

Year 4
Writing Overview

<p>Term: Autumn 1</p> <p>Character Description Explanation Balanced discussion – linked to healthy eating</p>	<p>Project: Burps Bottoms and Bile</p>	<p>Book Links:</p> <ul style="list-style-type: none"> - 'A Journey Through the Digestive System'- Emily Sohn - 'Demon Dentist'- David Walliams - 'Professor Astro Cat's Human Body Odyssey' – Dominic Walliman and Ben Newman 	<p>Visual Literacy:</p> <p>https://www.youtube.com/watch?v=NmJjHW2dpQw Human Body Detectives- The Lucky Escape</p> <p>https://www.youtube.com/watch?v=ldNB8h_ZuVM&has_verified=1 Entering the human body- Sabrina</p> <p>https://junior.edumedia-sciences.com/en/media/122-digestive-tract</p>
<p>New Learning Cycle 1: Balanced Argument</p>	<p>Genre: Discussion</p>	<p>Purpose: To present a balanced view</p>	
<p align="center">Toolkit:</p>			
<p align="center">Generic features</p>		<p align="center">Grammatical/ Language Features:</p>	
<ul style="list-style-type: none"> • A reasoned and balanced overview of an issue or controversial topic • Provides at least two opposing viewpoints, each with elaboration, evidence, and/or examples <p>A common structure includes:</p> <ul style="list-style-type: none"> - a statement of the issues involved and a preview of the main arguments - arguments for, with supporting evidence/examples - arguments against, or alternative viewpoints, with supporting evidence/examples - a summary of arguments (may develop one particular viewpoint based on reasoned judgements based on the evidence provided) - a statement of recommendation or conclusion <ul style="list-style-type: none"> • Another common structure presents the arguments 'for' and 'against' alternatively. 		<ul style="list-style-type: none"> • Written in the present tense, including the present perfect form- has/have (some people have argued... some people have said) • Generalising language and uncountable noun phrases (some people, most dogs) • Nouns that categorise (vehicles, pollution and abstract nouns (power, fear) • Layout devices- headings and subheadings to aid presentation • Paragraphs are used to organise the discussion into logical sections • Formal adverbials for cohesion (therefore, however) • Formal and informal vocabulary choices to suit the audience/purpose and the form of the writing- make generic statements, followed by specific examples. (Most vegetarians disagree. Dave Smith has been a vegetarian for 20years and finds that...) • Cohesive devices including <ul style="list-style-type: none"> - nouns and pronouns used correctly • - adverbials - conjunctions 	
<p align="center">Possible Content for Writing</p>	<p align="center">Hook Ideas</p>	<p align="center">Skills to Review</p>	<p align="center">Skills to Teach</p>
<ul style="list-style-type: none"> • Should all junk food be banned from lunchboxes? 1. Should children be allowed to eat chocolate for breakfast? 	<ul style="list-style-type: none"> • Create a mini campaign (posters, chants etc) • Hold a live debate • In school visitors- chefs/dentist • Food tasting- possible school lunches (healthy options) 1. Cooking 	<ul style="list-style-type: none"> • Present tense and present perfect form of verbs • Conjunctions to compare and contrast (but, yet, although, while, however) • Causal conjunctions (because, since, so) • Paragraphing 	<ul style="list-style-type: none"> • Third person • Formal adverbials (therefore, however, moreover) • Formal fronted adverbials to introduce an argument (<i>e.g Many people believe that, According to experts,) followed by a comma.</i> • Commas for clarity (clauses and fronted adverbials)

