texts to					Command sentences
	guide the reader for example – headings,	Secure use of				• Imperative verbs
	bullet points and underlining.	paragraphs: use a				• Colon
		variety of ways				- Colon
	Select appropriate grammar and vocabulary,					
	understanding how such choices can change	Use rhetorical				
	and enhance meaning.	questions to draw the				
		reader in.				
	Evaluate and edit assessing effectiveness of					
	their own writing.	Consistently maintain				
		viewpoint.				
		Summary clear at the				
		end to appeal directly				
		to the reader.				

			Spring 1 (4 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Red Eye/ The Game	Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.	Paragraphs: Linking ideas across paragraphs using adverbials of time	Develop complex sentences, subordination with full range of conjunctions.	Converting nouns or adjectives into verbs  Empty words	Commas to clarify meaning and avoid ambiguity.  Semi colons to link clauses.	<ul> <li>Commas for sentence of three</li> <li>Tense</li> <li>Conjunction</li> </ul>
Short-burst writing	Developing initial ideas, drawing on reading.	place and number or tense choices.	Elaboration of starters using adverbial phrases.	Personification		<ul><li>Subordinate</li><li>Clause</li></ul>
Story pattern Losing Tale	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Story structure. • Introduction	Drop in -ed clauses.	Onomatopoeia Metaphors		<ul><li>Fronted Adverbial</li><li>Relative clauses</li><li>Ambiguity</li></ul>
Focus Openings and	Evaluate and edit assessing effectiveness of their own writing.	<ul><li>Middle</li><li>Ending</li></ul>	Speech+verb+action "Stop!" he shouted, picking up the stick and running after the			<ul><li>Personification</li><li>Metaphor</li><li>Onomatopoeia</li></ul>
endings	Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.	Plan, opening using: description/action/ dialogue	thief.  Degrees of possibility using adverbs (perhaps, surely)			Prepositions
	Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.	Secure use of paragraphs: use a variety of ways.				

			Spring 1 (2 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Year 5 Text Should children be more responsible? Non-fiction Discussion text	Genre opportunites  Identifying the audience for purpose of writing.  Developing initial ideas, drawing on reading.  Using further organisational and presentational devices to structure texts to guide the reader for example – headings, bullet points and underlining.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.	Text structure  Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices.  Secure use of paragraphs: use a variety of ways  Use rhetorical questions to draw the reader in.  Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.	Sentence Construction  Develop complex sentences (subordination)  Main and subordinate clauses with full range of punctuation.  Sentence reshaping – shortening and lengthen for meaning or effect.  Relative clauses  Rhetorical questions	Word Structure/Language Develop use of technical language.	Punctuation Rhetorical questions Brackets and dashes for parenthesis. Commas for ambiguity.	Terminology  Conjunction Clause Fronted Adverbial Rhetorical question Brackets Parenthesis Cohesion Dashes

