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| Term: Autumn 1 (8 weeks) Genres: <ul style="list-style-type: none"> - Setting description - Diary Entry (written in role from perspective of character) - Fantasy Story | Project: Let's explore our world | Possible Book Links: <ul style="list-style-type: none"> - <i>The Storm</i> – Akiko Miyakoshi - <i>Belonging</i> -Jeannie Baker - <i>Window</i>- Jeannie Baker - <i>Emma Jane's Aeroplane</i> – Katie Haworth - <i>The Pirates Next Door</i> – Jonny Duddle Any other picture books (teacher's choice!) | Visual Literacy: <ul style="list-style-type: none"> - Ships in Storms: https://www.youtube.com/watch?v=dBJM5yV7T-M - Royal ship of Arendale Sinks https://www.youtube.com/watch?v=x0UgK2gPNXA (play as appropriate) |
| Setting description | Purpose: To inform | Audience: KS1 children | |
| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Told/written in past tense. • Use adjectives to describe the settings (expanded noun phrases). • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. • Use the 5 senses to describe the setting more realistically. | | <ul style="list-style-type: none"> • Written in past tense • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and'. • Noun phrases to create description • Verbs should be chosen for effect | |
| Possible Content for Writing | Hook Ideas | Skills to review | Skills to teach |
| <ol style="list-style-type: none"> 1. Share a picture book that looks at built up areas or something that correlates to the local area. Children make 2. | <ol style="list-style-type: none"> 1. Create a collage of the views of children's windows (ask parents to send these in from home). Children could guess whose window it is and compare similarities and differences. | <ul style="list-style-type: none"> • Capital letters (including proper nouns) and full stops. • Demarcation • Coordinating conjunctions- 'and' • Verbs and nouns • Adjectives • Suffix s/es for plurals | <ol style="list-style-type: none"> 1. Expanded noun phrases |
| Misconceptions: <ul style="list-style-type: none"> - Switching tense - Chronology – Encourage the children to consider which events will take place. Practise ordering narratives using storyboards and planning grids (pictorial and written) - Basic Sentences- Ensure children understand that a full stop is placed when the children have written a complete idea. | | | |

| Diary entry (in role): | Purpose: To entertain | Audience: KS1 children | |
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| | | Toolkit | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Written in first person. • Written in the past tense. • Simple organisational devices may be used such as a date, a summary and a close/sign off • Events are sequenced in chronological order. • Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach. - Reorientation/closing statement is used e.g. I hope I will see the pirates again someday. | | <ul style="list-style-type: none"> • First person e.g. use of pronoun 'I' • Written in past tense • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', 'because' • Question marks can be used to form questions. • Noun phrases to create description (including expanded noun phrases) • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile | |
| Hook ideas | Possible Content for Writing | Skills to review | Skills to teach |
| <ol style="list-style-type: none"> 1. Discover a message in a bottle/a pirate's diary from Jim (The Pirate's next door). 2. Create a travel experience with children (pretend aeroplane in the classroom). | <ol style="list-style-type: none"> 1. Write (in character) a diary entry as Jim or Emma Jane. 2. Write a diary entry in role from a character of a picture book (teacher's choice) | <ol style="list-style-type: none"> 1. First person, use of 'I' 2. Past Tense (simple) 3. Basic sentence demarcation 4. Noun phrases and expanded noun phrases 5. Conjunctions 'and' | <ol style="list-style-type: none"> 1. Question marks 2. Language of chronology (then, next, first, afterwards) 3. Conjunctions 'but' and 'because' |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> - Switching person/tense – personal recounts should be written in first person, past tense. - Chronological order – pupils to plan out which events took place in order prior to writing. - Writing in incomplete sentences | | | |

