



# English Curriculum Long term planning ~ SUMMER



## WRITING Intent

Our aim at Teagues Bridge Primary is to encourage children to be independent writers and to have the opportunity to write for a range of audiences and purposes across different text types. Younger pupils are taught systematically the grapheme and phoneme correspondence alongside the correct size and orientation of letters. They use these to write simple words and sentences which can be read. This readily supports applying new skills in different contexts.

Pupils will be taught to apply their writing skills across all curriculum subjects and themes which have been carefully developed to support the children of Teagues Bridge. Texts which are chosen are carefully linked to our theme drivers. E.g., 'Goodnight Mr Tom, links to the History strand 'How did World War II affect life on the home front?'

We strive for pupils to write clear, accurately, and coherently, adapting their language and style for a range of contexts, purposes, and audience. They will select vocabulary and grammatical structures that reflect what the type of writing requires.

We want children to make well-informed and considered word choices to produce confident writers, who can compose, edit, and improve their writing and have the skills needed for the future.

The Overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. The national curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.

- Write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

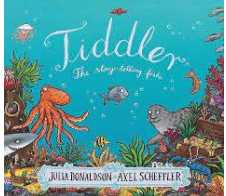
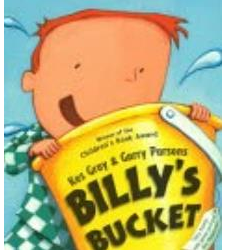
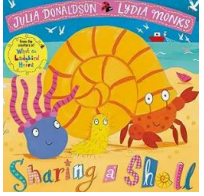
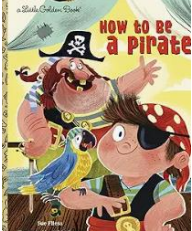

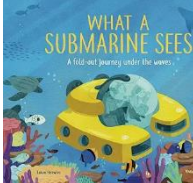

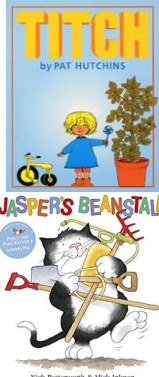
Key learning: What will pupils get better at?

There are no specific genres in the National Curriculum so a useful way of thinking about what the children are getting better at is to think of the key areas of writing:

ENTERTAIN; INFORM; PERSUADE; AND DISCUSS

# EYFS/Year 1 (Base 1 and 2)

## Summer Term

Themes								
Main text								
Songs and Rhymes	<p>1, 2, 3, 4, 5 once I caught a fish alive                      Incy wincy spider                      5 little ducks                      Five Little Monkeys Jumping On The Bed                      Teddy Bears Picnic                      When Goldilocks went to the house of the bears</p>				<p>Ten little speckled frogs                      The ants come marching two by two                      Old Macdonald had a farm                      The bear went over the mountain                      Animal Fair</p>			
Writing purpose	To entertain To persuade	To entertain To inform	To entertain To inform	To entertain To inform	To entertain To inform	To entertain To inform	To entertain To inform	To inform To entertain

Written/ spoken outcome	Character description – lost poster  Instructions for building the three little pigs house	Story sequencing  Lists – writing a list of equipment they need to host a party.	Describe a character  Rhyming string	Recount	Retelling the narrative  Describe a setting	Recount  Captions	Retell a narrative	Instructions  Story sequencing
Grammar	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Form lower case and capital letters correctly. Read longer words made up of letter- sound	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Form lower case and capital letters correctly. Read longer words made up of letter- sound	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Form lower case and capital letters correctly. Read longer words made up of letter-sound correspondences previously taught. Read books aloud (with simple sentences made up of words with known letter- sound	Form lower case and capital letters correctly. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Read longer words made up of letter-sound correspondences previously taught. Read books aloud (with simple sentences made up of words with	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Form lower case and capital letters correctly. Read longer words made up of letter- sound correspondences previously taught. Read books aloud (with simple sentences made up of words with known letter-	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Form lower case and capital letters correctly. Read longer words made up of letter-sound correspondences previously taught. Read books aloud (with simple sentences made up of words	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Form lower case and capital letters correctly.	Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Form lower case and capital letters correctly. Read longer words made up of letter- sound correspondences previously taught. Read books aloud (with simple sentences made up of words with known letter- sound correspondences and