		Spring 2 (3 weeks)			
Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.  Developing initial ideas, drawing on reading.  Select appropriate grammar and vocabulary, understanding how such choices can change and	Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices.	Develop complex sentences, subordination with full range of conjunctions.  Elaboration of starters using adverbial phrases.	Converting nouns or adjectives into verbs  Empty words  Personification Onomatopoeia	Commas to clarify meaning and avoid ambiguity.  Semi colons to link clauses.	<ul> <li>Commas for sentence of three</li> <li>Tense</li> <li>Conjunction</li> <li>Subordinate</li> <li>Clause</li> <li>Fronted Adverbial</li> </ul>
Evaluate and edit assessing effectiveness of their own writing.  Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.  Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.  Consistent use of tense.  Performing their own compositions.	<ul> <li>Introduction</li> <li>Middle</li> <li>Ending</li> <li>Plan, opening using: description/action/dialogue</li> <li>Secure use of paragraphs: use a variety of ways.</li> <li>Linking ideas across paragraphs use adverbials for time, place, number and tense choice.</li> </ul>	Speech+verh+action "Stop!" he shouted, picking up the stick and running after the thief.  Degrees of possibility using adverbs (perhaps, surely)  Moving sentence chunks for different effects (how, when, where) e.g. the siren echoed loudly through the lonely streets at midnight.			<ul> <li>Relative clauses</li> <li>Personification</li> <li>Metaphor</li> <li>Onomatopoeia</li> <li>Prepositions</li> <li>Similes</li> </ul>
	Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.  Developing initial ideas, drawing on reading.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.  Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.  Consistent use of tense.	Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.  Developing initial ideas, drawing on reading.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.  Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.  Consistent use of tense.  Performing their own compositions.  Paragraphs:  Linking ideas across paragraphs: use a variety of ways.  Linking ideas across paragraphs use adverhials for time, place, number and	Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.  Developing initial ideas, drawing on reading.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.  Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.  Consistent use of tense.  Performing their own compositions.  Text structure  Paragraphs: Linking ideas across paragraphs use adverbials for time, place, number and	Text structure   Sentence Construction   Develop complex sentences, subordination with full runge of conjunctions.   Develop complex sentences, subordination with full runge of conjunctions.   Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.   Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.   Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.   Consistent use of tense.   Performing their own compositions.   Text structure   Sentence Construction   Develop complex sentences, subordination with full runge of conjunctions.   Develop complex sentences, subordination with full runge of conjunctions.   Subordination of starters using adverbials for educates.   Drop in -ed clauses.   Drop in -ed clauses are stopping adverbaction of starters using adverbaction of starters using adverbacted into verbs   Drop in -ed clauses.   Drop in -ed clauses are stopping adverbacted into verbs   Drop in -ed clauses   Drop	Identifying the audience for purpose of writing. Understand how authors develop characters and settings. Developing initial ideas, drawing on reading. Select appropriate grummar and weahulary, understanding how such choices can change and enhance meaning. Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action. Proposing changes to vocabulary grummar and punctuation to enhance effect s and enhance meaning.  Performing their own compositions.  Text structure  Performing their own compositions.  Text structure  Performing their own compositions.  Text structure  Perturbing ideas across paragraphs using adverbials of time place and number or tense choices.  Story structure.  Introduction  Middle  Introduction  Middle  Introduction  Moving sentence Construction  Develop complex sentences, ushordinations with full range of conjunctions.  Elaboration of starters using adverbial phruses.  Drop in -ed clauses.  Drop in -ed clauses.  Personification  Onomatoprovia  Metaphors  Moving sentence chunks for different effects (how, when, when, when, when, when, where) e.g. the siren echoed loudly through the lonely streets at midnight.

			Spring 2 (2 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Year 5 Text Why monsters are extinct Non-fiction Explanation texts	Identifying the audience for purpose of writing.  Developing initial ideas, drawing on reading.  Using further organisational and presentational devices to structure texts to guide the reader for example – headings, hullet points and underlining.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Using a wide range of devices to build cohesion within and across paragraphs.	Secure use of paragraphs: use a variety of ways  Use rhetorical questions to draw the reader in.  Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.  Secure use of a range of layouts suitable to the text.	Develop complex sentences (subordination)  Main and subordinate clauses with full range of punctuation.  Sentence reshaping – shortening and lengthen for meaning or effect.  Relative clauses  Rhetorical questions	Develop use of technical language.	Rhetorical questions  Brackets and dashes for parenthesis.	Terminology  Conjunction Clause Fronted Adverbial Rhetorical question Brackets Parenthesis Cohesion Dashes Statement, question

			Summer 1 (3 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
The Time-Slip Scarab  Fiction  Portal story  Character and dialogue  Directors  Director	Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.  Developing initial ideas, drawing on reading.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.  Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.  Consistent use of tense.	Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices.  Use 5 part story structure.  Introduction  Build-up  Problem/Dilemma  Resolution  Ending  Plan, opening using: description/action/dialogue  Secure use of paragraphs: use a variety of ways.  Linking ideas across paragraphs use adverbials for time, place, number and tense choice.	Develop complex sentences, subordination with full range of conjunctions.  Elaboration of starters using adverbial phrases.  Drop in -ed clauses.  Speech+verb+action "Stop!" he shouted, picking up the stick and running after the thief.  Degrees of possibility using adverbs (perhaps, surely)  Moving sentence chunks for different effects (how, when, where) e.g. the siren echoed loudly through the lonely streets at midnight.	Converting nouns or adjectives into verbs  Personification Onomatopoeia Metaphors	Commas to clarify meaning and avoid ambiguity.  Semi colons to link clauses.	<ul> <li>Commas for sentence of three</li> <li>Tense</li> <li>Conjunction</li> <li>Subordinate</li> <li>Clause</li> <li>Fronted Adverbial</li> <li>Relative clauses</li> <li>Personification</li> <li>Metaphor</li> <li>Onomatopoeia</li> <li>Prepositions</li> <li>Similes</li> <li>Dialogue</li> <li>Inverted commas</li> </ul>

