Autumn 1 (4 weeks - Fiction)						
Year 3	**Genre opportunities**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
Text Little Red Riding Hood **Story pattern** Warning Story **Focus** Setting 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	**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**	**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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Speech marks (inverted commas) • Commas for sentence of 3 – description • Suffix • Connectives/conjunction • Simile - as

Autumn 1 (4 weeks – Non-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 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** **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 weeks - 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 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**	**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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Speech marks (inverted commas) • Commas for sentence of 3 – description • Suffix • Simile – as • Alliteration

Autumn 2 (3 weeks – Non-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 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. **Topic sentence to introduce non-fiction 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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Commas for sentence of 3 – description • Suffix • Generalisers • Preposition • Bullet points • Question mark • Bossy verbs

**Spring 1 (3 weeks - Fiction)**

Year 3	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text: Nail Soup **Story Pattern –** Cumulative tale **Focus –** Style – varying sentences & vocabulary 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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Speech marks (inverted commas) • Commas for sentence of 3 – description • Suffix • Simile – as • Alliteration

Spring 1 (2 weeks – Non-fiction)						
Year 3	**Genre opportunities**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
Text Should boys learn cookery? **Text type –** Discussion 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, 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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Commas for sentence of 3 – description • Suffix • Generalisers • Preposition • Bullet points • Question mark • Bossy verbs

Spring 2 (3 weeks - Fiction)						
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**	- Punctuation - Finger spaces - Full stops - Capital letter - Exclamation mark - Speech marks (inverted commas) - Commas for sentence of 3 – description - Suffix - Simile – as - Connectives/ conjunction

Spring 2 (2 weeks – 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 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, 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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Commas for sentence of 3 – description • Suffix • Generalisers • Preposition • Bullet points • Question mark • Bossy verbs

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. **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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Speech marks (inverted commas) • Commas for sentence of 3 – description • Suffix • Simile – as • Connectives/ conjunction

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 non-narrative 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 before a list**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Commas for sentence of 3 – description • Suffix • Generalisers • Preposition • Bullet points • Question mark

			Summer 2 (4 weeks - Fiction)			
Year 3	**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	**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. **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.	**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	• Punctuation • 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 non-narrative 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**	• Punctuation • Finger spaces • Full stops • Capital letter • Exclamation mark • Commas for sentence of 3 – description • Suffix • Generalisers • Question mark

Text

Term 1 Unit 1 - Cinderella   Short-burst writing   Story pattern: Rags to Riches Focus: Setting

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities • 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 intonation 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.	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	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • exclamation mark • inverted commas • apostrophe • commafor sentences of three. • Suffix/ prefix • Word family • consonant • vowel • adjective • Noun/noun phrase • verb adverb • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: The Lucky day   Recount diary entry

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities • Use simple organizational devices such as bullet points, sub heading and headings. • 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 grid Secure use of planning tools. Paragraphs to organise around a theme . Develop use of a topic sentence Link information within paragraphs with a range of connectives.	Fronted adverbials Begin to drop in a relative clause using who/whom/which/whose that. Secure use of simple/ compound sentence. Ed clauses as starters "frightened, Tom ran straight home to avoid being caught"	Consolidation Comparative and superlative adjectives e.g small….smaller….smallest Good….better….best Use of determiners Prepositions.	Consolidation of punctuation Full punctuation for direct speech. Apostrophes to show possession Spelling: Possessive apostrophes with singular nouns Homophones (peace/piece, main/mane, fair/fare) Words ending sure	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • Speech bubble • speech marks • direct speech • inverted commas • apostrophe • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • tense • connective • conjunction • preposition • determiner • close • alliteration • simile • synonyms

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

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities • 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 intonation 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.	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. 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	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • imperative verbs • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: Visit Sandy Cove   Focus Persuasive advert

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities • Use simple organizational devises such as bullet points, sub heading and headings. • 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.	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 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 Pattern of 3 for persuasion.	Noun phrases adapted Boastful language Condition: Could, should, would. Comparative and superlative adjectives.	Consolidation of punctuation Commas after fronted adverbials. Prefixes In, il, im and ir Words spelt ei eigh or ey Suffixes ing ere n ed	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • Speech bubble • speech marks • direct speech • inverted commas • bullet points • apostrophe • comma for sentences of three. • Singular, plural • Suffix/ prefix • Word family • consonant • vowel • adjective • Noun/noun phrase • verb adverb • imperative verbs • tense • connective • conjunction • preposition, determiner • close • alliteration, simile • synonyms