| Fantasy story: | Purpose: To entertain | Audience: KS1 children | |
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| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Told/written in first or third person. • Told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ e.g. Once upon a time, later that day etc. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. <p>Common Structure:</p> <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) <p>Fantasy:</p> <ul style="list-style-type: none"> - Fantasy worlds - Focus on character development and setting description at the expense of the plot. | | <ul style="list-style-type: none"> • Written in the third or first person. • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking • Story language can be used to move the narrative along: to signal time e.g. later that day, once. to move the setting e.g. back at the cave, on the other side of the forest. to surprise or create suspense e.g. suddenly, without warning. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘if’, ‘or’, ‘that’ • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing was that! • Question marks can be used to form questions. • Noun phrases to create description • Verbs should be chosen for effect | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| <p>-Pupils to create their own ‘Storm’ journey. As the main character passes through the storm, create a fantasy world that is travelled through.</p> <p>-Pupils create their own fantasy story based on ‘The Something’ and make a fantasy creature that comes out of the hole in the ground.</p> | <p>Share the story/video of ‘The Storm’. Draw upon the imagery used within the book and the feelings that it creates within the reader.</p> <p>Create a piece of art to depict the fantasy world and a fantasy creature</p> <p>Visual stimulus to provide context</p> | <ol style="list-style-type: none"> 1. Basic sentence construction 2. Conjunctions – but, and, because 3. Story language 4. Noun phrases 5. Pre-fix ‘un’ (recap from Year 1) | <ol style="list-style-type: none"> 1. Conjunctions – if, or, that 2. Exclamation marks to indicate emotion, shock or surprise |

Misconceptions:

- Inconsistent person/tense.
- Using verbs within a phrase
- Misunderstanding of new terminology
- Writing incomplete sentences, particularly when using subordinating conjunctions
- Children use an apostrophe for all words ending in an 's'


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| Term: Autumn 2 (7 weeks) Genres: <ul style="list-style-type: none"> - Character Description - Non-chronological report (about the trip e.g. Warwick or Tamworth Castle) | Project: Towers, Tunnels and Turrets | Possible Book Links: <ul style="list-style-type: none"> - <i>Tell Me a Dragon</i> – Jackie Morris - <i>The Tunnel</i> – Anthony Brown - <i>Sir Scallywag and the golden underpants</i>- Giles Andreae - <i>The Worst Princess</i> – Anna Kemp | Visual Literacy: https://www.onpceuponapicture.co.uk/?s=tunnel images to inspire |
| Character description: | Purpose: To entertain | Audience: KS1 children who like castles | |
| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features: | |
| <ul style="list-style-type: none"> • Told/written in past tense. • Use adjectives to describe people (expanded noun phrases). • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. | | <ul style="list-style-type: none"> • Written in past tense • Written in third person • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘because’ • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing was that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| Write a character description based on a character from a picture book with themes of castles (see book links) | <ol style="list-style-type: none"> 1. Create a role on the wall about a character in a chosen book, what do we know about them? 2. Oracy activity on character profile- create a programme on a character | <ul style="list-style-type: none"> • Capital letters (including proper nouns) and full stops. • Conjunctions (any relevant) • Noun phrases/expanded noun phrases | <ul style="list-style-type: none"> • Commas in a list • Apostrophes for possession |
| Misconceptions: <ul style="list-style-type: none"> - Switching tense - Basic Sentences- Ensure children understand that a full stop is placed when the children have written a complete idea. | | | |

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| Non-chronological report: | Purpose: To inform | Audience: KS1 children who want to learn about castles | |
| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features: | |
| <ul style="list-style-type: none"> • Begin by writing a title – Warwick Castle • Write a short introductory paragraph about castles in general • Use subheadings to organise their writing • Use pictures or diagrams to add to their report and describe them using captions. • Include interesting facts and bullet points (show them what one is and how to use it in the lay-out). | | <ul style="list-style-type: none"> • Written in the present tense • Include organisational devices (headings and subheadings) • Use third person • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’, ‘because’, ‘when’, ‘if’, ‘that’ are used to order and explain a procedure- when this has been done...after you have ... if it is too hot... • Adjectives are used to add detail • Commas to separate items in a list | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| <ol style="list-style-type: none"> 1. Write a non-chronological report about castles (focus on Warwick Castle/Tamworth Castle). 2. Write a non-chronological report about life in a castle. | <ol style="list-style-type: none"> 1. Visit Warwick or Tamworth Castle 2. Watch videos about medieval castles 3. The Past Present Workshop 4. Now Press Play | <ol style="list-style-type: none"> 1. Demarcating sentences 2. Using conjunctions – and, because, if, or, that 3. Commas in a list | <ol style="list-style-type: none"> 1. Questions 2. Present tense – verbs (include to have and to be) 3. Using conjunctions – when, after 4. Statements and facts 5. Organisational devices (headings and subheadings) |
| Misconceptions: <ul style="list-style-type: none"> - Inconsistent person/tense. - Using verbs within a phrase - Misunderstanding of new terminology - Writing incomplete sentences, particularly when using subordinating conjunctions | | | |