			Summer 1 (2 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<b>Text</b> Scarab Beetles Invade School	Identifying the audience for purpose of writing.	Paragraphs: Linking ideas across paragraphs using	Develop complex sentences (subordination)	Develop use of technical language.	Brackets and dashes for parenthesis.	<ul><li>Conjunction</li><li>Clause</li><li>Brackets</li></ul>
Non-fiction	Developing initial ideas, drawing on reading.	adverbials of time place and number or tense choices.	Main and subordinate clauses with full range of punctuation.		Commas for ambiguity.	<ul><li>Parenthesis</li><li>Cohesion</li><li>Dashes</li></ul>
Recount	Using further organisational and presentational devices to structure texts to	Secure use of	Relative clauses			<ul><li>Exclamation</li><li>Inverted commas</li></ul>
Newspaper report	guide the reader for example – headings, bullet points and underlining.	paragraphs: use a variety of ways				Tiwe tea continues
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Consistently maintain viewpoint.				
	Evaluate and edit assessing effectiveness of their own writing.	Summary clear at the end to appeal directly to the reader.				
	Performing their own compositions.					

Text Alient Landing Fliction Meeting rule Action  Formula and self assessing flictiveness of the interpolating diabetate use of tenses.  Formula and self assessing flictiveness of the investigation of the self-self-self-self-self-self-self-self-
Altion    Description strings   Understand how authors develop characters and strings strings strings strings strings

			Summer 2 (3 weeks)			
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<b>Text</b> Aliens	Identifying the audience for purpose of writing.	Paragraphs: Linking ideas across paragraphs using	Develop complex sentences (subordination)	Develop use of technical language.	Rhetorical questions  Brackets and dashes for	<ul><li>Conjunction</li><li>Clause</li><li>Fronted Adverbial</li></ul>
Ion-fiction nformation text	Developing initial ideas, drawing on reading.  Using further organisational and	adverbials of time place and number or tense choices.	Main and subordinate clauses with full range of punctuation.  Sentence reshaping – shortening		parenthesis.  Commas for ambiguity.	<ul><li>Brackets</li><li>Parenthesis</li><li>Cohesion</li></ul>
	presentational devices to structure texts to guide the reader for example – headings, bullet points and underlining.	Secure use of paragraphs: use a variety of ways	and lengthen for meaning or effect.  Relative clauses			<ul><li>Dashes</li><li>Statements</li></ul>
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.	Consistently maintain viewpoint. Summary clear at the end to appeal directly				
	Evaluate and edit assessing effectiveness of their own writing.	to the reader.				

			Autumn 1 (4 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for purpose	Paragraphs:	Develop complex sentences,	Converting nouns or adjectives	Commas to clarify meaning	• Commas for sentence of
Kidnapped	of writing.	Linking ideas across paragraphs	subordination with full range of	into verbs	and avoid ambiguity.	three
	Understand how authors develop	using adverbials of time place	conjunctions.			• Tense
Short-burst	characters and settings.	and number or tense choices.		Empty words	Semi colons to link clauses.	• Conjunction
writing			Elaboration of starters using			• Subordinate
	Developing initial ideas, drawing on reading.	Story structure.	adverbial phrases.	Personification		• Clause
Story pattern	reduing.	Introduction		Onomatopoeia		Fronted Adverbial
Tale of quest	Select appropriate grammar and	Middle	Drop in -ed clauses.	Metaphors		Relative clauses
	vocabulary, understanding how such	Ending				• Personification
Focus	choices can change and enhance meaning.		Speech+verh+action			Metaphor
Suspense	meuning.	Plan, opening using:	"Stop!" he shouted, picking up			Onomatopoeia
	Evaluate and edit assessing	description/action/dialogue	the stick and running after the			Prepositions
	effectiveness of their own writing.		thief.			• Similes
	Describion cottinue about the	Secure use of paragraphs: use a				Junues
	Describing settings, characters, atmosphere and integrating dialogue	variety of ways.	Degrees of possibility using			
	to convey the character and advance		adverbs (perhaps, surely)			
	the action.	Linking ideas across paragraphs				
	Book and the second sec	use adverbials for time, place,	Moving sentence chunks for			
	Proposing changes to vocabulary grammar and punctuation to enhance	number and tense choice.	different effects (how, when,			
	effect's and enhance meaning.		where) e.g. the siren echoed			
			loudly through the lonely			
	Consistent use of tense.		streets at midnight.			
	Performing their own					
	compositions.					