	<p>correspondences previously taught. Read books aloud (with simple sentences made up of words with known letter- sound correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>correspondences previously taught. Read books aloud (with simple sentences made up of words with known letter- sound correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>known letter- sound correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>sound correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>with known letter- sound correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>Read longer words made up of letter-sound correspondences previously taught. Read books aloud (with simple sentences made up of words with known letter-sound correspondences and a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>	<p>a few exception words). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read own writing to check that it makes sense.</p>
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Year 1/2 (Base 3)

Summer Term

<p>Main text</p>								
<p>Secondary text / other resources</p>								

Writing purpose	To entertain	To inform To discuss	To entertain	To inform	To entertain	To inform	To entertain	To inform
Written/ spoken outcome	To write a setting description of the seaside/seashore/ life in a rock pool.  To write a retelling of the lighthouse keepers' lunch, changing the characters.	To write a postcard describing the different paces Sunny visits on his travels.  To write a non-chronological report about life on the seashore and beyond.	Poetry – To write lines using a repeated pattern with rhyming couplets. To write pattern and rhymes poems. Use similes to write poems linked to the 'The Seaside'.	Non-chronological reports – To assemble information on a subject (Space/Moon landing/Neil Armstrong); Describe a subject or topic in organised sentences	To write own story with a linear structure; beginning, middle and end; use of adverbs of time to sequence events.	Create an information leaflet, poster about pollution.  Instruction writing – how to make a kite from a plastic bag (Somebody Swallowed Stanley)	Poetry – To write verses to create a poem using senses with rhyming couplets or similes	Explanation – To produce a flowchart, ensuring content is clearly sequenced.
Grammar	Discuss the main events of the story. Express opinions about events and characters. Begin to join sentences using coordinating conjunctions (and, but, so). Choose adjectives carefully to create noun phrases. Recognise an apostrophe can be used to show	Consolidate the sense of a statement sentence. Understand question and exclamation sentences. Begin to use ? and ! to punctuate question and exclamation sentences. Use basic sequencing of ideas or material using	Spell words with the suffixes -ed, -ing, -er, -est and understand no change is needed to the root word. Have a strategy for spelling compound words using phonics knowledge. Know how to break words into syllables, and then segment into individual sounds.	Consolidate the sense of a statement sentence. Understand question and exclamation sentences. Begin to use ? and ! to punctuate question and exclamation sentences. Use basic sequencing of	Discuss the main events in a story. Express opinions about events and characters. Leave appropriate spaces between words, checking these as they write. Write dictated sentences and their own simple sentences independently, using capital letters and full stops.	Write dictated sentences and their own simple sentences independently, using capital letters and full stops. Begin to join sentences together with 'and'. Consolidate the sense of a statement sentence. Understand question and	Leave appropriate spaces between words, checking these as they write. Choose verbs and adjectives for effect to make writing interesting to the reader. Add -ly to adjectives to make them into adverbs. Use known or shared texts to create writing that shows the	Consolidate the sense of a statement sentence. Understand question and exclamation sentences. Begin to use ? and ! to punctuate question and exclamation sentences. Use basic sequencing of

	<p>missing letters in words. Add -ly to adjectives to make them into adverbs. Use the simple past and past progressive tense within their writing.</p>	<p>connecting words and phrases. Make sure layout is clear to the reader. Write list sentences that include commas between items.</p>		<p>ideas or material using connecting words and phrases. Make sure layout is clear to the reader. Write list sentences that include commas between items.</p>	<p>Begin to join sentences together with 'and'. Understand and use the pronoun (Capital) 'I'.</p>	<p>exclamation sentences.</p>	<p>characteristics of the chosen form.</p>	<p>ideas or material using connecting words and phrases. Make sure layout is clear to the reader. Write list sentences that include commas between items.</p>
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# Year 2 (Base 4)

