



St Monica's Catholic Primary School

Writing Long Term Plan

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

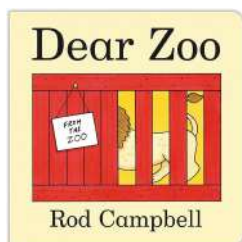
Summer 2

Carefully chosen core texts are at the heart of the curriculum delivery, laying a foundation for the reading to writing process. Children gain a wealth of experience of writing for different audiences and purposes with writing linked to engaging stimuli - a text, topic or event. Writing outcomes are mapped out for all year groups so that children have the opportunity to revisit key genres and practise their writing skills.

Nursery

Stimulus

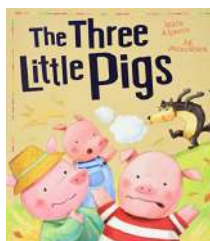
Dear Zoo by Rod Campbell



Peace at Last by Jill Murphy



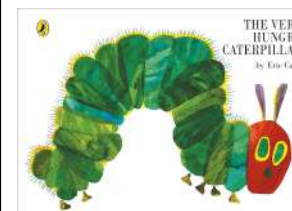
The Three Little Pigs by Mara Alperin



Mrs Wishy-Washy's Farm by Joy Cowley



The Very Hungry Caterpillar by Eric Carle



The Pirates are Coming! By John Condon



Writing Outcome

Narrative (Recount)

Pupils will join in with key events and phrases in a retelling of the story.

Narrative (Traditional Tale)

Pupils will create a representation of a favourite character in the story. Pupils will be able to say which character it is and express some information about the character.

Narrative (Recount)

Pupils will draw/make a home and be able to describe some of its features to a familiar adult.

Narrative (Adventure)

Pupils will create a farmhouse and interact with their peers to role play parts of the story. This may involve relevant mark making.

Narrative (Recount)

Pupils will draw/paint/make the very hungry caterpillar. Pupils will be able to contribute orally to a short story about it.

Narrative (Recount)

Pupils will sequence images depicting key events in the story and use the images to retell the basic storyline.

ELG - Writing

Children at the expected level of development will:

- Write their own name
- Use longer sentences of four to six words
- Write some letters accurately
- Use their growing phonetic knowledge to write letters to represent meaning and corresponding initial sounds to represent words.

Poetry

Nursery Rhymes

Twinkle, Twinkle
Hickory, Dickory Dock,
Incy, Wincy Spider
Row, Row, Row your Boat

Nursery Rhymes

1, 2 Buckle My Shoe
5 Fat Sausages
Autumn Leaves are Falling
Down
Head, Shoulders, Knees and Toes

Nursery Rhymes

Three Blind Mice
Three Little Kittens
Four Little Teddy Bears
Five Little Snowmen


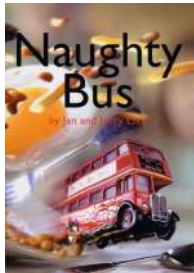

Nursery Rhymes


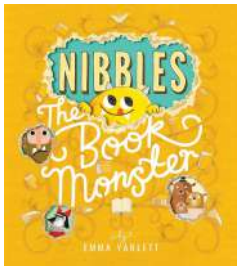
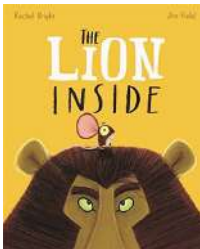



Alice the Camel
Sing a Song of Sixpence
Five Cheeky Monkeys
Swinging Through the Tree
When Goldilocks Went to the House of the Bears







Nursery Rhymes




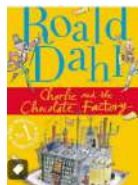
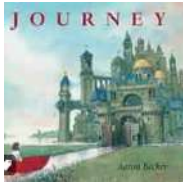