			Autumn 1 (3 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Year 6 Text President's Daughter Rescued Non-fiction Recount Newspaper	Genre opportunites  Identifying the audience for purpose of writing.  Developing initial ideas, drawing on reading.  Using further organisational and presentational devices to structure texts to guide the reader for example – headings, bullet points and underlining.  Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Performing their own	Text structure  Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices.  Secure use of paragraphs: use a variety of ways  Consistently maintain viewpoint.  Summary clear at the end to appeal directly to the reader.	<u> </u>	Word Structure/Language Develop use of technical language.	Punctuation  Brackets and dashes for parenthesis.  Commas for ambiguity.	Terminology      Conjunction     Clause     Brackets     Parenthesis     Cohesion     Dashes     Exclamation     Inverted commas
	compositions.					

			Autumn 2 (4 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<b>Text</b> The Caravan	Identifying the audience for purpose of writing.	Paragraphs: Linking ideas across paragraphs	Develop complex sentences, subordination with full range of	Converting nouns or adjectives into verbs	Inverted commas for dialogue.	Inverted commas     Commas for sentence of
Short-burst writing Story pattern	Developing initial ideas, drawing on reading.	using adverbials of time place and number or tense choices.  Use 5 part story structure.	conjunctions.  Sentence reshaping – shortening and lengthen for meaning or		Commas to clarify meaning and avoid ambiguity.	<ul><li>three</li><li>Tense</li><li>Conjunction</li></ul>
Warning story Focus	Select appropriate grammar and vocabulary, understanding how such choices can change	Introduction     Build-up	effect.  Elaboration of starters using			<ul><li>Subordinate</li><li>Clause</li><li>Fronted Adverbial</li></ul>
Description	and enhance meaning.	<ul><li>Problem/Dilemma</li><li>Resolution</li><li>Ending</li></ul>	adverbial phrases.			
	Evaluate and edit assessing effectiveness of their own writing.	Secure use of paragraphs: use a variety of ways				
	Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.					
	Proposing changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.					

			Autumn 2 (3 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
ext	Identifying the audience for	Paragraphs:	Develop complex sentences	Develop use of technical	Rhetorical questions	• Conjunction
hould Mitch be	purpose of writing.	Linking ideas across paragraphs	(subordination)	language.		• Clause
unished?		using adverbials of time place			Brackets and dashes for	Fronted Adverbial
	Developing initial ideas,	and number or tense choices.	Main and subordinate clauses		parenthesis.	Rhetorical question
on-fiction	drawing on reading.		with full range of punctuation.		•	Brackets
•		Secure use of paragraphs: use a			Commas for ambiguity.	• Parenthesis
iscussion	Using further organisational	variety of ways	Sentence reshaping –		, , ,	
	and presentational devices to		shortening and lengthen for			• Cohesion
	structure texts to guide the	Use rhetorical questions to draw	meaning or effect.			• Dashes
	reader for example – headings,	the reader in.	a.i.g or ejjeco.			
	bullet points and underlining.		Relative clauses			
	Europe Points and and and July	Consistently maintain	Nearance Canada			
	Select appropriate grammar	viewpoint.	Rhetorical questions			
	and vocabulary,	Summary clear at the end to	Kitecorica quesacris			
	understanding how such	appeal directly to the reader.				
	choices can change and	uppear arecay to the reader.				
	enhance meaning.					
	endurce medicing.					
	Evaluate and edit assessing					
	effectiveness of their own					
	-					
	writing.					