Misconceptions:			
<ul style="list-style-type: none"> • Writing in a bias way (one viewpoint) • Writing too personally • Register (degree of formality) • Consistently writing in the present tense - Confusing present perfect (has have) with past perfect (had) 			
New Learning Cycle 2: Explanation text		Genre: Explanation	Purpose: To inform
Toolkit:			
Generic Narrative:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Explanations explain how and why and include information about causes, motives or reasons. • Choose a title that shows what you are explaining- perhaps using why and how • A general statement to introduce the topic being explained (In the winter, some animals hibernate) • The steps or phrases are explained logically, in order. Eg. When the nights get longer...because the temperature begins to drop...so the hedgehog looks for a safe place to hide. <p>Diagrams or images may be used to help the reader</p>		<ul style="list-style-type: none"> • Written in the third person • Sometimes the second person may be used to engage and interest a reader (Have you ever thought about the way? ... You will be surprised to know that...). Appropriate for an informal style. • Layout devices such as heading, subheadings, columns can be used to present information clearly • Paragraphs are used to organise information into logical sections • Written in simple present tense (Hedgehogs wake up again in Spring.) Can be in the past if based on something historical • Cohesion is created, and repetition avoided through the use of nouns and pronouns (many, they) • Questions can be used to form titles and are demarcated with a question mark • Use of conjunctions/ prepositions to express time and cause... so, if, because, when, although, after, before, until, while • Adverbs to demonstrate time, place, manner (including fronted and more formal adverbials) 	
Possible Content for Writing		Hook Ideas	Skills to Review
<ul style="list-style-type: none"> • Explanation text about how the digestive system works • Function of teeth 		<ul style="list-style-type: none"> • Picture books • Science experiment – modelling the digestive system with tights https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zrm48mn 1. Interactive resources (see visual literacy links) 	<ul style="list-style-type: none"> • Paragraphs • Cohesion- nouns and pronouns • Use of questions
Skills to teach			
<ul style="list-style-type: none"> • Structural layout – title, subheadings • Subordinating conjunctions • Prepositions • Degrees of formality- think about audience and purpose of explanation 			
Misconceptions:			
<ul style="list-style-type: none"> - Confusing an explanation with a report. Reports describe what something did or what happened; whereas, explanations discuss WHY and HOW - Unclear idea of audience or purpose resulting in incorrect degrees of formality (incorrect register) - Mixing paragraph content together- similar content in more than one paragraph 			

New Learning cycle 3: Character description	Genre: Narrative / character description	Purpose: To entertain	
Toolkit:			
Generic Narrative:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in the first or third person • Narratives and retellings are written in past tense, occasionally these are told in the present tense • Narratives are told sequentially and non-sequentially (eg. flashbacks) through the use of adverbials and prepositions • Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language • Dialogue is used to convey characters' thoughts and to move the narrative forward. 		<ul style="list-style-type: none"> • Written in the third person • Sometimes the second person may be used to engage and interest a reader (Have you ever thought about the way? ... You will be surprised to know that...). Appropriate for an informal style. • Layout devices such as heading, subheadings, columns can be used to present information clearly • Paragraphs are used to organise information into logical sections • Written in simple present tense (Hedgehogs wake up again in Spring.) Can be in the past if based on something historical • Cohesion is created, and repetition avoided through the use of nouns and pronouns (many, they) • Questions can be used to form titles and are demarcated with a question mark • Use of conjunctions/ prepositions to express time and cause... so, if, because, when, although, after, before, until, while • Adverbs to demonstrate time, place, manner (including fronted and more formal adverbials) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to teach
<ul style="list-style-type: none"> - Tooth fairy – Rise of the Guardians - Demon Dentist – David Walliams - 	<ul style="list-style-type: none"> Role on the wall Drama lessons Hot seating Visual clips 	<ol style="list-style-type: none"> 1. Expanded noun phrases 2. Fronted adverbials 3. Apostrophes for possession 4. Figurative language 	<ol style="list-style-type: none"> 1. Fronted adverbials with commas 2. Appropriate use of nouns and pronouns 3. Multi-clausal sentences