Five Little Men in a Flying Saucer
Humpty Dumpty
One Elephant Went Out to Play

Nursery Rhymes


Reception						
Stimulus	The Gingerbread Man by Mara Alperin 	Leaf Man by Lois Ehlert and Stick Man by Julia Donaldson 	Naughty Bus by Jan and Jerry Oke 	Journey Home by Frann Preston-Gannon 	Supertato by Sue Hendra 	The Whale Who Wanted More by Rachel Bright 
Writing Outcome	<u>Narrative (Recount)</u> Pupils will join in with an oral retelling of story Pupils will draw images and write labels to represent the story.	<u>Information</u> Pupils will label a plan and attempt to write a simple caption.	<u>Narrative (Recount)</u> Pupils will create a story map of the journey and write labels/captions/sentences describing the crocodile.	<u>Narrative (Recount)</u> Pupils will produce a story map.	<u>Narrative (Recount)</u> Pupils will retell the story and write in response.	<u>Narrative (Recount)</u> Pupils will retell the story and write in response.
ELG - Writing	Children at the expected level of development will: <ul style="list-style-type: none"> - Write recognisable letters, most of which are correctly formed. - 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. - 					
Poetry	Nursery Rhymes	Nursery Rhymes	Poetry Basket	The Farmyard by A. A. Attwood We're Going on a Bear Hunt Performance Poetry Week	Eat Your Peas, Louise! by Peegan Snow Dinner-time by June Crebbin	Communication in the Ocean by Giles Andreae

Year 1						
Stimulus	<p>Lost and Found by Oliver Jeffers</p> 	<p>Nibbles by Emma Yarlett</p> 	<p>Lion Inside by Rachel Bright</p> 	<p>The Curious Case of the Missing Mammoth by Ellie Hattie</p> 	<p>Toys in Space by Mini Grey</p> 	<p>Goldilocks and Just the One Bear by Leigh Hodgkinson</p> 
Writing Outcome	<p><u>Narrative</u> Pupils will write simple sentences, captions and lists</p> <p><u>Narrative (Adventure)</u> Pupils will write an adventure story based on the structure of 'Lost and Found' with a new animal</p>	<p><u>Narrative (Recount) - Diary Entry</u> Pupils will write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story</p>	<p><u>Narrative (Adventure)</u> Pupils will write a story about a small animal (mouse) who befriends a large animal in the African savannah</p>	<p><u>Narrative (Adventure)</u> Pupils will write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character</p>	<p><u>Narrative (Fantasy)</u> Pupils will write a fantasy story about some toys who are taken onto a spaceship. They will be changing the characters in the story</p> <p><u>Non - Fiction - Instructions</u> Pupils will write a set of instructions</p>	<p><u>Narrative (Traditional Tale)</u> Pupils will write a new version of the story with a new character or new setting</p>
Poetry		<p>There Are No Such Things as Monsters! By Roger Stevens Pupils will create and describe new monsters to add to the model poem.</p>		<p>Poetry Performance Week</p>		
Sentence (Grammar)	<ul style="list-style-type: none"> - To understand how words can combine to make sentences. 	<ul style="list-style-type: none"> - To understand how words can combine to make sentences. 	<ul style="list-style-type: none"> - To understand how words can combine to make sentences. 	<ul style="list-style-type: none"> - To understand how words can combine to make sentences. 	<ul style="list-style-type: none"> - To understand how words can combine to make sentences. 	<ul style="list-style-type: none"> - To understand how words can combine to make sentences.
Structure	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated.
Punctuation	<ul style="list-style-type: none"> - Separation of words with spaces. - Introduction to capital letters and full stops. 	<ul style="list-style-type: none"> - Separation of words with spaces. - Introduction to capital letters and full stops. - Capital letters for names and for the personal pronoun I. 	<ul style="list-style-type: none"> - Separation of words with spaces. - Introduction to capital letters and full stops. - Capital letters for names and for the personal pronoun I. 	<ul style="list-style-type: none"> - Separation of words with spaces. - Introduction to capital letters and full stops. - Capital letters for names and for the personal pronoun I. - Use of question marks to demarcate sentences. 	<ul style="list-style-type: none"> - Separation of words with spaces. - Introduction to capital letters and full stops. - Capital letters for names and for the personal pronoun I. - Use of question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> - Separation of words with spaces. - Introduction to capital letters and full stops. - Capital letters for names and for the personal pronoun I. - Use of question marks and exclamation marks to demarcate sentences.