Text: Staying out	Text type: Warning story	focus: Dialogue Spring 1			
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • 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 intonation 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.	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	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • Speech bubble • speech marks • direct speech • inverted commas • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • adjective • Noun/noun phrase • verb adverb • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: How to assemble a tent Text type: Explanation.					
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • Use simple organizational devises such as bullet points, sub heading and headings. • 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.	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 small….smaller….smallest Good….better….best	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	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • imperative verbs • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: Zelda Claw Story pattern Focus: openings and endings					
Spring 2					
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • 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.	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.	Consolidation of punctuation Commas after fronted adverbials and to separate clauses. Spelling: Prefixes anti and inter Endings cian sion tion ssion	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • imperative verbs • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: Should rain cats be allowed to live on earth?	Focus: discussion				
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • Use simple organizational devises such as bullet points, sub heading and headings. • 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.	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:	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: Elf Road   Focus: Portal story Focus description – people, places, objects.
Summer 1

Genres and opportunities	Text structure	Sentence construction	Word structure	Punctuation	Terminology
Genres and Opportunities • 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.	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	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • imperative verbs • tense • connective • conjunction • preposition • determiner • close • synonyms

Text: How to escape from the Elf Road portal Focus: Instructions					
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • Use simple organizational devises such as bullet points, sub heading and headings. • 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.	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 small….smaller….smallest Good….better….best	Consolidation of punctuation Commas after fronted adverbials. Spelling: S spelt sc Endings spelt sion Apostrophes for possession including singular and plural	• punctuation finger • spaces • letter • word • sentence • statement • question • exclamation • command • full stops • capital letter • question mark • exclamation mark • bullet points • apostrophe • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • verb adverb • imperative verbs • tense • connective • conjunction • preposition • close • synonyms

Text: Reilly Focus Character flaw – Character.. Summer 2					
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • 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.	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: Prefixes – un dis in re sub inter super anti auto Suffix ly added to words ending in y le ic	• punctuation finger • spaces • letter • word • sentence • full stops • capital letter • question mark • exclamation mark • Speech bubble • speech marks • direct speech • inverted commas • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • adjective • Noun/noun phrase • verb adverb • imperative verbs • tense • connective • conjunction • preposition • determiner • close • subordinate clause • simile • synonyms

Text: Reilly	Focus Character flaw – Character..				
Summer 2					
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • 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.	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: Prefixes – un dis in re sub inter super anti auto Suffix ly added to words ending in y le ic	• punctuation finger • spaces • letter • word • sentence • full stops • capital letter • question mark • exclamation mark • Speech bubble • speech marks • direct speech • inverted commas • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • adjective • Noun/noun phrase • verb adverb • imperative verbs • tense • connective • conjunction • preposition • determiner • close • subordinate clause • simile • synonyms

Text: Wizards Focus Information text					
Genres and opportunities	**Text structure**	**Sentence construction**	**Word structure**	**Punctuation**	**Terminology**
Genres and Opportunities • Use simple organizational devises such as bullet points, sub heading and headings. • 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.	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 small….smaller….smallest Good….better….best	Consolidation of punctuation Commas after fronted adverbials. Spelling: Spelling: Prefixes – un dis in re sub inter super anti auto Suffix ly added to words ending in y le ic	• punctuation finger • spaces • letter • word • sentence • full stops • capital letter • question mark • exclamation mark • bullet points • apostrophe • comma for sentences of three. • Singular • plural • Suffix/ prefix • Word family • consonant • vowel • adjective • Noun/noun phrase • verb adverb • tense • connective • conjunction • preposition • determiner • close • subordinate clause • synonyms

Autumn 1 (4 weeks)						
Year 5	**Genre opportunites**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
Text The Canal **Short-burst writing** **Story pattern** Warning Story **Focus** Setting	Identifying the audience for purpose of writing. 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 and clarify meaning.	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 Secure use of paragraphs: use a variety of ways	Develop complex sentences, subordination with full range of conjunctions. Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases.	Converting nouns or adjectives into verbs	Inverted commas for dialogue. Commas to clarify meaning and avoid ambiguity.	• Inverted commas • Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial

Autumn 1 (3 weeks)

Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Canal Holidays are fun Non-fiction Persuasive brochure	Identifying the audience for purpose of writing. 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.	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. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.	Develop complex sentences, subordination with full range of conjunctions. Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases.	Converting nouns or adjectives into verbs Develop use of technical language.	Inverted commas for dialogue. Rhetorical questions Brackets for parenthesis.	• Inverted commas • Commas for sentence of three • Conjunction • Subordinate • Clause • Fronted Adverbial • Rhetorical question • Brackets • Parenthesis