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| Term: Spring 1 (5 weeks) Genres: <ul style="list-style-type: none"> - Biography - Poetry (kennings) | Project: Movers and Shakers | Book Links: <ul style="list-style-type: none"> - <i>Counting on Katherine</i> by Helaine Becker - <i>Little People, Big Dreams</i> series (various names) by Maria Isabel Sanchez Vegara <i>Fantastically Great Women who Changed the World</i> by Kate Pankhurst | Visual Literacy: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=2o0iF7fnsDw The life of Rosa Parks - https://www.youtube.com/watch?v=eIYi-Zi-3oc Neil Armstrong - https://www.youtube.com/watch?v=WORnPLZE5CA Greta Thunberg- Newsround |
| Biography: | Purpose: To inform | Audience: KS1 children interested in history | |
| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Focus is on an individual of interest or significance • Title- can be posed as a question- Who was...? • Logical structure – grouping information into sections. • An opening statement, often a general statement including the person’s name and why they are of interest or significance (reference to a specific action or event) • A description of whoever is the subject of the report, organised in some way to help the reader make sense of the information. For example: childhood, education, a key event, the result of an event. • Images and/or diagrams which can be used to support the text e.g. photographs of specific animals and/or their features. | | <ul style="list-style-type: none"> • Often written in third person and present tense. (He is well-known because...) • Sometimes written in the past tense, as in a historical report. (He grew up in... He was well-known for....) • Comparative adjectives. (He made greater changes...) (She was taller than the other children in her class.) • Description (noun phrases) is generally used for precision rather than to create an emotional response. • Questions or denoted with a question mark • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used to aid explanation (it builds a nest because it has to protect its babies) | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| <ol style="list-style-type: none"> 1. Write a biography about a significant individual from history (modern history) 2. Write a biography about a modern-day significant individual. | <ol style="list-style-type: none"> 1. Share a mini documentary (see visual literacy) 2. Carry out research about a person 3. Teacher in role (dress up as significant individual) and children interview. | <ol style="list-style-type: none"> 1. Present tense/past tense (consistent throughout) 2. Questions and questions marks (titles and headings- Who was...? What were... achievements?) 3. Statement sentences 4. Noun phrases | <ol style="list-style-type: none"> 1. Comparative adjectives (larger, smaller) 2. Conjunctions (using a range of all Year 2 conjunctions depending on context) |

Misconceptions:

- Placing information in the correct section.
- Adjectives should be used for precision – not to add to description for the reader.
- Incomplete sentences
- Children writing opinions rather than facts.
- Inconsistent tense

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| Poetry (kennings): | Purpose: To inform | | Audience: Someone who wants to find out more about people in the past | |
| Toolkit | | | | |
| Generic Features: | | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Kennings poems describe what a person, idea or object is or does. • Each line is a simple phrase of either a noun + a noun, or noun + a verb. • They work like riddles – you have to guess what they are all about. • When creating a noun + verb phrase your verb may end in -ing e.g. milkshake – drinking. • If you are creating a noun + a noun phrase, try adding -er to the second noun e.g. cheese-eater. • The subject of the poem is often not specified or is revealed at the end of the poem. | | | <ul style="list-style-type: none"> • Capital letters are not needed at the start of each sentence as the poem contains ongoing description. • Each line contains either a noun and another noun, or a noun and a verb. | |
| Possible Content for Writing | Hook Ideas | | Skills to Review | Skills to Teach |
| <p>Children write a kenning poem about a famous individual</p> <p>e.g Neil Armstrong Rocket flier Space explorer Moon walker</p> <p>Gandhi Peaceful protester Indian lover Justice maker</p> | <ol style="list-style-type: none"> 1. Share Kennings poems with the children. Ask them to work out (on their own or in a pair) what the subject matter of the poems may be. 2. Share examples of Kennings poems with the children. As a class – choose a person to describe using Kennings. Create a whole class poem about that person e.g. Joy bringer, great singer, sandwich eating, joke telling. <p>a worm-eater a nest-maker a cushion-filler a seed-muncher a fish-guzzler a fast-flier a cat-escaper a tree-liver an acrobatic-glider an adventurous-swooper a tweeting-singer</p> <p><i>put these together, I'm a bird!</i></p>  | | <ol style="list-style-type: none"> 1. Terminology <ul style="list-style-type: none"> - noun - verb 2. noun phrase | <ol style="list-style-type: none"> 1. Layout Device – short lines reading down vertically. 2. Suffixes- ing, -er |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> - Pupils have confused the poem initially with acrostic poems as they will be familiar with them from Year 1. - Full stops may be used at the end of a line – this is not necessary as Kennings poems involve ongoing description of a noun. | | | | |