Year 2						
Stimulus	Troll Swap by Leigh Hodgkinson 	The Owl who was Afraid of the Dark by Jill Tomlinson 	Dragon Machine by Helen Ward 	Major Glad, Major Dizzy by Jan Oke 	Grandad's Secret Giant by David Lichfield 	The Last Wolf by Mini Grey 
Writing Outcome	<u>Narrative (Adventure)</u> Pupils will write a story based upon the model text using the pupils' ideas for characters.	<u>Information - Non-chronological Report</u> Pupils will write a fact sheet about owls using information gathered from the text. <u>Non-Chronological Report</u> Pupils will write a report on the Great Fire of London (links to History from last half term)	<u>Narrative (Adventure)</u> Pupils will write a story based upon the model text using their own ideas for a change of character and machine.	<u>Narrative (Recount) - Diary Entry</u> Pupils will write a recount of historical events from the text from Major Glad's point of view	<u>Narrative - (Moral Focus)</u> Pupils will write own version of the story with a focus on morals and acceptance of others <u>Narrative - Diary Entry</u> (link to History - trip to seaside)	<u>Persuasion - Letter</u> Pupils will write a letter in role persuading characters to save the trees
Poetry		The Owl and the Pussycat by Edward Lear Pupils write the first 2 verses of a new poem based on The Owl and the Pussycat		Poetry Performance Week		
Sentence (Grammar)	<ul style="list-style-type: none"> - Use subordination and coordination. - Expanded noun phrases for description and specification. 	<ul style="list-style-type: none"> - Use subordination and coordination. - Expanded noun phrases for description and specification. 	<ul style="list-style-type: none"> - Use subordination and coordination - Expanded noun phrases for description and specification. - Correct choice and consistent use of present and past tense throughout writing. 	<ul style="list-style-type: none"> - Use subordination and coordination - Expanded noun phrases for description and specification. - Correct choice and consistent use of present and past tense throughout writing. 	<ul style="list-style-type: none"> - Use subordination and coordination - Expanded noun phrases for description and specification. - Correct choice and consistent use of present and past tense throughout writing - Understand how the grammatical patterns in a sentence indicate its function. - Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. he was shouting, she is drumming). 	<ul style="list-style-type: none"> - Use subordination and coordination - Expanded noun phrases for description and specification. - Correct choice and consistent use of present and past tense throughout writing - Understand how the grammatical patterns in a sentence indicate its function. - Use of progressive form of verbs in the present and past tense to mark actions in progress (e.g. he was shouting, she is drumming).
Structure	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Sentences correctly punctuated. 	<ul style="list-style-type: none"> - Group related ideas into paragraphs. 	<ul style="list-style-type: none"> - Group related ideas into paragraphs.
Punctuation	<ul style="list-style-type: none"> - Recap Y1: Capital letters for names and the personal pronoun 'I'. - Finger spaces, capital letters, full Stops. 	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. 	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Commas to separate items in a list. 	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Commas to separate items in a list. 	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Commas to separate items in a list. - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name) 	<ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Commas to separate items in a list. - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name).