			Spring 1 (4 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<b>Text</b> The Old Mill	Identifying the audience for purpose of writing.	Paragraphs: Linking ideas across paragraphs using adverbials of time place	Develop complex sentences, subordination with full range of conjunctions.	Converting nouns or adjectives into verbs	Inverted commas for dialogue.  Commas to clarify meaning	<ul><li>Inverted commas</li><li>Commas for sentence of three</li></ul>
Short-burst writing Story pattern	Developing initial ideas, drawing on reading.	and number or tense choices.  Use 5 part story structure.	Sentence reshaping – shortening and lengthen for meaning or		and avoid ambiguity.	<ul><li>Tense</li><li>Conjunction</li></ul>
Wishing tale Focus	Select appropriate grammar and vocabulary, understanding how such choices can change	<ul> <li>Introduction</li> <li>Build-up</li> <li>Problem/Dilemma</li> </ul>	effect.  Elaboration of starters using			<ul><li>Subordinate</li><li>Clause</li><li>Fronted Adverbial</li></ul>
Setting and atmosphere	and enhance meaning.  Evaluate and edit assessing	<ul><li>Resolution</li><li>Ending</li></ul>	adverbial phrases.			
	effectiveness of their own writing.	Secure use of paragraphs: use a variety of ways				
	Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the					
	Proposing changes to vocabulary, grammar and punctuation to enhance effect					
	and clarify meaning.					

			Spring 1 (2 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for	Paragraphs:	Develop complex sentences	Develop use of technical	Rhetorical questions	Conjunction
Unicoms	purpose of writing.	Linking ideas across paragraphs	(subordination)	language.		• Clause
		using adverbials of time place			Brackets and dashes for	<ul> <li>Fronted Adverbial</li> </ul>
Non-fiction	Developing initial ideas,	and number or tense choices.	Main and subordinate clauses		parenthesis.	• Brackets
- 6	drawing on reading.		with full range of punctuation.			<ul> <li>Parenthesis</li> </ul>
Information text		Secure use of paragraphs: use a			Commas for ambiguity.	• Cohesion
	Using further organisational	variety of ways	Sentence reshaping –			• Dashes
	and presentational devices to structure texts to guide the	Consistantly maintain	shortening and lengthen for			• Statements
	reader for example – headings,	Consistently maintain viewpoint.	meaning or effect.			
	bullet points and underlining.	Summary clear at the end to	Relative clauses			
	butter pourts that there is any.	appeal directly to the reader.	Remarke Charges			
	Select appropriate grammar	appear arrecay to the reduct.				
	and vocabulary,					
	understanding how such					
	choices can change and					
	enhance meaning.					
	Evaluate and edit assessing					
	effectiveness of their own					
	writing.					

			Spring 2 (3 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Gas Mask Fiction Portal story Character and	Identifying the audience for purpose of writing.  Understand how authors develop characters and settings.  Developing initial ideas, drawing on reading.  Select appropriate grammar and	Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices.  Use 5 part story structure.  Introduction  Build-up	Sentence Construction  Develop complex sentences, subordination with full range of conjunctions.  Elaboration of starters using adverbial phrases.  Drop in -ed clauses.	Word Structure/Language Converting nouns or adjectives into verbs  Personification Onomatopoeia Metaphors	Punctuation  Commas to clarify meaning and avoid ambiguity.  Semi colons to link clauses.	Terminology  Commas for sentence of three Tense Conjunction Subordinate Clause Fronted Adverbial Relative clauses
dialogue	vocabulary, understanding how such choices can change and enhance meaning.  Evaluate and edit assessing effectiveness of their own writing.  Describing settings, characters, atmosphere and integrating dialogue to convey the character and advance the action.  Proposing changes to vocabulary grammar and punctuation to enhance effect s and enhance meaning.  Consistent use of tense.	<ul> <li>Problem/Dilemma</li> <li>Resolution</li> <li>Ending</li> <li>Plan, opening using: description/action/ dialogue</li> <li>Secure use of paragraphs: use a variety of ways.</li> <li>Linking ideas across paragraphs use adverbials for time, place, number and tense choice.</li> </ul>	Speech+verb+action "Stop!" he shouted, picking up the stick and running after the thief.  Degrees of possibility using adverbs (perhaps, surely)  Moving sentence chunks for different effects (how, when, where) e.g. the siren echoed loudly through the lonely streets at midnight.			<ul> <li>Personification</li> <li>Metaphor</li> <li>Onomatopoeia</li> <li>Prepositions</li> <li>Similes</li> <li>Dialogue</li> <li>Inverted commas</li> </ul>

Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for	Paragraphs:	Develop complex sentences,	Converting nouns or adjectives	Inverted commas for	• Inverted commas
Your Country	purpose of writing.	Linking ideas across	subordination with full range	into verbs	dialogue.	• Commas for sentence
Needs You!	Burning to test of the co	paragraphs using adverbials of	of conjunctions.	Donal and the state of the state of	District constitution	of three
Non-fiction	Developing initial ideas, drawing on reading.	time place and number or tense choices.	Sentence reshaping –	Develop use of technical	Rhetorical questions Brackets for parenthesis.	• Conjunction
Non-fiction	drawing on reading.	Citotices.	shortening and lengthen for	language.	Bruckets for purertitesis.	• Subordinate
Persuasion	Select appropriate grammar	Secure use of paragraphs: use	meaning or effect.			• Clause
	and vocabulary,	a variety of ways				Fronted Adverbial
	understanding how such	a cancerg eg acage	Elaboration of starters using			Rhetorical question
	choices can change and	Use rhetorical questions to	adverbial phrases.			Brackets     Demonth sois
	enhance meaning.	draw the reader in.				Parenthesis
	Evaluate and edit assessing effectiveness of their own	Express own opinions clearly.				
	writing.	Consistently maintain				
		viewpoint.				
		Summary clear at the end to				
		appeal directly to the reader.				

			Summer 1 (3 weeks)			
Year 6	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text	Identifying the audience for	Paragraphs:	Develop complex sentences,	Converting nouns or adjectives	Commas to clarify meaning	<ul> <li>Commas for</li> </ul>
Fowler's Yard	purpose of writing.	Linking ideas across	subordination with full range of	into verbs	and avoid ambiguity.	sentence of three
		paragraphs using adverbials of	conjunctions.	_		• Tense
Fiction	Developing initial ideas,	time place and number or tense	- 1	Empty words.	Semi colons to link clauses.	<ul> <li>Conjunction</li> </ul>
- 1 66	drawing on reading.	choices.	Relative clauses			• Subordinate
Tale of fear	Calant annualista amusuum	C	Cantan as mak makan		Use of clauses to avoid	• Clause
Ctula and small	Select appropriate grammar and vocabulary,	Secure use of paragraphs: use a	Sentence reshaping –		ambiguity	<ul> <li>Fronted Adverbial</li> </ul>
Style and vocab	understanding how such	variety of ways	shortening and lengthen for meaning or effect.			Relative clauses
	choices can change and		nteuting of ejject.			<ul> <li>Ambiguity</li> </ul>
	enhance meaning.		Elaboration of starters using			
	erataice meaning.		adverbial phrases.			
	Evaluate and edit assessing		autoribus pra usos.			
	effectiveness of their own		Drop in -ed clauses.			
	writing.		•			
			Moving sentence chunks (how,			
	Describing settings,		when, where around different			
	characters, atmosphere and		effects).			
	integrating dialogue to convey					
	the character and advance the					
	action.					
	Proposing changes to					
	vocabulary grammar and					
	punctuation to enhance effect s					
	and enhance meaning.					

			Summer 1 (2 weeks)			
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
<b>Text</b> Mechanimals	Identifying the audience for purpose of writing.	Paragraphs: Linking ideas across paragraphs using adverbials of time place	Develop complex sentences (subordination)	Develop use of technical language.	Rhetorical questions  Brackets and dashes for	<ul><li>Conjunction</li><li>Clause</li><li>Fronted Adverbial</li></ul>
Non-fiction Information text	Developing initial ideas, drawing on reading.  Using further organisational	and number or tense choices.  Secure use of paragraphs: use a variety of ways	Main and subordinate clauses with full range of punctuation.  Sentence reshaping – shortening		parenthesis.  Commas for ambiguity.	<ul><li>Brackets</li><li>Parenthesis</li><li>Cohesion</li></ul>
	and presentational devices to structure texts to guide the reader for example – headings,	Consistently maintain viewpoint.	and lengthen for meaning or effect.			<ul><li>Dashes</li><li>Statements</li></ul>
	bullet points and underlining.	Summary clear at the end to appeal directly to the reader.	Relative clauses			
	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.					
	Evaluate and edit assessing effectiveness of their own writing.					

Summer 2 (7 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text						
Focused invented						
writing						
Spy theme with a basic plot.						
basic plot.						
Plus daily short burst writing						
burst writing						