## Summer Term

<p>Main text</p>								
<p>Secondary text / other resources</p>								

Writing purpose	To entertain	To Inform To Discuss	To entertain To discuss	To entertain	To entertain	To Inform To Discuss	To entertain	To inform To discuss
Written/ spoken outcome	Write an extended story using characterisation to build tension.	Non-Chronological report about Katherine Johnson- Write a report by organising ideas into themes using key ideas and information to structure the text.	Write a letter/diary entry using 1 <sup>st</sup> person recount maintaining consistency in tense and person	Create a pattern or shape on the page; experiment with alliteration to create humorous and surprising combinations. Write tongues twisters or calligrams using patterns and shapes on the page with adventurous vocabulary choices	Write an extended narrative with a logical sequence of events and consistent use of the third person and past tense.	Non-Chronological report about penguins- Write a report by organising ideas into themes using key ideas and information to structure the text.	Write a haiku using structure and syllables to describe an object or place; use rhyming words to end lines 1 and 3.	Write an explanation text using subordinating conjunctions and sequenced correctly.
Grammar	Demonstrate the use of more adventurous and precise word	Use the simple past and past progressive tense	Accurately use full stops, question marks, exclamation marks	Identify how words and phrases have been used to	Use the simple past and past progressive tense within their writing.	Use the simple past and past progressive tense within their writing.	Identify how words and phrases have been used to create effects within texts	Use the simple past and past progressive

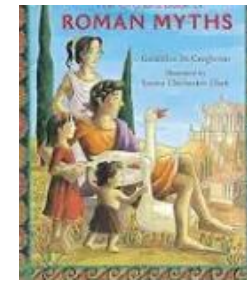
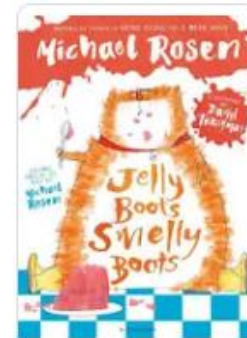
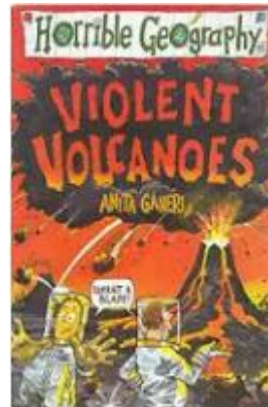
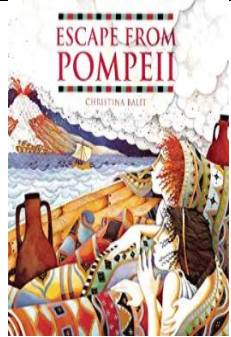
<p>choices (e.g. adjectives and verbs) to add detail (I walked/ran/strolled/hopped/slid/Jogged)</p> <p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses.</p>	<p>within their writing.</p> <p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Use basic sequencing of ideas or material using connecting words and phrases.</p> <p>Make sure the layout is clear to the reader.</p> <p>Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses.</p> <p>Accurately use full stops, question marks, exclamation marks and commas in a list.</p>	<p>and commas in a list.</p> <p>Use an apostrophe to show singular possession.</p> <p>Use basic sequencing of ideas or material using connecting words and phrases.</p> <p>Use the simple past and past progressive tense within their writing.</p>	<p>create effects within texts or extracts e.g. to create clear images or atmosphere for the reader.</p> <p>Demonstrate the use of more adventurous and precise word choices (e.g. adjectives and verbs) to add detail (I walked / ran / strolled / hopped / slid / jogged).</p> <p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Use basic sequencing of ideas or material using connecting words and phrases.</p> <p>Make sure the layout is clear to the reader.</p> <p>Accurately use full stops, question marks, exclamation marks and commas in a list.</p> <p>Use an apostrophe to show singular possession</p>	<p>Demonstrate the use of more adventurous and precise word choices (e.g. adjectives and verbs) to add detail (I walked / ran / strolled / hopped / slid / jogged).</p> <p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Use basic sequencing of ideas or material using connecting words and phrases.</p> <p>Make sure the layout is clear to the reader.</p> <p>Accurately use full stops, question marks, exclamation marks and commas in a list.</p> <p>Use an apostrophe to show singular possession</p>	<p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Use basic sequencing of ideas or material using connecting words and phrases.</p> <p>Make sure the layout is clear to the reader.</p> <p>Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses.</p> <p>Accurately use full stops, question marks, exclamation marks and commas in a list.</p>	<p>or extracts e.g. to create clear images or atmosphere for the reader.</p> <p>Demonstrate the use of more adventurous and precise word choices (e.g. adjectives and verbs) to add detail (I walked / ran / strolled / hopped / slid / jogged).</p> <p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Make sure the layout is clear to the reader.</p>	<p>tense within their writing.</p> <p>Understand and use adverbs to describe 'how' (-ly endings), slowly, quickly, softly).</p> <p>Use basic sequencing of ideas or material using connecting words and phrases.</p> <p>Make sure the layout is clear to the reader.</p> <p>Use coordinating and subordinating conjunctions (e.g. because, although, as, that, when, if, until) to connect words, phrases and clauses.</p>
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								Accurately use full stops, question marks, exclamation marks and commas in a list.
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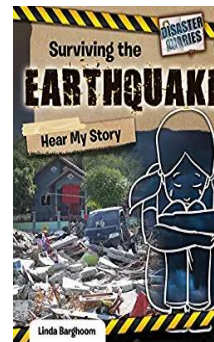
# Year 3 (Base 5)