Year 3						
Stimulus	Seal Surfer by Michael Foreman 	History - Stone Age to Iron Age Stig of the Dump by Clive King 	Winter's Child by Graham Baker-Smith 	Charlie and the Chocolate Factory by Roald Dahl 	Journey by Aaron Becker 	Zeraffa Giraffa by Dianne Hofmeyr 
Writing Outcome	<p><u>Narrative - Setting Description</u> Pupils will write a setting description based on a scene from the text</p> <p><u>Narrative (Recount) - Letter</u> Pupils will write a letter from the boy to his grandfather telling him about the events he has missed</p>	<p><u>Information - Non-chronological Report</u> Pupils will write a non-chronological report linked to their History Topic from last half term (Stone Age to Iron Age)</p> <p><u>Writing to Inform - Instructions</u> Pupils will write a set of instructions linked to their History Topic from last half term (Stone Age to Iron Age)</p>	<p><u>Narrative (Fantasy)</u> Pupils will write a fantasy story based on a fable</p> <p><u>Narrative - Character Description</u> Pupils will write a character description based on a character from Winter's Child</p>	<p><u>Writing to Inform - Explanation</u> Pupils will create an explanation on chocolate</p>	<p><u>Narrative (Adventure)</u> Pupils will write an adventure story based on Journey</p> <p><u>Narrative - Diary Entry</u> Pupils will write a diary entry based on Journey</p>	<p><u>Persuasion (Leaflet)</u> Pupils will plan and write a persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris</p> <p><u>Information - Newspaper Report</u> Pupils will write a newspaper report based on Zeraffa Giraffa</p>
Poetry		<p><u>The Shell by John Foster</u> Pupils write their own illustrated, descriptive senses poem about the sea</p>		Poetry Performance Week		
Sentence (Grammar)	<ul style="list-style-type: none"> - Recap Y2: Expanded noun phrases and Verbs - Use past tense correctly - Use a or an - Use prepositions to express place - Recap Y2: Subordinating and coordinating conjunctions - Use adverbs to express time - Use conjunctions to express time, place and cause 	<ul style="list-style-type: none"> - Recap Y2: Subordinating and coordinating conjunctions - Use adverbs to express time - Use conjunctions to express time, place and cause 	<ul style="list-style-type: none"> - Use conjunctions and adverbs to express, time, place and cause 	<ul style="list-style-type: none"> - Use prepositions and adverbs to express time, place and cause 	<ul style="list-style-type: none"> - Use prepositions, conjunctions and adverbs to express time, place and cause 	<ul style="list-style-type: none"> - Build an increasing range of sentence structures - Use present and past tenses correctly and consistently - Use present perfect form of verbs in contrast to the simple past - Use prepositions and adverbs to express time, place and cause
Structure	<ul style="list-style-type: none"> - Introduction to paragraphs 	<ul style="list-style-type: none"> - Write using paragraphs - Group related ideas into paragraphs (chronological) - In non-narrative material, use simple organisational devices including headings and subheadings to aid presentation 	<ul style="list-style-type: none"> - Write using paragraphs 	<ul style="list-style-type: none"> - Write using paragraphs 	<ul style="list-style-type: none"> - Write using paragraphs 	<ul style="list-style-type: none"> - Group related ideas into paragraphs (persuasive arguments/points)
Punctuation	<ul style="list-style-type: none"> - Recap Y2: Use capital letters, full stops, question marks and exclamation marks correctly. - Use commas in a list - Recap of Y1: Capital letters for proper nouns. 		<ul style="list-style-type: none"> - Use inverted commas to punctuate direct speech (introduction) 		<ul style="list-style-type: none"> - Continue to use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> - Continue to use inverted commas to punctuate direct speech