Autumn 2 (4 weeks)						
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Beowulf Short-burst writing Story pattern Defeating the monster Focus Style and vocab	Identifying the audience for purpose of writing. 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.	Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices. Secure use of paragraphs: use a variety of ways	Develop complex sentences, subordination with full range of conjunctions. Relative clauses Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases. Drop in -ed clauses. Moving sentence chunks (how, when, where around different effects).	Converting nouns or adjectives into verbs Empty words.	Commas to clarify meaning and avoid ambiguity. Semi colons to link clauses. Use of clauses to avoid ambiguity	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Ambiguity

Autumn 2 (3 weeks)						
Year 5	**Genre opportunites**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
Text How to catch a monster **Non-fiction** **Instruction text**	**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.**	**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 reshaping – shortening and lengthen for meaning or effect.**	**Develop use of technical language.**	**Rhetorical questions** **Brackets for parenthesis.** **Colons for lists.** **Commas for ambiguity.**	• **Conjunction** • **Clause** • **Fronted Adverbial** • **Rhetorical question** • **Brackets** • **Parenthesis** • **Command sentences** • **Imperative verbs** • **Colon**

Spring 1 (4 weeks)						
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Red Eye/ The Game **Short-burst writing** **Story pattern** Losing Tale **Focus** Openings and endings	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.	**Paragraphs:** Linking ideas across paragraphs using adverbials of time place and number or tense choices. **Story structure.** • Introduction • Middle • Ending **Plan, opening using:** description/action/ dialogue **Secure use of paragraphs: use a variety of ways.**	**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)	Converting nouns or adjectives into verbs **Empty words** **Personification** **Onomatopoeia** **Metaphors**	Commas to clarify meaning and avoid ambiguity. Semi colons to link clauses.	• **Commas for sentence of three** • **Tense** • **Conjunction** • **Subordinate** • **Clause** • **Fronted Adverbial** • **Relative clauses** • **Ambiguity** • **Personification** • **Metaphor** • **Onomatopoeia** • **Prepositions**

Spring 1 (2 weeks)						
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Should children be more responsible? Non-fiction Discussion text	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.	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.	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. Commas for ambiguity.	• Conjunction • Clause • Fronted Adverbial • Rhetorical question • Brackets • Parenthesis • Cohesion • Dashes

Spring 2 (3 weeks)						
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Nightmare Man Fiction Tale of fear Suspense	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 using adverbials of time place and number or tense choices. Story structure. • Introduction • Middle • 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 Empty words Personification Onomatopoeia Metaphors	Commas to clarify meaning and avoid ambiguity. Semi colons to link clauses.	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Personification • Metaphor • Onomatopoeia • Prepositions • Similes

Spring 2 (2 weeks)						
Year 5	**Genre opportunites**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
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, 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. 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.**	• **Conjunction** • **Clause** • **Fronted Adverbial** • **Rhetorical question** • **Brackets** • **Parenthesis** • **Cohesion** • **Dashes** • **Statement, questions**

Summer 1 (3 weeks)						
Year 5	**Genre opportunites**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
Text The Time-Slip Scarab Fiction Portal story Character and dialogue	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.**	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Personification • Metaphor • Onomatopoeia • Prepositions • Similes • Dialogue • Inverted commas

Summer 1 (2 weeks)						
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Scarab Beetles Invade School **Non-fiction** **Recount** **Newspaper report**	**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 compositions.**	**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.**	**Develop complex sentences (subordination)** **Main and subordinate clauses with full range of punctuation.** **Relative clauses**	**Develop use of technical language.**	**Brackets and dashes for parenthesis.** **Commas for ambiguity.**	• Conjunction • Clause • Brackets • Parenthesis • Cohesion • Dashes • Exclamation • Inverted commas

Summer 2 (4 weeks)						
Year 5	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Alien Landing Fiction Meeting tale Action	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) Modal verbs (might, may, should, must) 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 Empty words	Commas to clarify meaning and avoid ambiguity. Semi colons to link clauses. Inverted commas for dialogue.	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Personification • Metaphor • Onomatopoeia • Prepositions • Similes • Dialogue • Inverted commas

Summer 2 (3 weeks)						
Year 5	**Genre opportunites**	**Text structure**	**Sentence Construction**	**Word Structure/Language**	**Punctuation**	**Terminology**
Text Aliens Non-fiction Information text	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.	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.	Develop complex sentences (subordination) Main and subordinate clauses with full range of punctuation. Sentence reshaping – shortening and lengthen for meaning or effect. Relative clauses	Develop use of technical language.	Rhetorical questions Brackets and dashes for parenthesis. Commas for ambiguity.	• Conjunction • Clause • Fronted Adverbial • Brackets • Parenthesis • Cohesion • Dashes • Statements