## Summer Term

Main text



Secondary text / other resources



Writing purpose	To inform To entertain	To entertain	To inform	To entertain	To discuss To inform	To entertain
Written/ spoken outcome	To write a letter for a specific purpose and audience organised into paragraphs.  To write a diary recount from the viewpoint of Liva/Tranio	To write a character description within a narrative.	To write a non-chronological report about earthquakes/volcanoes using conjunctions to express time, place and cause.	Poetry – language play Use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own poem.	To write a mythical story with a clear introduction with well-supported arguments.	To write an explanation text using causal conjunctions and a clear general statement.
Grammar	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Understand and use the contracted form e.g. I've, He's, They've.	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Understand and use the contracted form e.g. I've, He's, They've. Understand the past perfect form of verb and recognise its effect e.g. He/She had... He'd / She'd.	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Use a range of adverbs in writing. Organise ideas into paragraphs and reorder these if necessary to support cohesion.	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Use a range of adverbs in writing.	Understand the past perfect form of verb and recognise its effect e.g. He/She had... He'd / She'd. Use a range of adverbs in writing. Organise ideas into paragraphs and reorder these if necessary to support cohesion. Use a developing range of adjectives, adverbs, verbs and nouns in	Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader. Understand and use verb forms to vary sentences. Use the present perfect form in writing. Use a range of adverbs in writing. Organise ideas into paragraphs and reorder these if necessary to support cohesion.

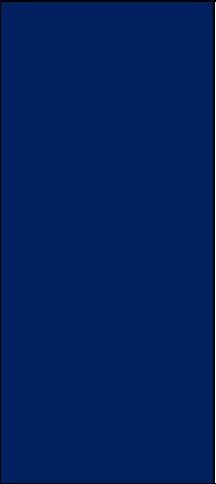
	<p>Understand the past perfect form of verb and recognise its effect e.g. He/She had... He'd / She'd.</p> <p>Use a range of adverbs in writing.</p> <p>Organise ideas into paragraphs and reorder these if necessary to support cohesion.</p> <p>Independently create preposition phrases to extend sentences (In the evening, I ran down the road, with a hat on my head).</p> <p>Show time, place and cause using conjunctions (e.g. if, when, because, although, since).</p>	<p>Use a range of adverbs in writing.</p> <p>Organise ideas into paragraphs and reorder these if necessary to support cohesion.</p> <p>Independently create preposition phrases to extend sentences (In the evening, I ran down the road, with a hat on my head).</p> <p>Show time, place and cause using conjunctions (e.g. if, when, because, although, since).</p>	<p>Independently create preposition phrases to extend sentences (In the evening, I ran down the road, with a hat on my head).</p> <p>Show time, place and cause using conjunctions (e.g. if, when, because, although, since).</p> <p>Recognise the difference between its and it's.</p>		<p>writing to engage the reader.</p> <p>Understand and accurately use the possessive apostrophe in writing.</p>	<p>Independently create preposition phrases to extend sentences (In the evening, I ran down the road, with a hat on my head).</p> <p>Show time, place and cause using conjunctions (e.g. if, when, because, although, since).</p> <p>Recognise the difference between its and it's.</p>
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## Year 3/4 (Base 6)