Year 4

Stimulus	<p>Gorilla by Anthony Browne</p> 	<p>Where the Forest Meets the Sea by Jeannie Baker Rainforests in 30 Seconds by Jen Green</p> 	<p>Leon and the Place Between by Graham Baker-Smith</p> 	<p>Blue John by Berlie Doherty</p> 	<p>Escape from Pompeii by Christina Balit</p> 	<p>Geography - Spain and Catalonia</p>
Writing Outcome	<p><u>Narrative - Setting Description</u> Pupils will write a setting description based on the story of 'Gorilla'</p> <p><u>Narrative - Letter</u> Pupils will write a letter based on the story of 'Gorilla'</p>	<p><u>Information - Non-chronological Report</u> Pupils will write a non-chronological report on rainforests</p> <p><u>Writing to Inform - Instructions</u> Pupils will write a set of instructions</p>	<p><u>Narrative (Recount) - Diary Entry</u> Pupils will write Leon's secret diary about what really happened in 'the place between'</p> <p><u>Narrative - Character Description</u> Pupils will write a character description linked to their text</p>	<p><u>Writing to Inform - Explanation (Letter)</u> Pupils will write an explanation based on Blue John.</p>	<p><u>Narrative (Historical)</u> Pupils will write the story of Escape from Pompeii from the point of view of another character.</p> <p><u>Narrative - Diary Entry</u> Pupils will write a diary entry based on the story of 'Gorilla'</p>	<p><u>Persuasion (Leaflet)</u> Pupils will create a leaflet, persuading people to visit Spain/Catalonia, linked to their Geography topic.</p> <p><u>Information - Newspaper Report</u> Pupils will write a newspaper report</p>
Poetry		<p><u>Family Album</u> To write a free verse, narrative poem about a family member</p>		<p><u>Poetry Performance Week</u></p>		
Sentence (Grammar)	<ul style="list-style-type: none"> - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases - Use fronted adverbials - Begin to use present perfect tense to place events in time - Using the correct determiners 	<ul style="list-style-type: none"> - Use a varied and rich vocabulary - Extend the range of sentences with more than one clause by using a wider range of conjunctions - Use topic or theme specific vocabulary 	<ul style="list-style-type: none"> - Use expanded noun phrases to add detail and description - Use adverbs and adverbials to provide cohesion across the text. - Concise and clear expanded noun phrases (modifying adjectives, nouns and prepositional phrases) - Fronted adverbials to vary sentence structure 	<ul style="list-style-type: none"> - To write in the third person - Use technical vocabulary - Build a varied and rich vocabulary - Use Standard English forms for verb inflections - Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although - Indicate possession - Fronted adverbials to vary sentence structure - Adjectives and positive description - Planned repetition - Paragraphs to organise information and ideas around a theme - Use relative clauses to provide additional enticement 	<ul style="list-style-type: none"> - Build a varied and rich vocabulary and an increasing range of sentence structures. - Variety of verb forms used correctly and consistently including the progressive and the present perfect forms - Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases - Use relative clauses to add further detail - Indicate possession - Fronted adverbials to vary sentence structure 	<ul style="list-style-type: none"> - Verb inflections - Use topic or theme specific vocabulary - Expanded noun phrases (modifying adjectives, nouns and prepositional phrases) - Use present perfect tense to place events in time - Nouns and pronouns for clarity and cohesion - Use relative clauses to add further detail - Use of rhetorical questions to engage the reader
Structure	<ul style="list-style-type: none"> - Organise paragraphs around a theme (to organise and sequence more extended narrative structures) - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Paragraphs to group related ideas 	<ul style="list-style-type: none"> - Organise paragraphs around a theme - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - Use simple organisational devices to aid presentation e.g. subheadings, bullet points, numbers 	<ul style="list-style-type: none"> - Use simple organisational devices to aid presentation e.g. subheadings, bullet points, numbers - Organise paragraphs around a theme (to organise and sequence more extended narrative structures) 	<ul style="list-style-type: none"> - Organise paragraphs around a theme 	<ul style="list-style-type: none"> - Organise paragraphs around a theme (to organise and sequence more extended narrative structures) 	<ul style="list-style-type: none"> - Paragraphs to group related ideas

