

Writing Year 3: Scheme of Work

| | <u>Writing Focus</u> | <u>Links</u> | <u>Destinations</u> (NC By the end of Year 4 , I will be able to) | <u>Destinations</u> (By the end of Year 3 , I can) |
|----------|---|--|--|--|
| Autumn 1 | Natural World Poetry Personal Writing Project | <p>Whole School Theme: 'We Are a Community'</p> <p>Reading: Poetry Mentor Texts (Reading as a writer)</p> | <p>Transcription:</p> <ul style="list-style-type: none"> To accurately write simple sentences from memory and dictated by the teacher. <p>Spelling:</p> <ul style="list-style-type: none"> To spell some Year 3/4 words (Appendix 1) and homophones. To add prefixes and suffixes to spell some words correctly in writing. To place the possessive apostrophe in words with regular plurals and in words with irregular plurals. To use the first 2 or 3 letters of a word to check its spelling in a dictionary. | <p>Development and Voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write to entertain. <input type="checkbox"/> Write to inform. <input type="checkbox"/> Write to persuade and to give my opinion. <input type="checkbox"/> Write outstanding openings in narratives. <input type="checkbox"/> Write excellent endings in narratives. <p>Organisation and Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organise my writing so it is easily understood. <input type="checkbox"/> Use conjunctions to build cohesion (and, but, so, or) (when, if, that, because). <input type="checkbox"/> Write lists with bullet points and commas. <p>Clarity and Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use inverted commas for speech. <input type="checkbox"/> Edit many of my spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |
| Autumn 2 | Fairy Tales Personal Writing Project | <p>Whole School Theme: 'We Are Artists'</p> | <p>Handwriting:</p> <ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when next to one another, are best left unjoined. <p>Composition:</p> <p>Planning Writing:</p> <ul style="list-style-type: none"> To plan and record ideas in different ways, including rehearsing sentences orally (including dialogue), showing an increasing understanding of audience and purpose. <p>Drafting Writing:</p> <ul style="list-style-type: none"> To organise some themes into paragraphs. To create settings, characters and plot in narratives. To use simple organisational devices (headings & subheadings) in non-fiction writing. <p>Editing Writing (Y3/4):</p> <ul style="list-style-type: none"> To assess their own and others' writing and suggest improvements. To suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. To proofread for spelling and punctuation errors. <p>Performing Writing (Y3/4):</p> <ul style="list-style-type: none"> To read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | |
| Spring 1 | Information Personal Writing Project | <p>Whole School Theme: 'We Are Geographers'</p> | <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> To use a wider range of conjunctions, including when, if, because, although. To choose nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition. To use conjunctions, adverbs and prepositions to express time and cause (and place). To begin to use figurative devices (e.g. similes). <p>Grammar:</p> <ul style="list-style-type: none"> To use the present perfect form of verbs in contrast to the past tense. To form nouns using prefixes (super-, anti-). To use the correct form of 'a' or 'an'. To word families based on common words (solve, solution, dissolve, insoluble). <p>Grammar Terminology:</p> <ul style="list-style-type: none"> To understand the following terminology: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'). <p>Punctuation:</p> <ul style="list-style-type: none"> To use and punctuate direct speech (i.e. Inverted commas). | |
| Spring 2 | Fables Personal Writing Project | <p>Whole School Theme: 'We are Scientists'</p> | | |
| Summer 1 | People's History Personal Writing Project | <p>Whole School Theme: 'We Are Historians'</p> <p>Art: Poonam Mistry/ Amrita Shergil (Autumn 2)</p> <p>Science: Einstein (Spring 2)</p> | | |
| Summer 2 | Memoir Personal Writing Project | <p>Whole School Theme: 'So We Can Change the World'</p> <p>Reading: Scott's Diaries</p> | | |