<p>Main text</p>					 <p>Instruction writing Make a volcano <a href="https://www.youtube.com/watch?v=x8--3M7GGCA">https://www.youtube.com/watch?v=x8--3M7GGCA</a></p>	
<p>Secondary text / other resources</p>			<p>Literacy Shed</p>			
<p>Writing purpose</p>	<p>To entertain</p>	<p>To inform To discuss</p>	<p>To entertain</p>	<p>To inform To persuade</p>	<p>To inform</p>	<p>To entertain</p>
<p>Written/ spoken outcome</p>	<p>Stories with historical settings – To write a mythical story complete narrative</p>	<p>To write an explanation text using conjunctions to express time, place and cause.</p>	<p>To write a diary to recount.</p>	<p>To write a persuasive letter that organises information and elaborates on viewpoints</p>	<p>To write a set of instructions on how to make a volcano using various imperative verbs and adverbs.</p>	<p>To use language playfully to exaggerate or pretend; use similes to build images and identify clichés in own poem.</p>



	organised into a clear sequence of events.	To write a discussion with a clear introduction with well-supported arguments.		with accurate use of present tense.		
Grammar	<p>Use adjectives and adverbs to add detail, choosing the most appropriate to support cohesion.</p> <p>Use fronted adverbials separated with a comma to show time and place.</p> <p>Create dialogue for characters and punctuate this with inverted commas or speech marks, and commas to separate the clauses.</p> <p>Consider the way paragraphs open.</p> <p>Use different ways of starting paragraphs.</p> <p>Vary the length of sentences within a paragraph.</p>	<p>Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.</p> <p>Understand and use verb forms to vary sentences.</p> <p>Use the present perfect form in writing.</p> <p>Understand and use the contracted form e.g. I've, He's, They've.</p> <p>Understand the past perfect form of verb and recognise its effect e.g. He/She had... He'd / She'd.</p> <p>Use a range of adverbs in writing.</p> <p>Organise ideas into paragraphs and reorder these if necessary to support cohesion.</p> <p>Independently create preposition phrases to extend sentences (In the evening, I ran down the road, with a hat on my head).</p>	<p>Begin to 'show' the reader elements of the character and setting (by letting them infer), rather than 'telling' them (by over-describing).</p> <p>Use fronted adverbials separated with a comma to show time and place.</p> <p>Consider the way paragraphs open.</p> <p>Use different ways of starting paragraphs.</p> <p>Vary the length of sentences within a paragraph.</p>	<p>Use adjectives and adverbs to add detail, choosing the most appropriate to support cohesion.</p> <p>Use fronted adverbials separated with a comma to show time and place.</p> <p>Consider the way paragraphs open.</p> <p>Use different ways of starting paragraphs.</p> <p>Vary the length of sentences within a paragraph.</p> <p>Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.</p> <p>Understand and use verb forms to vary sentences.</p> <p>Use the present perfect form in writing.</p> <p>Understand and use the contracted form e.g. I've, He's, They've.</p>	<p>Use a developing range of adjectives, adverbs, imperative verbs and nouns in writing to engage the reader.</p> <p>Write in chronological order including adverbs of time.</p> <p>Include technical vocabulary.</p>	<p>Use a developing range of adjectives, adverbs, verbs and nouns in writing to engage the reader.</p> <p>Identify the effect that the writer's choice of vocabulary has on the reader.</p> <p>Use descriptive language to establish a specific setting.</p> <p>Use adjectives and adverbs to create variety and interest for the reader.</p> <p>Demarcate sentences accurately and correct any errors through proofreading.</p>



Show time, place and cause using conjunctions (e.g. if, when, because, although, since).  
Recognise the difference between its and it's.  
Consider the way paragraphs open.  
Use different ways of starting paragraphs.  
Vary the length of sentences within a paragraph.

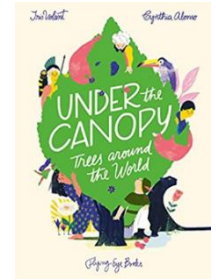
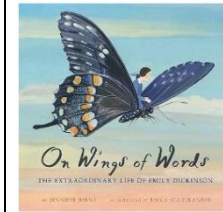
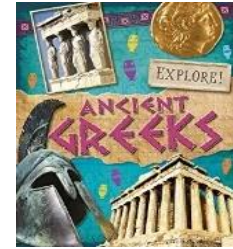
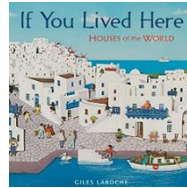
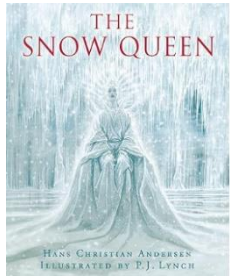


Understand the past perfect form of verb  
Show time, place and cause using conjunctions (e.g. if, when, because, although, since).