Punctuation	<ul style="list-style-type: none">- Use commas after fronted adverbials- Re-cap: Use inverted commas for direct speech (Year 3)- Consolidate four main punctuation marks (.,!?)- Bullet points to list items	<ul style="list-style-type: none">- Consolidate four main punctuation marks (.,!?)- Use capital letters for proper nouns- Use commas to mark fronted adverbials- Bullet points to list items	<ul style="list-style-type: none">- Secure use of apostrophes for possession, including for plural nouns.- Use commas after fronted adverbials and subordinate clauses- Use of inverted commas and other speech punctuation in for direct quote	<ul style="list-style-type: none">- Commas to mark subordinate clauses- Bullet points to list items- Use capital letters for proper nouns- Use commas to mark fronted adverbials- Use commas after subordinate clauses- To begin to use dashes for emphasis	<ul style="list-style-type: none">- Indicate possession by using the possessive apostrophe with plural nouns.- The grammatical difference between plural and possessive 's'- Use commas to mark relative clauses- Ensure use of capital letters to mark proper nouns- Use of full punctuation for direct speech	<ul style="list-style-type: none">- Use capital letters for proper nouns- Use commas to mark fronted adverbials- Use commas after subordinate clauses- To begin to use dashes for emphasis- Use of full punctuation for direct speech
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Year 5						
Stimulus	<p>Queen of the Falls by Chris Van Allsburg</p> 	<p>Geography - Volcanoes</p>	<p>Arthur and the Golden Rope by Joe Todd-Stanton</p> 	<p>History - Vikings and Anglo-Saxons</p>	<p>Sleeping Sword by Michael Morpurgo</p> 	<p>The Day the Crayons Quit by Drew Daywalt</p> 
Writing Outcome	<p><u>Narrative - Setting Description</u> Pupils will write a setting description based on Queen of the Falls</p> <p><u>Narrative - Letter</u> Pupils will write a letter based on Queen of the Falls</p>	<p><u>Information - Non-chronological Report</u> Pupils will produce a non-chronological report linked to their Geography topic, Volcanoes and Earthquakes</p> <p><u>Writing to Inform - Instructions</u> Pupils will write a set of instructions based on how to care for an animal</p>	<p><u>Narrative - Character Description</u> Pupils will write a character description linked to their text</p> <p><u>Narrative - Norse Myths and Legends</u> Pupils will write a myth, creating characters (heroes, villains and monsters) and settings</p>	<p><u>Writing to Inform - Explanation</u> Pupils will create an explanation text, linked to their History, on how to make a Viking long boat.</p>	<p><u>Narrative (Recount) - Biography</u> Pupils will write a formal biography about author Michael Morpurgo</p> <p><u>Narrative - Diary Entry</u> Pupils will write a diary entry based on the Sleeping Sword</p>	<p><u>Persuasion (Letter)</u> Pupils will write a persuasive letter linked to current issues</p> <p><u>Writing to inform - newspaper report</u> Pupils will write a newspaper report linked to current issues</p>
Poetry		Song of Hiawatha		Poetry Performance Week		
Sentence (Grammar)	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Use fronted adverbials (Y4) - Use subordinate clauses to add detail or context, including in varied positions.(Y4) - Use relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun) to add detail or context. - Use a greater range of sentence structures to add interest. - Converting nouns and adjectives into verbs - Verb prefixes (dis, de, mis, over, re) - To revisit and recap tenses (simple past, simple present, progressive and perfect) 	<ul style="list-style-type: none"> - Use subordinating conjunctions in varied positions. - Use relative clauses to add further detail 	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Use fronted adverbials (Y4) - Use subordinate clauses to add detail or context, including in varied positions. - Use relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun) to add detail or context. - Use a wide range of sentence structures to add interest. - Converting nouns and adjectives into verbs - Use imperative verbs (indicating degrees of possibility) to convey urgency - To revisit and recap tenses (simple past, simple present, progressive and perfect) 	<ul style="list-style-type: none"> - Use subordinating conjunctions in varied positions. - Use technical and subject specific vocabulary - Use relative clauses and relative pronouns to provide supporting detail - Use a wide range of sentence structures to add interest 	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Use fronted adverbials - Use subordinate clauses to add detail or context, including in varied positions.(Y4) - Use relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun) to add detail or context. - Use a greater range of sentence structures to add interest. - Converting nouns and adjectives into verbs - Verb prefixes (dis, de, mis, over, re) - To revisit and recap tenses (simple past, simple present, progressive and perfect) 	<ul style="list-style-type: none"> - Use expanded noun phrases to convey complicated information concisely - Use modal verbs (indicating degrees of possibility) to convey urgency - Use adverbials to convey a sense of certainty and to provide cohesion across the text - Use short sentences for emphasis
Structure	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Use devices to build cohesion within a paragraph [e.g. then, after that, this, firstly] and begin to build cohesion between paragraphs in narrative using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices (e.g. he had seen her before) - Indicate degrees of possibility using adverbs. 	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Use devices to build cohesion between paragraphs in explanatory texts e.g. although, additionally, as a consequence - Organise paragraphs around a theme. - Layout devices, [e.g. headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Use devices to build cohesion within a paragraph [e.g. then, after that, this, firstly] and begin to build cohesion between paragraphs in narrative using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices (e.g. he had seen her before) - Indicate degrees of possibility using adverbs 	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Use devices to build cohesion between paragraphs in explanatory texts e.g. although, additionally, as a consequence - Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form 	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Use devices to build cohesion within a paragraph [e.g. then, after that, this, firstly] and begin to build cohesion between paragraphs in narrative using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices (e.g. he had seen her before) - Indicate degrees of possibility using adverbs 	<ul style="list-style-type: none"> - Organise paragraphs around a theme. - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence]