Term: Autumn 2 <ul style="list-style-type: none"> - Fantasy narrative - Diary Entry (In role) 	Project: I am Warrior	Book Links: <ul style="list-style-type: none"> - Roman Invasion (My Story)- Jim Eldrige - Romans on the Rampage- Jeremy Strong - Ruthless Romans- Horrible Histories - So You Think You've Got It Bad: A Kid's Life in Ancient Rome- Chae Strathie & Marisa Morea 	Visual Literacy: https://www.youtube.com/watch?v=6dohpfPi6U Rotten Romans (Horrible Histories) https://www.youtube.com/watch?v=3X7D8vz6QFg The Roman Empire and its effect on Britain (BBC)
New Learning Cycle 1: Story	Genre: Fantasy	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in the third person • Narratives and retellings are written in past tense • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Typical characters, settings and events whether imagined or real • Dialogue is used to convey characters' thoughts and moves the narrative forwards • Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language <p>Common Structure:</p> <ul style="list-style-type: none"> - an opening that establishes setting and introduces the characters; - a complication and resulting events; - a resolution/ending <ul style="list-style-type: none"> - Fantasy <ul style="list-style-type: none"> • Narratives to include a dramatic setting • Magic and mystery themes • Mythical creatures • Reality and a different world 		<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach

<ol style="list-style-type: none"> 1. A prequel/sequel of a class text based on The Romans. 2. Tell the story of a key event from Julius Ceaser's life or another important Roman figure. <ul style="list-style-type: none"> • Share video of gladiators depicting what happened at the colosseum in Rome. Children write a story about a gladiator who was imprisoned and sentence to fight to the death but managed to escape. 	<ol style="list-style-type: none"> 1. History workshop on The Romans 2. Videos and other visual literacy links <ul style="list-style-type: none"> • Picture books 	<ul style="list-style-type: none"> • Speech punctuation • Range of verb/adverb combinations for said • Exclamatory sentences with an exclamation mark • Expanded noun phrases • Past tense • Paragraphs • Fronted adverbial openers • Using a variety of conjunctions in sentences (coordinating and subordinating). 	<ul style="list-style-type: none"> • Mixed sentence lengths for effect • Figurative Language- similes, metaphors, alliteration, onomatopoeia • Prepositional phrases
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Misconceptions:

- Confusion relating to the audience and purpose of text. Historical narratives are accurate but are to entertain so should be different to a non-chronological report for example.
- Mix of tenses or person

New Learning Cycle 2: Diary Entry	Genre: Diary	Purpose: To entertain
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Toolkit:

Generic Narrative:	Grammatical/ Language Features:
<ul style="list-style-type: none"> • Retellings are written in first person • Retellings are written in past tense • Orientation such as scene-setting or establishing context (I went to the park...) • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Some additional detail about each event. (He was surprised to see me.) • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • The subject of the recount/retelling is usually an individual, group of people or a significant event • Reorientation- a closing statement (I hope I can go again next week) <p>Simple organisational devices may be used such as a date, a summary and a close/sign off</p>	<ul style="list-style-type: none"> • Written in the third person • Sometimes the second person may be used to engage and interest a reader (Have you ever thought about the way? ... You will be surprised to know that...). Appropriate for an informal style. • Layout devices such as heading, subheadings, columns can be used to present information clearly • Paragraphs are used to organise information into logical sections • Written in simple present tense (Hedgehogs wake up again in Spring.) Can be in the past if based on something historical • Cohesion is created, and repetition avoided through the use of nouns and pronouns (many, they) • Questions can be used to form titles and are demarcated with a question mark • Use of conjunctions/ prepositions to express time and cause... so, if, because, when, although, after, before, until, while • Adverbs to demonstrate time, place, manner (including fronted and more formal adverbials)

Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Diary written as a Roman of choice • Boudicca • Julius Caesar • Roman soldier 	<ul style="list-style-type: none"> • Roman books • Boudicca • Rotten Romans • Visual literacy – Boudicca's invasion 	<ul style="list-style-type: none"> • First person • Past and present tense • Expanded noun phrases 	<ul style="list-style-type: none"> • Past tense • Apostrophes for possession and contraction • Subordination