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| Term: Spring 2 (5 weeks) Genres: <ul style="list-style-type: none"> - Narrative adventure story - Instructions | Project: Movers and Shakers (continued)/ Muck, Mess and Mixtures | Book Links: <ul style="list-style-type: none"> - <i>Counting on Katherine</i> by Helaine Becker - <i>Little People, Big Dreams</i> series (various names) by Maria Isabel Sanchez Vegara - <i>Fantastically Great Women who Changed the World</i> by Kate Pankhurst | Visual Literacy: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=2o0iF7fnsDw The life of Rosa Parks - https://www.youtube.com/watch?v=eLYi-Zi-3oc Neil Armstrong - https://www.youtube.com/watch?v=WORnPLZE5CA Greta Thunberg- Newsround |
| Narrative adventure story: | Purpose: To inform | Audience: KS1 children interested in history | |
| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Told/written in first or third person. • Told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ e.g. Once upon a time, later that day etc. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. <p>Common Structure:</p> <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) <p>Adventure:</p> <ul style="list-style-type: none"> - Series of exciting events - A ‘hero’ character - A ‘threat’ or villain • Tension waves | | <ul style="list-style-type: none"> • Written in the present tense when discussing current/frequent events • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking, when recounting events • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn’t believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings. • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect <p>Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile</p> | |

| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
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| <ol style="list-style-type: none"> 1. Write a story about a moon landing or visiting a new planet. 2. Write a story about a new invention 3. Write a story about helping people | <ol style="list-style-type: none"> 1. Use one of the books that have been suggested. 2. Use the children's biography people to write a story about. 4. Use a modern-day event and story, immerse them into it. | <ol style="list-style-type: none"> 1. First person (I, me, my) or third person (he, she, it) depending on context 2. Past progressive tense 3. Language of chronology 4. Exclamative sentences (with exclamation mark)- What a great day! 5. Conjunctions (a range) 6. Commas in lists | <ol style="list-style-type: none"> 1. Introduce the terminology 'adverb' and explain it's a word that describes a verb (adjective-verb = adverb)- how we do something 2. Vocabulary used for adventure stories, e.g. creating tension, excitement. 3. Apostrophes for contraction 4. Suffix -ness -less -ful |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> - Verbs – children are not secure on how to use imperative verbs - Children use apostrophes at random - Children use commas between words that aren't a list | | | |

| Instructions: | Purpose: To inform | Audience: KS1 children | |
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| Toolkit | | | |
| Generic Features: | | Generic Features: | |
| <ul style="list-style-type: none"> • Begin by defining the goal or desired outcome- title e.g. How to look after a rabbit. • List any material or equipment needed (in order) e.g. hutch, straw, water bottle, bowl, food. • Provide simple, clear instructions. • If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal (using numbered steps). • Use diagrams or illustrations to support the text. | | <ul style="list-style-type: none"> • Written in the present tense e.g. leave it to dry. Take it out of the oven. • The use of second person may be used if communicating directly with the reader (you, your) • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use imperative verbs e.g. cut, hold, shut. • Include negative comments e.g. Do not leave the cage open. • Conjunctions including ‘and’, ‘but’, ‘or’, ‘because’, ‘when’, ‘if’, ‘that’ are used to order and explain a procedure- when this has been done...after you have ... if it is too hot... • Adjectives are used to add detail • Commas to separate items in a list (equipment, ingredients, materials) | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| <p>Children write a set of instructions on a science experiment e.g how to make playdough</p> <p>Write a set of instructions on how to make a healthy wrap (DT from earlier in the academic year)</p> | <p>Complete a science experiment from Muck/Mess/Mixtures as a hook to this unit (see science planning)</p> <p>Make something as a class that uses all elements of science learning (e.g bending, stretching twisting) like play dough.</p> | <ol style="list-style-type: none"> 1. Adjectives 2. Commas in a list 3. Conjunctions (a range- any relevant) 4. Present tense | <ol style="list-style-type: none"> 5. Imperative verbs |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> - Verbs – children are not secure on how to use imperative verbs - Children use apostrophes at random - Children use commas between words that aren’t a list | | | |