Punctuation	<ul style="list-style-type: none">- Secure use of apostrophes for possession, including for plural nouns. (Y4)- Use commas after fronted adverbials and subordinate clauses. (Y4)- Use of commas to clarify meaning or avoid ambiguity.- Use the correct determiners in writing	<p>Inform:</p> <ul style="list-style-type: none">- Use parentheses to explain technical vocabulary.- Secure use of commas to mark clauses, including opening subordinating clauses.- Begin to use colons to introduce lists or sections.- Use brackets, dashes or commas to indicate parenthesis	<ul style="list-style-type: none">- Use brackets, dashes or commas to indicate parenthesis- Use colons to add further detail in a new clause- Use full punctuation for direct speech, including punctuation within and before inverted commas. (Y4)- Use of commas to clarify meaning or avoid ambiguity.- Use the correct determiners in writing	<ul style="list-style-type: none">- Use parentheses to explain technical vocabulary- Use brackets or dashes to mark relative clauses- Secure use of commas to mark clauses, including opening subordinating clauses.- Use colons to introduce lists or sections	<ul style="list-style-type: none">- Use brackets, dashes or commas to indicate parenthesis- Use colons to add further detail in a new clause- Use of commas to clarify meaning or avoid ambiguity.- Use the correct determiners in writing	<ul style="list-style-type: none">- Use brackets, dashes or commas to indicate parenthesis- Use ? ! for rhetorical / exclamatory sentences- Use hyphens to avoid ambiguity- Commas for clarity- Transforming nouns and adjectives into verbs
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Year 6						
Stimulus	<p>Kensuke's Kingdom By Michael Morpurgo</p> 	<p>Year 6 Residential Link to Winmarleigh Hall</p>	<p>Rose Blanche by Roberto Innocenti</p> 	<p>History Topic - World War II</p>	<p>Pig Heart Boy by Malorie Blackman</p> 	<p>Can We Save the Tiger? By Martin Jenkins</p> 
Writing Outcome	<p><u>Narrative - Setting Description</u> Pupils will write a setting description of the island</p> <p><u>Narrative - Adventure</u> Pupils will write an adventure narrative based on Kensuke's Kingdom</p>	<p><u>Information - Non-chronological Report</u> Pupils will create their own non-chronological report linked to their residential</p> <p><u>Writing to Inform - Instructions</u> Pupils will write a set of instructions linked to their residential</p>	<p><u>Narrative - Character Description</u> Pupils will write a character description of Rose Blanche</p> <p><u>Narrative - Flashback</u> Pupils will write a narrative with a flashback based on Rose Blanche</p>	<p><u>Writing to Inform - Explanation</u> Pupils will create an explanation linked to their History Topic, World War II</p>	<p><u>Information - Newspaper Report</u> Pupils will use journalistic writing to create a newspaper report about the pig heart transplant</p> <p><u>Narrative - Diary Entry</u> Pupils will write a diary entry from the perspective of Cameron</p>	<p><u>Persuasion (Leaflet)</u> Pupils will create a persuasive leaflet linked to the text</p> <p><u>Discussion - Balanced Argument</u> Pupils will write a balanced argument on captivity</p> <p><u>Short Burst Writing Opportunities</u> Pupils will use a range of stimuli to complete short burst writing activities</p>
Poetry		<p>A Tiger in the Zoo by Leslie Norris</p> <p>To write a poem in a chosen form about an endangered mammal.</p>		<p>Poetry Performance Week</p>		
Sentence (Grammar)	<ul style="list-style-type: none"> - Use subordinate clauses to add detail or context, including in varied positions. - Use a wide range of sentence structures to add interest. - Use expanded noun phrases - Use relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun) to add detail or context. - To revisit and recap tenses (simple past, simple present, progressive and perfect) - To build cohesion through the use of synonyms - To revisit antonyms - To revisit and recap adverbials of time, manner and place 	<ul style="list-style-type: none"> - Use subordinating conjunctions in varied positions. - Use expanded noun phrases to Inform. - Use relative clauses to add further detail - Begin to use passive voice to remain formal or detached. - Begin to use colons to link related clauses - Use brackets for incidentals. - Use dashes to emphasise additional information. - To revisit and recap adverbials of time, manner and place 	<ul style="list-style-type: none"> - Use subordinate clauses to add detail or context, including in varied positions. - Use a wide range of sentence structures to add interest. - Use expanded noun phrases - Use relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun) to add detail or context. - Use colons to add further detail in a new clause - Use semi-colons to join related Clauses. - To revisit and recap tenses (simple past, simple present, progressive and perfect) - To build cohesion through the use of synonyms - To revisit antonyms - To revisit and recap adverbials of time, manner and place 	<ul style="list-style-type: none"> - Use subordinating conjunctions in varied positions. - Use expanded noun phrases to inform. - Use relative clauses to add further detail - To begin to use passive voice to remain formal or detached. - Begin to use colons to link related clauses. - To revisit and recap adverbials of time, manner and place 	<ul style="list-style-type: none"> - Use subordinate clauses to add detail or context, including in varied positions. - Use a wide range of sentence structures to add interest. - Use expanded noun phrases - Use relative clauses (beginning with who, which, where, when, whose, that, or an omitted relative pronoun) to add detail or context. - Use colons to add further detail in a new clause. - Use semi-colons to join related clauses. - To use passive voice to remain formal or detached. - To revisit and recap tenses (simple past, simple present, progressive and perfect) - To build cohesion through the use of synonyms - To revisit antonyms - To revisit and recap adverbials of time, manner and place 	<ul style="list-style-type: none"> - Use imperative and modal verbs to convey urgency. - Use adverbials to convey a sense of certainty. - Use short sentences for emphasis. - Use of the subjunctive form for formal structure. - Use modal verbs to convey degrees of. - Use relative clauses to provide supporting detail. - Use adverbials to provide cohesion across the text. - Use expanded noun phrases to describe in detail. - Begin to use passive voice - To maintain impersonal tone. - Use of the subjunctive form - To revisit and recap adverbials of time, manner and place