	<ul style="list-style-type: none"> A kid's life in ancient Rome 		
Misconceptions: <ul style="list-style-type: none"> Confusing an explanation with a report. Reports describe what something did or what happened; whereas, explanations discuss WHY and HOW Unclear idea of audience or purpose resulting in incorrect degrees of formality (incorrect register) Mixing paragraph content together- similar content in more than one paragraph 			
Term: Spring 1 <ul style="list-style-type: none"> Adventure narrative Instructions 	Project: Potions	Book Links: <ul style="list-style-type: none"> Images to inspire (Once Upon A Picture - Image prompts to inspire reading and writing) The Fantasy Shed from Literacy Shed The Fantasy Shed - THE LITERACY SHED 	Visual Literacy: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=6dohpfPi6U Rotten Romans (Horrible Histories) https://www.youtube.com/watch?v=3X7D8yz6QFg The Roman Empire and its effect on Britain (BBC)
New Learning Cycle 2: Story		Genre: adventure	Purpose: To entertain
Toolkit:			
Generic Procedural:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> Narratives and retellings are written in the third person Narratives and retellings are written in past tense Events are sequenced to create chronological plots through the use of adverbials and prepositions. Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Typical characters, settings and events whether imagined or real Dialogue is used to convey characters' thoughts and moves the narrative forwards Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language <p>Common Structure:</p> <ul style="list-style-type: none"> an opening that establishes setting and introduces the characters; a complication and resulting events; a resolution/ending <p>Adventure:</p> <ul style="list-style-type: none"> Chronological events Something exciting/extraordinary Quest/mission Idea of escaping from somewhere 		<ul style="list-style-type: none"> Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') Paragraphing (logical sections such as a setting, character, change in time) Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas Prepositional phrases establishing where and when Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> coordinating 'so, 'for' subordinating 'because' 'after' 'before' 'when' Conjunctions to provide cohesion and varied sentence structures Inverted commas and a full range of speech punctuation is used to write effective dialogue Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) Figurative language- similes and metaphors Nouns and pronouns used effectively to aid cohesion and clarity Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing		Hook Ideas	Skills to Review
		Skills to teach	

<p>A fantasy story (not based on reality) relating to Potions topic.</p> <ul style="list-style-type: none"> • A prequel/sequel of Macbeth or another class text. • An origin story (how the character got to the place they did) e.g How did the Mad Hatter get so mad? • A story based on a picture (see hook ideas) • Harry Potter 	<p>2. Images to inspire (Once Upon A Picture - Image prompts to inspire reading and writing)</p> <p>3. The Fantasy Shed from Literacy Shed The Fantasy Shed - THE LITERACY SHED</p>	<ul style="list-style-type: none"> • Inverted commas to demarcate dialogue (combine with new learning) • Expanded noun phrases • Apostrophes for singular possession • A range of punctuation e.g. (. , ? !) 	<ul style="list-style-type: none"> • Full range of speech punctuation - All dialogue must end with a piece of punctuation before the closing inverted commas (full stop, questions, exclamation or comma) All dialogue starts with a capital letter • Different verb and adverb combinations for said. • Show not tell sentences (to build suspense or mystery) • Apostrophes for plural possession
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Misconceptions:

- Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word)
- Confusing a command with a statement- an imperative verb must be included
- Overuse of adjectives and technical language
- Inaccurate punctuation of speech

<p>New Learning Cycle 2: instructions</p>	<p>Genre: instructions</p>	<p>Purpose: To guide/instruct</p>
<p>Toolkit:</p>		
<p>Generic Procedural:</p>		<p>Grammatical/ Language Features:</p>
<ul style="list-style-type: none"> • Structural layout: title, intro, equipment, instructions • Bullet points for you will need • Fronted adverbials: First, then, next, after • Imperative verbs: put, cut, stir • Commas in a list • Conditional clause – if... 		<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition)