Year 2
Writing Overview

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| Term: Summer 1 (7 weeks) Genres: - Recount - Setting description | Project: Wriggle and Crawl/The Scented Garden | Book Links: - <i>There's a Tiger in the Garden</i> – Lizzy Stewart - <i>The Gigantic Turnip</i> – Aleksey Nikolayevich Tolstoy - <i>The Secret Sky Garden</i> – Linda Sarah - <i>The Wonder Garden</i> by Jenny Broom | Visual Literacy: https://www.youtube.com/watch?v=uPwApmYhcXk Mary discovers 'The Secret Garden' (dead garden) https://www.youtube.com/watch?v=xYsNrM3XO9A 'The secret garden' (living garden) https://www.onceuponapicture.co.uk/?s=garden images to inspire |
| Recount: | Purpose: To inform | Audience: KS1 children who want to grow plants | |
| Toolkit: | | | |
| Generic Features: | | Grammatical/ Language Features: | |
| <ul style="list-style-type: none"> • Written in first person. • Written in the past tense. • Events are sequenced in chronological order. • Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach. • Reorientation/closing statement is used e.g. I hope I will see the pirates again someday. • Time adverbials and conjunctions Interesting facts they learnt on the trip. | | <ul style="list-style-type: none"> • First person e.g. use of pronoun 'I' • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn't believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect and adverbs to describe verbs • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| <ol style="list-style-type: none"> 1. Children recount a hunt for mini beasts 2. Children recount a recent trip | <ol style="list-style-type: none"> 1. Take the children out on a local walk to a park with the appropriate equipment to collect minibeasts 2. School trip to recount (nature centre, insect/bug house) | <ul style="list-style-type: none"> • First person (I, me, my) • Language of chronology- first, next, after • Past tense • Conjunctions (a range) • Noun phrases and expanded noun phrases | <ul style="list-style-type: none"> • Past progressive tense (the woodlice <u>were hiding</u> under the log) |

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| | | <ul style="list-style-type: none">• Exclamative sentences (with exclamation mark)- What a great day!• Orientation/reorientation phrases• Language of chronology | |
| Misconceptions: <ul style="list-style-type: none">- Using language of chronology incorrectly (after that used before another event has taken place)- Writing subordinate clauses as complete sentences- | | | |


| Setting description: | Purpose: To entertain | Audience: KS1 children | |
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| Toolkit: | | | |
| Generic Features: | | Grammatical/ Language Features: | |
| <ul style="list-style-type: none"> Told/written in past tense. Use adjectives to describe the settings (expanded noun phrases). Simple narratives use typical characters, settings and events whether imagined or real. Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. Use the 5 senses to describe the setting more realistically. | | <ul style="list-style-type: none"> Written in past tense Apostrophes used for singular possession Sentences are demarcated using full-stops, capital letters and finger spaces. Conjunctions including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used to join ideas and enable subordination of ideas, creating variety in sentence structure. Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing was that! Question marks can be used to form questions. Noun phrases to create description Verbs should be chosen for effect and adverbs to describe verbs Commas to separate lists (characters, ideas, adjectives) <p>Verbs should be chosen for effect</p> | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| Write a setting description of a garden. This could be real or imaginary – there are lots of beautiful gardens in the book links for this unit. | Create a garden experience with the children. Take children to see lots of flowers, smell herbs, hear birds and touch plants. | <ul style="list-style-type: none"> Capital letters (including proper nouns) and full stops. Exclamation mark to indicate emotion Noun phrases/expanded noun phrases Adverbs Apostrophes for singular possession Commas in a list | No new skills – focus on those skills that the children need securing in. |
| <p>Misconceptions:</p> <ul style="list-style-type: none"> Switching tense Chronology – Encourage the children to consider which events will take place. Practise ordering narratives using storyboards and planning grids (pictorial and written) <p>Basic Sentences- Ensure children understand that a full stop is placed when the children have written a complete idea.</p> | | | |