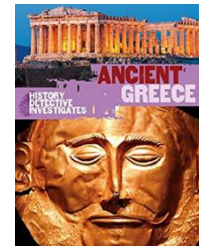
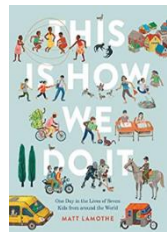


# Year 4/5 (Base 7)

Main text



Secondary text / other resources



Writing purpose	To entertain	To persuade To discuss	To entertain	To entertain	To inform To discuss	To entertain	To inform To persuade
Written/ spoken outcome	Dilemma stories – To write their own stories independently organised into paragraphs.	To write a persuasive text using formal language and a range of conjunctions.  To write a discussion organised into paragraphs using logical cause and effect conjunctions.	Poetry – language play To write own poem using a range of poetic devices to grab a reader’s attention.	To write a myth using descriptive language to describe a setting and characters.	To write a non-chronological report using descriptive verbs and phrases to give factual detail.  To publish a newspaper or magazine article using the appropriate language and presentational features.	Adventure Stories – To write an organised narrative with paragraphs or chapters are used to collect, order and build-up ideas.	To write a persuasive text using informal language and a range of conjunctions.
Grammar	In narrative writing, develop character in more detail. Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use correctly punctuated direct speech e.g. new speaker new line, comma between	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use adverbs and conjunctions to build links between	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Edit and improve word choices, considering the audience and purpose. Use specific vocabulary (including	In narrative writing, develop character in more detail. Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use correctly punctuated direct speech e.g. new speaker new line, comma between clauses, inverted commas.	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use adverbs and conjunctions to build links between sentences within paragraphs. Use a comma after a fronted adverbial. Use modal verbs to show certainty or possibility.	In narrative writing, develop character in more detail. Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use correctly punctuated direct speech e.g. new speaker new line,	Use the full range of conjunctions, adverbs and prepositions to show time, place and cause in writing. Use adverbs and conjunctions to build links between sentences within paragraphs. Use a comma after a fronted adverbial. Use modal verbs to show certainty or possibility.

	<p>clauses, inverted commas.</p> <p>Use adverbs and conjunctions to build links between sentences within paragraphs.</p> <p>Use a comma after a fronted adverbial.</p> <p>Demarcate all speech accurately.</p> <p>Use specific vocabulary (including figurative language) to describe the setting, mood and characters in narrative writing.</p> <p>Use adverbials of place. e.g. nearby, close, far away, in the distance.</p> <p>Understand and begin to use relative clauses in writing.</p> <p>Write realistic dialogue in keeping with the character being portrayed through the choice of vocabulary</p>	<p>sentences within paragraphs.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use modal verbs to show certainty or possibility.</p> <p>Organise ideas into clear sections/paragraphs with an appropriate opening and closing.</p> <p>Understand and begin to use relative clauses in writing.</p> <p>Use information or knowledge gathered on a specific topic to shape a piece of non-fiction.</p> <p>Make lists of subject or topic vocabulary.</p>	<p>figurative language) to describe the setting and mood.</p>	<p>Use adverbs and conjunctions to build links between sentences within paragraphs.</p> <p>Use a comma after a fronted adverbial.</p> <p>Demarcate all speech accurately.</p> <p>Use specific vocabulary (including figurative language) to describe the setting, mood and characters in narrative writing.</p> <p>Use adverbials of place. e.g. nearby, close, far away, in the distance.</p> <p>Understand and begin to use relative clauses in writing.</p> <p>Write realistic dialogue in keeping with the character being portrayed through the choice of vocabulary</p>	<p>Organise ideas into clear sections/paragraphs with an appropriate opening and closing.</p> <p>Understand and begin to use relative clauses in writing.</p> <p>Use information or knowledge gathered on a specific topic to shape a piece of non-fiction.</p> <p>Make lists of subject or topic vocabulary.</p>	<p>comma between clauses, inverted commas.</p> <p>Use adverbs and conjunctions to build links between sentences within paragraphs.</p> <p>Use a comma after a fronted adverbial.</p> <p>Use specific vocabulary (including figurative language) to describe the setting, mood and characters in narrative writing.</p> <p>Use adverbials of place. e.g. nearby, close, far away, in the distance.</p> <p>Understand and begin to use relative clauses in writing.</p> <p>Write realistic dialogue in keeping with the character being portrayed</p>	<p>Organise ideas into clear sections/paragraphs with an appropriate opening and closing.</p> <p>Understand and begin to use relative clauses in writing.</p> <p>Use information or knowledge gathered on a specific topic to shape a piece of non-fiction.</p> <p>Make lists of subject or topic vocabulary.</p>
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						through the choice of vocabulary Demarcate all speech accurately.	
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# Year 5/6 (Base 8)