		<ul style="list-style-type: none"> • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to teach
<ul style="list-style-type: none"> • Instructions for creating their own potion 	<ul style="list-style-type: none"> • Create the potion • Watch snippets of Harry Potter • Design a potion 	<ul style="list-style-type: none"> • Time adverbials • Imperative verbs • Commands • Commas in a list 	<ul style="list-style-type: none"> • Use of bullet points • Formal tone • Structural layout – title – intro – you will need – numbered steps
Misconceptions: <ul style="list-style-type: none"> - Not using a range of time adverbials - Using numbered steps when not needed - Commas at the end of a list instead of ‘and’ 			
Term: Spring 2	Project: Misty Mountain Sierra	Book Links:	Visual Literacy:
Setting description Advert		<ul style="list-style-type: none"> - Himalayan Mountains (Expedition Diaries)- Simon Chapman - Mountains of the World- Dieter Braun 	https://www.youtube.com/watch?v=TiHVpi-0rqq The Hobbit- to the mountains
New Learning Cycle 1: Setting Description	Genre: Narrative	Purpose: To describe/ entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in the third person • Narratives and retellings are written in past tense • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Typical characters, settings and events whether imagined or real • Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language 		<ul style="list-style-type: none"> • Third person and past tense • Standard English forms of verb inflections are used instead of local, spoken language (‘We were’ instead of ‘We was’) • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating ‘so, ‘for’ - subordinating ‘because’ ‘after’ ‘before’ ‘when’ • Conjunctions to provide cohesion and varied sentence structures • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes, metaphors, onomatopoeia, alliteration • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. 	

		• Apostrophes for plural and singular possession/ contractions	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> Write the opening (setting) for a narrative story set in the mountains Describe a mountain scene 	<ul style="list-style-type: none"> Powerful images of either real mountain landscapes, or those presented in fantasy. https://www.youtube.com/watch?v=BE m0AjTbsac The Misty Mountains Cold- The Hobbit (song) https://www.youtube.com/watch?v=Ti HVpi-0rqq The Hobbit- to the mountains 	<ul style="list-style-type: none"> Expanded noun phrases (pre modifiers- adjectives- and prepositional phrases) Figurative language- similes, metaphors, alliteration, onomatopoeia Adverbials- including fronted 	<ul style="list-style-type: none"> Range of sentence openers (verb, adverbial, adjectives, simile) <ul style="list-style-type: none"> o ISPACE

Misconceptions:

- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things. Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop.
- Multiple adjectives in noun phrases of similar meaning (The large, ginormous, huge ...)
- Overuse of adjectives

New Learning Cycle 2:	Genre: Advert	Purpose: To entertain / persuade
Toolkit		
Generic Features:	Grammatical/Language Features:	
<ul style="list-style-type: none"> An opening statement that sums up the viewpoint being presented. (Mountain X is a picturesque, tranquil Strategically organised information presents and then elaborates on the desired viewpoint A closing statement repeats and reinforces the viewpoint. (There is no doubt that...) Moves from general to specific when key points are being presented. E.g. The ride is incredibly quick (general). It will reach speeds of 60mph in ... seconds, (specific) Rhetorical questions to connect with the reader Text combined with other media to enhance the points given (photos for example) <p>Advert</p> <ul style="list-style-type: none"> - Could include comments/ reviews from other sources (given as evidence of point) <p>Positive/ emotive vocabulary choices</p>	<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity 	

		<ul style="list-style-type: none"> • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Advert for a mountain range • Holiday advert • Skiing holiday advert • Mountain range Expeditions 	<ul style="list-style-type: none"> • Existing adverts • Skiing brochures • The hobbit to the misty mountains • Crossing Everest slopes 	<ul style="list-style-type: none"> - Expanded noun phrases - Commas in a list - Figurative language for description - Rhetorical questions 	<ul style="list-style-type: none"> • Persuasive phrases e.g. hyperbole, exclamations • Power of 3 adjectives • 2nd person pronoun 'you'
Misconceptions: <ul style="list-style-type: none"> - Inconsistencies in formality - Noun phrases using adjectives that are synonyms of each other resulting in ineffective writing (the little, tiny cell) - Vocabulary is too 'bland'- not effectively descriptive or persuasive - 			
Term: Summer 1 Myth Non-chronological report	Project: Traders and Raiders	Book Links: <ul style="list-style-type: none"> - 'Beowulf' – Michael Morpurgo - 'Beowulf' (Usborne)- Rob Lloyd and Victor Tavares - 'How to Train your Dragon'- Cressida Cowell 	Visual Literacy: <ul style="list-style-type: none"> https://www.literacyshed.com/jotun.html Jotun- Viking Story https://www.youtube.com/watch?v=Zuj5doGGM7E How to Train your Dragon- Training Montage https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f Animated Viking Sagas
New Learning Cycle 1:	Genre: Non-Chronological report	Purpose: To inform	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • A logical structure (absence of chronology) where information is grouped together, moving from general to more specific detail and elaboration. A generic structure would include: • An opening statement/ paragraph- generally introduces/classifies the subject. • Paragraphs detailing various aspects of the chosen subject. • Describe parts, functions, qualities • Photographs and diagrams to help summarise information • Reports are usually written in present tense unless based on something historical • Formal style of writing • Technical vocabulary/ tier 3 words used where appropriate 		<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a comma • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors 	