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| Term: Summer 2 (6 weeks) Genres <ul style="list-style-type: none"> - Diary entry (e.g. day at the beach) - Short story (adventure about day at the beach/animal who lives at the beach) | Project: Beachcombers | Book Links: <ul style="list-style-type: none"> - <i>Tiddler</i> – Julia Donaldson - <i>The Secret of Black Rock</i> – Joe-Todd Stanton - <i>The Storm Whale</i> by Benji Davies - Flotsam by David Wiesner | Visual Literacy: <ul style="list-style-type: none"> - Piper: https://www.youtube.com/watch?v=vPuRBiBCxyk - Once Upon a Picture (Shipwreck) |
| Diary entry: | Purpose: To inform | Audience: KS1 children who want to visit the beach | |
| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Written in first person. • Written in the past tense. • Simple organisational devices may be used such as a date, a summary and a close/sign off • Events are sequenced in chronological order. • Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach. • Reorientation/closing statement is used e.g. I hope I will see the pirates again someday. | | <ul style="list-style-type: none"> • First person e.g. use of pronoun 'I' • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn't believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used for coordinating events and showing subordination EG. We end to the park so we could play on the swings • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect and adverbs to describe verbs • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| 1. Go to the beach and write a recount of the day at the beach | 1. Visit the beach 2. Create a beach day at school | 1. Past tense (including progressive) 2. Questions- question marks 3. Exclamatives- exclamation marks | No new skills – focus on those skills that the children need securing in. |

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| | | <ol style="list-style-type: none">4. Apostrophes for contractions (chatty language)5. Apostrophes for singular possession6. Verbs and adverbs7. Expanded noun phrases8. Conjunctions for coordinating events and showing subordination | |
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Misconceptions:

- Using language of chronology incorrectly (after that used before another event has taken place)
- Structure of a diary entry – writing it as a letter
- Incorrect punctuation, such as confusing an exclamation and a question mark/ missing punctuation
- Placement of an apostrophe (in the place of the omitted letter; not above the word written in contracted form)

| Short story: | Purpose: To entertain | Audience: Year 3 teacher who wants to read adventure story | |
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| Toolkit | | | |
| Generic Features: | | Grammatical/ Language Features | |
| <ul style="list-style-type: none"> • Told/written in first or third person. • Told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ e.g. Once upon a time, later that day etc. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. <p>Common Structure:</p> <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) <p>Adventure:</p> <ul style="list-style-type: none"> - Series of exciting events - A ‘hero’ character - A ‘threat’ or villain - Tension waves | | <ul style="list-style-type: none"> • Written in the present tense when discussing current/frequent events • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking, when recounting events • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn’t believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings. • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile | |
| Possible Content for Writing | Hook Ideas | Skills to Review | Skills to Teach |
| <ol style="list-style-type: none"> 1. Create a story of your own shipwrecked characters washing ashore a mysterious island. Describe what they saw there and how the characters manage to get home. 2. Animal at the beach/seaside is stuck and needs rescuing. | <ol style="list-style-type: none"> 1. Show shipwrecked image. Discuss what might have happened to the ship and what might have happened to the people on board. Create a story as a class explaining two character’s journey to an island and how they get back home afterwards.  | <ol style="list-style-type: none"> 1. Third person /Past tense (including progressive) 2. Story language 3. Exclamatives- exclamation marks 4. Conjunctions for coordinating events and showing subordination 5. Noun phrases 6. Adverbs 7. Apostrophes for possession/contraction | <p>No new learning – revisit skills the children need to consolidate.</p> |

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| 3. Danger at the beach. | 2. Drama/role play- shipwrecked on an island 3. Receive a message in a bottle from characters stranded on an island- write the story of how they got there. | | |
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Misconceptions:

- Inconsistent person/tense.
- Writing incomplete sentences, particularly when using subordinating conjunctions
- Noun phrases contain adjectives of similar meaning- the large, big boat
- Attempts at more complex sentences result in incomplete sentences/incomplete thoughts