## Summer Term

<p>Main text</p>	 <p>(80 pages)</p>	 <p>Visit South America (Geography)</p>	 <p>Literacy Shed <a href="https://www.literacyshed.com/charlesdickens.html">https://www.literacyshed.com/charlesdickens.html</a></p> <p>Biographies</p>				
<p>Secondary text / other resources</p>		<p><a href="https://kids.kiddle.co/South_America">https://kids.kiddle.co/South_America</a></p>					
<p>Writing purpose</p>	<p>To entertain</p>	<p>To inform To persuade</p>	<p>To inform</p>	<p>To entertain To inform</p>	<p>To inform To discuss</p>	<p>To entertain</p>	<p>To entertain</p>

Written/ spoken outcome	<p>Narrative –dramatic conventions</p> <p>To write a well-structured narrative using cohesion between paragraphs.</p>	<p>To write a persuasive text with repetition of words to build cohesion across paragraphs.</p> <p>To write a persuasive leaflet/booklet article with appropriate formal and informal types of writing.</p>	<p>To write a well-structured biography using formal language.</p>	<p>To write a diary using an appropriate tone for the reader using personal accounts and a closing statement.</p> <p>To write a narrative with cohesion across paragraphs using adverbials of time.</p>	<p>To write a balanced argument with semantic cohesion across paragraphs.</p> <p>To write a structured report with different ways to conclude the text.</p>	<p>To write a narrative with secure use of linking across paragraphs.</p>	<p>To write a structured poem with metaphors, personification and onomatopoeia.</p> <p>To write a poem that uses a range of figurative language for effect.</p>
Grammar	<p>Begin to 'show' the reader elements of the character and setting (by letting them infer), rather than 'telling' them (by over-describing).</p> <p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how. Use a range of sentences using phrases and different clause structures.</p> <p>Use a range of</p>	<p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how. Use a range of sentences using phrases and</p>	<p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how. Use a range of sentences using phrases and</p>	<p>Begin to 'show' the reader elements of the character and setting (by letting them infer), rather than 'telling' them (by over-describing).</p> <p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how. Use a range of</p>	<p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how. Use a range of sentences using phrases and different clause structures. Use modal verbs or adverbs to indicate degrees of possibility (e.g. There might/will be... Sometimes... Occasionally...)</p> <p>Use a semi colon in place of a coordinating conjunction.</p>	<p>Begin to 'show' the reader elements of the character and setting (by letting them infer), rather than 'telling' them (by over-describing).</p> <p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how. Use a range of</p>	<p>Begin to 'show' the reader elements of the character and setting (by letting them infer), rather than 'telling' them (by over-describing).</p> <p>Evaluate their own writing against the purpose and audience and make relevant edits to improve the overall quality if vocabulary choice</p> <p>Use adverbials of manner to show how.</p>



	<p>sentences using phrases and different clause structures. Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Use dialogue to advance the action using grammatical structures and vocabulary that links with the character.</p>	<p>Use modal verbs or adverbs to indicate degrees of possibility (e.g. There might/will be... Sometimes... Occasionally...) Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Independently organise their own non-fiction writing considering the technical or subject specific vocabulary that might be used, as well as appropriately chosen sentence structures.</p>	<p>different clause structures. Use modal verbs or adverbs to indicate degrees of possibility (e.g. There might/will be... Sometimes... Occasionally...) Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Independently organise their own non-fiction writing considering the technical or subject specific vocabulary that might be used, as well as appropriately chosen sentence structures.</p>	<p>sentences using phrases and different clause structures. Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Use dialogue to advance the action using grammatical structures and vocabulary that links with the character.</p>	<p>Independently include a relative clause within a written piece. Independently organise their own non-fiction writing considering the technical or subject specific vocabulary that might be used, as well as appropriately chosen sentence structures.</p>	<p>sentences using phrases and different clause structures. Use a semi colon in place of a coordinating conjunction. Independently include a relative clause within a written piece. Use dialogue to advance the action using grammatical structures and vocabulary that links with the character.</p>	
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## Year 6 (Base 9)