		<ul style="list-style-type: none"> • Nouns and pronouns used effectively to aid cohesion and clarity 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<p>NCR on an area of the 'Viking' unit – living, battles, clothing, army</p> <p>Specific Viking ship</p> <p>Monarch during this period of time</p> <p>Viking leader</p>	<p>Research project</p> <p>History workshop to support</p> <p>Visual literacy – How to train your dragon</p>	<ul style="list-style-type: none"> • Paragraphing • Rhetorical Questions • Extend range of sentences with more than one clause • Nouns and pronouns- cohesion • Past tense • Causal conjunctions (including formal types)- so, because, since, consequently, therefore, due to the fact, in order to <ul style="list-style-type: none"> • Compare and contrast adjectives 	<ul style="list-style-type: none"> • Compare/Contrast conjunctions (but, yet, nor, although) • Formal Adverbials (Moreover, therefore, for instance, consequently, above all else, in addition etc.) • Organisational devices (e.g headings, caption etc) • Formal tone

Misconceptions:

- Mix of tenses
- Too much focus on description or making the text become a narrative.

New Learning Cycle 2: Myth/Viking Saga	Genre: Narrative	Purpose: To entertain
Toolkit		
Generic Features:	Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in the third person • Narratives and retellings are written in past tense • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Typical characters, settings and events whether imagined or real • Dialogue is used to convey characters' thoughts and moves the narrative forwards • Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language <p>Common Structure:</p> <ul style="list-style-type: none"> - an opening that establishes setting and introduces the characters; - a complication and resulting events; - a resolution/ending <p>Myth:</p> <ul style="list-style-type: none"> - Plot is often based around a long, dangerous journey, a quest or a series of trials for the hero - Characters often behave in superhuman ways - Mythical creatures - Vivid descriptions of characters and settings 	<ul style="list-style-type: none"> • Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) • Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs • Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so, 'for' - subordinating 'because' 'after' 'before' 'when' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas and a full range of speech punctuation is used to write effective dialogue • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) • Figurative language- similes and metaphors • Nouns and pronouns used effectively to aid cohesion and clarity 	