Writing Year 4: Scheme of Work

| Term | Writing Focus | Links | Destinations (NC By the end of Year 4, I will be able to) | Destinations (By the end of Year 4, I can...) |
|----------|--|--|--|--|
| Autumn 1 | <p>Sensory Poetry</p> <p><i>Personal Writing Project</i></p> | <p>Whole School Theme: 'We Are a Community'</p> <p>Reading: Poetry Mentor Texts (Reading as a writer)</p> | <p>Transcription:</p> <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Spelling:</p> <ul style="list-style-type: none"> Spell some Year 3/4 words (Appendix 1) and homophones. Spell words that are often misspelt (Appendix 1) Use further prefixes and suffixes and understand how to add them (Appendix 1) Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary <p>Handwriting:</p> <ul style="list-style-type: none"> Use joined handwriting which shows increased legibility, consistency and quality. <p>Composition:</p> <p>Planning Writing:</p> <ul style="list-style-type: none"> Discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures which demonstrates the main features of a specific text type | <p>Development and Voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write to entertain. <input type="checkbox"/> Write to inform. <input type="checkbox"/> Write to persuade and to give my opinion. <input type="checkbox"/> Write vivid settings in my narratives. <input type="checkbox"/> Write some great-character driven narratives. |
| Autumn 2 | <p>Character-driven short stories</p> <p><i>Personal Writing Project</i></p> | <p>Whole School Theme: 'We Are Artists'</p> <p>Reading: Picture book unit</p> | <p>Drafting Writing:</p> <ul style="list-style-type: none"> Organise paragraphs around a theme and sequence them logically In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices (headings & subheadings) <p>Editing Writing (Y3/4):</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors <p>Performing Writing (Y3/4):</p> <ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause (and place) Use figurative language (similes and alliteration) Use a thesaurus <p>Grammar:</p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number <p>Grammar Terminology:</p> <ul style="list-style-type: none"> Understand and use determiner, pronoun, possessive pronoun, adverbial <p>Punctuation:</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas) | <p>Organisation and Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organise my writing so it is easily understood. <input type="checkbox"/> Use fronted adverbials relating to time and place. <input type="checkbox"/> Use coordinating conjunctions (and, so, but, or). <input type="checkbox"/> Use subordinating conjunctions (with a comma!) (although, when, if, that, because). |
| Spring 1 | <p>Information (instructions)</p> <p><i>Personal Writing Project</i></p> | <p>Whole School Theme: 'We Are Geographers'</p> <p>Reading: 'Survival! Desert!' by Bill Rice (Non-Fiction)</p> | <p>Editing Writing (Y3/4):</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors <p>Performing Writing (Y3/4):</p> <ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause (and place) Use figurative language (similes and alliteration) Use a thesaurus <p>Grammar:</p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number <p>Grammar Terminology:</p> <ul style="list-style-type: none"> Understand and use determiner, pronoun, possessive pronoun, adverbial <p>Punctuation:</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas) | <p>Clarity and Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use apostrophes for singular and plural possession. <input type="checkbox"/> Edit many of my spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |
| Spring 2 | <p>Setting-focused short stories</p> <p><i>Personal Writing Project</i></p> | <p>Whole School Theme: 'We are Scientists'</p> <p>Reading: 'Clockwork' by Philip Pullman (Fiction)</p> | <p>Editing Writing (Y3/4):</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors <p>Performing Writing (Y3/4):</p> <ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause (and place) Use figurative language (similes and alliteration) Use a thesaurus <p>Grammar:</p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number <p>Grammar Terminology:</p> <ul style="list-style-type: none"> Understand and use determiner, pronoun, possessive pronoun, adverbial <p>Punctuation:</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas) | <p>Clarity and Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use apostrophes for singular and plural possession. <input type="checkbox"/> Edit many of my spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |
| Summer 1 | <p>Persuasive Letter (personal gain)</p> <p><i>Personal Writing Project</i></p> | <p>Whole School Theme: 'We Are Historians'</p> | <p>Editing Writing (Y3/4):</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors <p>Performing Writing (Y3/4):</p> <ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause (and place) Use figurative language (similes and alliteration) Use a thesaurus <p>Grammar:</p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number <p>Grammar Terminology:</p> <ul style="list-style-type: none"> Understand and use determiner, pronoun, possessive pronoun, adverbial <p>Punctuation:</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas) | <p>Clarity and Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use apostrophes for singular and plural possession. <input type="checkbox"/> Edit many of my spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |
| Summer 2 | <p>Memoir</p> <p><i>Personal Writing Project</i></p> | <p>Whole School Theme: 'So We Can Change the World'</p> <p>Geography: Natural disasters</p> | <p>Editing Writing (Y3/4):</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors <p>Performing Writing (Y3/4):</p> <ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause (and place) Use figurative language (similes and alliteration) Use a thesaurus <p>Grammar:</p> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number <p>Grammar Terminology:</p> <ul style="list-style-type: none"> Understand and use determiner, pronoun, possessive pronoun, adverbial <p>Punctuation:</p> <ul style="list-style-type: none"> Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas) | <p>Clarity and Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use apostrophes for singular and plural possession. <input type="checkbox"/> Edit many of my spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |

Writing Year 5: Scheme of Work

| Term | <u>Writing Focus</u> | Links | <u>Destinations</u> (NC By the end of Year 6, I will be able to) | <u>Destinations</u> (By the end of Year 5, I can...) |
|----------|---|---|--|---|
| Autumn 1 | <u>Poetry that hides things</u> Personal Writing Project | <i>Whole School Theme: 'We Are a Community'</i> <i>Reading: Poetry Mentor Texts (Reading as a writer)</i> | <u>Spelling:</u> <ul style="list-style-type: none"> Spell all of the Year 3/4 words (Appendix 1) and homophones correctly Spell some of the Year 5/6 words accurately (Appendix 1). Spell some words with 'silent' letters Use prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words <u>Handwriting:</u> <ul style="list-style-type: none"> Maintain legibility, fluency and speed in handwriting. <u>Composition:</u> <u>Planning Writing:</u> <ul style="list-style-type: none"> Record and develop initial ideas, drawing on reading and research where necessary <u>Drafting Writing:</u> <ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs Use further organisational and presentational devices to structure text and to guide the reader In narratives, describe settings, characters and integrate dialogue to convey character and advance the action <u>Editing Writing (Y5/6):</u> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors <u>Performing Writing (Y5/6):</u> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <u>Vocabulary, Grammar & Punctuation:</u> <u>Vocabulary:</u> <ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Use figurative devices (metaphors, personification) <u>Grammar:</u> <ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number <u>Grammar Terminology:</u> <ul style="list-style-type: none"> Understand and use modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity <u>Punctuation:</u> <ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis | <u>Development and Voice</u> <ul style="list-style-type: none"> <input type="checkbox"/> Write to entertain. <input type="checkbox"/> Write to inform. <input type="checkbox"/> Write to persuade and to give my opinion. <input type="checkbox"/> Write vivid settings in my narratives. <input type="checkbox"/> Write some great-character driven narratives. <u>Organisation and Structure</u> <ul style="list-style-type: none"> <input type="checkbox"/> Organise my writing so it is easily understood. <u>Clarity and Accuracy</u> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use modal verbs. <input type="checkbox"/> Use commas, dashes and brackets for parenthesis. <input type="checkbox"/> Use relative clauses to add extra information. <input type="checkbox"/> Edit many of my own spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |
| Autumn 2 | <u>Developed short stories</u> Personal Writing Project | <i>Whole School Theme: 'We Are Artists'</i> | | |
| Spring 1 | <u>Explanation</u> Personal Writing Project | <i>Whole School Theme: 'We Are Geographers'</i> Geography: Biome study of the wilderness DT: Aqueducts & construction | | |
| Spring 2 | <u>Graphic Novels</u> Personal Writing Project | <i>Whole School Theme: 'We are Scientists'</i> Science: Earth and Space | | |
| Summer 1 | <u>Advocacy Journalism</u> Personal Writing Project | <i>Whole School Theme: 'We Are Historians'</i> | | |
| Summer 2 | <u>Memoir</u> Personal Writing Project | <i>Whole School Theme: 'So We Can Change the World'</i> <i>Reading: 'How to bee', Bren MacDibble</i> | | |