Autumn 1 (4 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Kidnapped **Short-burst writing** **Story pattern** Tale of quest **Focus** Suspense	*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 using adverbials of time place and number or tense choices.* Story structure. • Introduction • Middle • 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* Empty words Personification Onomatopoeia Metaphors	*Commas to clarify meaning and avoid ambiguity.* *Semi colons to link clauses.*	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Personification • Metaphor • Onomatopoeia • Prepositions • Similes

Autumn 1 (3 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text President's Daughter Rescued Non-fiction Recount Newspaper	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 compositions.	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.	Develop complex sentences (subordination) Main and subordinate clauses with full range of punctuation. Relative clauses	Develop use of technical language.	Brackets and dashes for parenthesis. Commas for ambiguity.	• Conjunction • Clause • Brackets • Parenthesis • Cohesion • Dashes • Exclamation • Inverted commas

Autumn 2 (4 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Caravan Short-burst writing Story pattern Warning story Focus Description	Identifying the audience for purpose of writing. 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 and clarify meaning.	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 Secure use of paragraphs: use a variety of ways	Develop complex sentences, subordination with full range of conjunctions. Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases.	Converting nouns or adjectives into verbs	Inverted commas for dialogue. Commas to clarify meaning and avoid ambiguity.	• Inverted commas • Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial

Autumn 2 (3 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Should Mitch be Punished? Non-fiction Discussion	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.	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.	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. Commas for ambiguity.	• Conjunction • Clause • Fronted Adverbial • Rhetorical question • Brackets • Parenthesis • Cohesion • Dashes

Spring 1 (4 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text The Old Mill Short-burst writing Story pattern Wishing tale Focus Setting and atmosphere	Identifying the audience for purpose of writing. 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 and clarify meaning.	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 Secure use of paragraphs: use a variety of ways	Develop complex sentences, subordination with full range of conjunctions. Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases.	Converting nouns or adjectives into verbs	Inverted commas for dialogue. Commas to clarify meaning and avoid ambiguity.	- Inverted commas - Commas for sentence of three - Tense - Conjunction - Subordinate - Clause - Fronted Adverbial

Spring 1 (2 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Unicorns Non-fiction Information text	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.	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.	Develop complex sentences (subordination) Main and subordinate clauses with full range of punctuation. Sentence reshaping – shortening and lengthen for meaning or effect. Relative clauses	Develop use of technical language.	Rhetorical questions Brackets and dashes for parenthesis. Commas for ambiguity.	• Conjunction • Clause • Fronted Adverbial • Brackets • Parenthesis • Cohesion • Dashes • Statements

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 dialogue	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.	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Personification • Metaphor • Onomatopoeia • Prepositions • Similes • Dialogue • Inverted commas

Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text **Your Country Needs You!** Non-fiction Persuasion	Identifying the audience for purpose of writing. 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.	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. Express own opinions clearly. Consistently maintain viewpoint. Summary clear at the end to appeal directly to the reader.	Develop complex sentences, subordination with full range of conjunctions. Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases.	Converting nouns or adjectives into verbs Develop use of technical language.	Inverted commas for dialogue. Rhetorical questions Brackets for parenthesis.	• Inverted commas • Commas for sentence of three • Conjunction • Subordinate • Clause • Fronted Adverbial • Rhetorical question • Brackets • Parenthesis

Summer 1 (3 weeks)						
Year 6	Genre opportunities	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Fowler's Yard Fiction Tale of fear Style and vocab	Identifying the audience for purpose of writing. 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.	Paragraphs: Linking ideas across paragraphs using adverbials of time place and number or tense choices. Secure use of paragraphs: use a variety of ways	Develop complex sentences, subordination with full range of conjunctions. Relative clauses Sentence reshaping – shortening and lengthen for meaning or effect. Elaboration of starters using adverbial phrases. Drop in -ed clauses. Moving sentence chunks (how, when, where around different effects).	Converting nouns or adjectives into verbs Empty words.	Commas to clarify meaning and avoid ambiguity. Semi colons to link clauses. Use of clauses to avoid ambiguity	• Commas for sentence of three • Tense • Conjunction • Subordinate • Clause • Fronted Adverbial • Relative clauses • Ambiguity

Summer 1 (2 weeks)						
Year 6	Genre opportunites	Text structure	Sentence Construction	Word Structure/Language	Punctuation	Terminology
Text Mechanimals Non-fiction Information text	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.	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.	Develop complex sentences (subordination) Main and subordinate clauses with full range of punctuation. Sentence reshaping – shortening and lengthen for meaning or effect. Relative clauses	Develop use of technical language.	Rhetorical questions Brackets and dashes for parenthesis. Commas for ambiguity.	• Conjunction • Clause • Fronted Adverbial • Brackets • Parenthesis • Cohesion • Dashes • Statements

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. Plus daily short burst writing						