Structure	<ul style="list-style-type: none"> - Use devices to build cohesion Between paragraphs in narrative e.g. in the meantime, meanwhile, in due course until then 	<ul style="list-style-type: none"> -Use devices to build cohesion between paragraphs -Layout devices, [e.g. headings, sub-headings, columns, bullets, or tables, to structure text] - Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form 	<ul style="list-style-type: none"> - Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course until then 	<ul style="list-style-type: none"> - Layout devices, [e.g. headings, Sub-headings, columns, bullets, or tables, to structure text] -Use devices to build cohesion between paragraphs - Understand the difference between structures typical of informal speech and structures appropriate to formal speech in writing, eg the use of the passive form 	<ul style="list-style-type: none"> - Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then 	<ul style="list-style-type: none"> - Use devices to build cohesion between paragraphs in persuasive texts e.g. on the other hand, the opposing view, similarly, in contrast, although, Additionally, another possibility, alternatively, as a Consequence. - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or Phrase, grammatical connections [e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis
Punctuation	<ul style="list-style-type: none"> - Use dashes to emphasise additional information. - Use colons to add further detail in a new clause. - Use semi-colons to join related clauses. - Use full punctuation for direct speech, including punctuation within and before inverted commas. - Use the correct determiners in writing 	<ul style="list-style-type: none"> -Use brackets or dashes to explain technical vocabulary. -Use semi-colons to punctuate complex lists, including when using bullet points. -Use colons to introduce lists or sections. -Use brackets or dashes to mark relative clauses. -Secure use of commas to mark clauses, including opening subordinating clauses. -Begin to use colons & semi-colons to mark clauses. - To use a varied level of punctuation, including: hyphens, dashes, brackets 	<ul style="list-style-type: none"> Use dashes to emphasise additional information. - Use colons to add further detail in a new clause. - Use semi-colons to join related clauses - Use full punctuation for direct speech, including punctuation within and before inverted commas. - Use the correct determiners in writing 	<ul style="list-style-type: none"> Use brackets or dashes to explain technical vocabulary. -Use semi-colons to punctuate complex lists, including when using bullet points. -Use colons to introduce lists or sections. -Use brackets or dashes to mark relative clauses. -Secure use of commas to mark clauses, including opening subordinating clauses. -Begin to use colons & semi-colons to mark clauses. - To use a varied level of punctuation, including: hyphens, dashes, brackets 	<ul style="list-style-type: none"> - Use dashes to emphasise additional information. - Use colons to add further detail in a new clause. - Use semi-colons to join related Clauses. - Use direct and indirect speech - Use full punctuation for direct speech, including punctuation within and before inverted commas. - Use the correct determiners in writing 	<ul style="list-style-type: none"> - Use ? ! for rhetorical /exclamatory sentences - Use brackets or dashes for parenthesis, including for emphasis <p>Use brackets or dashes for parenthesis, including for emphasis</p> <ul style="list-style-type: none"> - Use semi-colons to mark related clauses, Some argue ... ; others say... - Use colons and semi-colons to punctuate complex lists - To use a varied level of punctuation, including: hyphens, dashes, brackets