Writing Year 6: Scheme of Work

| Term | Writing Focus | Links | Destinations (NC By the end of Year 6, I will be able to) | Destinations (By the end of Year 6, I can...) |
|----------|---|---|---|--|
| Autumn 1 | <p>Social & Political Poetry</p> <p>Personal Writing Project</p> | <p>Whole School Theme: 'We Are a Community'</p> <p>Reading: Poetry Mentor Texts (Reading as a writer)</p> <p>History/ Art: WW2 Propaganda posters</p> | <p>Spelling:</p> <ul style="list-style-type: none"> Spell most of the Year 5/6 words accurately (Appendix 1). Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Use further prefixes and suffixes and understand the guidance for adding them <p>Handwriting:</p> <ul style="list-style-type: none"> Maintain legibility in joined handwriting when writing at speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task | <p>Development and Voice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write to entertain. <input type="checkbox"/> Write to inform. <input type="checkbox"/> Write to persuade and to give my opinion. <input type="checkbox"/> Written vivid settings in my narratives. <input type="checkbox"/> Written some great-character driven narratives. |
| Autumn 2 | <p>Explanation</p> <p>Personal Writing Project</p> | <p>Whole School Theme: 'We Are Artists'</p> <p>Y3 Information Y4 Instructions Y5 Explanations</p> | <p>Composition:</p> <p>Planning Writing:</p> <ul style="list-style-type: none"> Note and develop initial ideas, choosing the level of formality appropriate to my audience <p>Drafting Writing:</p> <ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Make a précis for longer passages | <p>*Use intertextuality to inspire my writing.</p> <p>Organisation and Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organise my writing so it is easily understood. <input type="checkbox"/> Use synonyms to avoid repetition. |
| Spring 1 | <p>Flash Fiction</p> <p>Personal Writing Project</p> | <p>Whole School Theme: 'We Are Geographers'</p> <p>Y3 Fairy tales & Fables Y4 Character-driven short stories/ setting-focused short stories Y5 Developed short stories/ Graphic novels</p> | <p>Editing Writing (Y5/6):</p> <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors <p>Performing Writing (Y5/6):</p> <ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. | <p>Clarity and Accuracy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write mostly accurate when publishing. <input type="checkbox"/> Use verb tenses consistently. <input type="checkbox"/> Use passive voice. <input type="checkbox"/> Use semi-colons, colons and dashes. <input type="checkbox"/> Use commas, brackets and dashes for parenthesis.. <input type="checkbox"/> Use commas / hyphens for ambiguous phrases. <input type="checkbox"/> Edit many of my own spellings before publishing. <input type="checkbox"/> Write neatly so my handwriting is easy to read. |
| Spring 2 | <p>Persuasive Letters</p> <p>Personal Writing Project</p> | <p>Whole School Theme: 'We are Scientists'</p> | <p>Vocabulary, Grammar & Punctuation:</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> Use a thesaurus to enhance the vocabulary used in writing Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately, e.g. <ul style="list-style-type: none"> Use contracted forms in dialogues in narrative; Use passive verbs to affect how information is presented; Use modal verbs to suggest degrees of possibility. <p>Grammar:</p> <ul style="list-style-type: none"> Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Know differences in informal and formal language Know synonyms & antonyms Use further cohesive devices such as grammatical connections and adverbials Use of ellipsis | |
| Summer 1 | <p>Discussion Text</p> <p>Personal Writing Project</p> | <p>Whole School Theme: 'We Are Historians'</p> | <p>Grammar Terminology:</p> <ul style="list-style-type: none"> Understand and use subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points <p>Punctuation:</p> <ul style="list-style-type: none"> Use hyphens to avoid ambiguity Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list punctuating bullet points consistently | |
| Summer 2 | <p>Autobiography (social dreaming)</p> <p>Personal Writing Project</p> | <p>Whole School Theme: 'So We Can Change the World'</p> | | <p>*The writing voice suits the audience.</p> |