### Summer Term

Main text



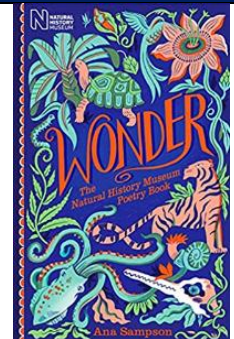
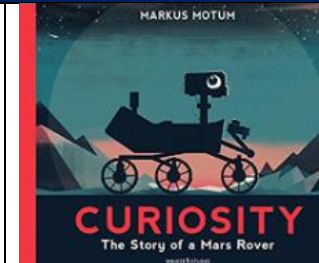
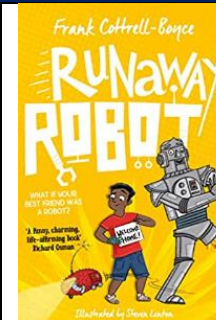
Biographies  
Autobiographies

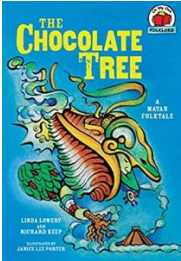




<https://www.natgeokids.com/uk/discover/geography/general-geography/wh>



Litacy Shed  
Titanium



			<a href="#">at-is-climate-change/</a>				
Secondary text / other resources					 Portal Stories		
Writing purpose	To entertain	To inform	To inform To persuade	To entertain	To entertain	To entertain	To entertain
Written/ spoken outcome	Myths and legends – To write an extended narrative using characterisation and setting.	To compare an autobiography and a biography.  To write an autobiography using 1 <sup>st</sup> person pronouns.	To write a clear explanation text about climate change using a range of forms and ways to draw conclusions  Persuasion – To summarise and organise material, and	To write a narrative with time slips used effectively.	To write a portal story using ambitious vocabulary.	To write a science-fiction text with descriptive language and language play.	To write descriptive poems using descriptive language and a range of figurative language.  To write poems using a range of poetic forms and a range of figurative language.

			support ideas and arguments with any necessary factual detail				
Grammar	<p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p> <p>Use the full range of punctuation to add to the overall effect of the writing.</p> <p>Use dashes, hyphens and other punctuation relevant to the formality of the writing.</p>	<p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p> <p>Create pieces with different levels of formality within them – through inserted texts or variation in phrasing.</p> <p>Use the full range of punctuation to add to the overall effect of the writing.</p> <p>Understand the use of the colon in a</p>	<p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p> <p>Create pieces with different levels of formality within them – through inserted texts or variation in phrasing.</p> <p>Use the full range of punctuation to add to the</p>	<p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p> <p>Use the full range of punctuation to add to the overall effect of the writing.</p> <p>Use dashes, hyphens and other punctuation relevant to the formality of the writing.</p>	<p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p> <p>Use the full range of punctuation to add to the overall effect of the writing.</p> <p>Use dashes, hyphens and other punctuation relevant to the formality of the writing.</p>	<p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p> <p>Use the full range of punctuation to add to the overall effect of the writing.</p> <p>Use dashes, hyphens and other punctuation relevant to the formality of the writing.</p>	<p>Comment on the overall effect of a poem or narrative on the reader with reference to the language, theme and style.</p> <p>Use evidence from the text to discuss the impact of a poem or narrative.</p> <p>Use varied vocabulary to create effects appropriate to the form and purpose of the writing.</p> <p>Maintain the style (e.g. impersonal, formal) throughout the piece of writing.</p>

		<p>multiclaue sentence where the second clause expands the ideas in the first (more general / more specific).</p> <p>Use dashes, hyphens and other punctuation relevant to the formality of the writing.</p> <p>Use the passive voice within writing for effect for example by withholding the 'by' phase or clause. e.g. The window was broken by the boy.</p>	<p>overall effect of the writing.</p> <p>Understand the use of the colon in a multiclaue sentence where the second clause expands the ideas in the first (more general / more specific).</p> <p>The shop was deserted: silent and menacing.</p> <p>Africa is facing a terrifying problem: constant drought.</p> <p>Use dashes, hyphens and other punctuation relevant to the formality of the writing.</p> <p>Use the passive voice within writing for</p>				
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			effect for example by withholding the 'by' phrase or clause. e.g. The window was broken by the boy.				
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