<ul style="list-style-type: none"> - Rich vocabulary evoking power and splendour - Little to no dialogue 		<ul style="list-style-type: none"> • Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. • Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Retelling of a Viking myth/saga • Narrative based around 'Jotun'- a Viking story 	<ul style="list-style-type: none"> • https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f <ul style="list-style-type: none"> ○ Animated Viking Sagas • https://www.literacyshed.com/jotun.html Jotun- Viking Story 	<ul style="list-style-type: none"> • Expanded noun phrases • Adverbials of time, place and manner • Show not tell sentences • Paragraphs • Speech punctuation (if appropriate) 	<ul style="list-style-type: none"> • Mixed sentence length for effect • Range of sentence openers
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Comma splicing (a comma between two main clauses) - Commas when subordinate clauses are at the end of the sentence - Always starting sentences in the same way - Multiple adjectives in noun phrases of similar meaning (The large, ginormous, huge ...) - Overuse of adjectives 			
Term: Summer 2	Project: Blue Abyss	Book Links: <ul style="list-style-type: none"> - Flotsam (Picture Book)- David Wiesner - The Secret of Black Rock (Picture Book)- Joe Todd-Stanton - Poetry Anthology 	Visual Literacy: David Attenborough- Blue Planet II A Whale's Tale https://www.youtube.com/watch?v=xFPoU5iiYQ
New Learning Cycle 1: Formal letter	Genre: Persuasive/formal letter	Purpose: To present a balanced view	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • An opening statement that sums up the viewpoint being presented. (I am a local resident of... and I writing with concerns about...) • Strategically organised information presents and then elaborates on the desired viewpoint • A closing statement repeats and reinforces the viewpoint. (There is no doubt that...) • Letter: <ul style="list-style-type: none"> - Address, date, greeting, body and close - Could include comments/ reviews from other sources (given as evidence of point) - Positive/ emotive vocabulary choices 		<ul style="list-style-type: none"> • Written in the present tense (can include present perfect- have/has) • Sometimes the second person is used to appeal to the reader and enable adaption in the degrees of formality and informality (you, your) • Cohesion created through the use on nouns and pronouns • Repetition can be used to strengthen the view point and acts a cohesive device. • Logical adverbials, prepositions and conjunctions to aid cohesion and structure writing (This proves that...It is clear.... Therefore...) • Paragraphs are used to organise content into logical sections • Make formal vocabulary choices • Rhetorical questions • Persuasive noun phrases 	

Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> Children write a letter to the government persuading them to take action against plastic pollution Children write a letter to a plastic company (such as milk bottles) persuading them to use alternative materials. 	<ul style="list-style-type: none"> Images and videos of The Great Pacific Garbage Patch Images and videos of the plastic issue in the ocean Class debate: humans need to stop making plastic A whale's tale- https://www.youtube.com/watch?v=xFPoIU5iiYQ 	<ul style="list-style-type: none"> Letter structure Rhetorical Questions Statement, question, command Present Perfect form of verbs (have/has/since) Second person Paragraphs 	<ul style="list-style-type: none"> Compare/Contrast conjunctions (but, yet, nor, although) Formal Adverbials (Moreover, therefore, for instance, consequently, above all else, in addition etc.)

Misconceptions:

- Writing in a bias way (one viewpoint)
- Writing too personally
- Register (degree of formality)
- Consistently writing in the present tense
- Confusing present perfect (has have) with past perfect (had)

New Learning Cycle 2: Poetry	Genre: Haiku poem	Purpose: To entertain
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Toolkit

Generic Features:

- Haiku Poem - a short three-line poem that usually follows a 5-7-5 syllable structure
- May not follow a particular structure, but may include similar grammatical patterns
- Poems use the same language features as other text types, but each feature is often used more intensively to achieve a desired effect eg. mood, musicality, use of imagery.
- The use of figurative language (similes and metaphors) is often a key ingredient in memorable poetry.
- Rich vocabulary
- The use of sound effects (alliteration assonance and onomatopoeia)
- Often no rhyme
- Meter (rhythm, stress patterns), vocabulary and figurative language use set free verse poems apart from prose.

Grammatical/Language Features:

- Figurative language**- similes, metaphors, alliteration, onomatopoeia
- Carefully chosen **adjectives and verbs**- link to senses
- Expanded noun phrases** with pre modifiers and prepositional phrases to create effective descriptions
- Commas for lists**

Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> Children write a poem about the sea (or other body of water) using figurative language 	<ul style="list-style-type: none"> Read poems containing similes and metaphors Sensory experience sound- calm sea, rough sea, inviting sea etc. If the sea were a creature... What could/would it do? What would it be? 	<ul style="list-style-type: none"> Figurative language- similes Expanded noun phrases Range of sentence openers (including a simile opener- 'Like a ..., ...') 	<ul style="list-style-type: none"> Figurative language- metaphors, alliteration, onomatopoeia

Misconceptions:

- Many children believe that all poems have to rhyme
- Many children believe that each line of a poem must start with a capital letter and end with a comma. These are older conventions and is usually done through choice.

- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things.
Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop.

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New Learning Cycle 3: Suspense narrative	Genre: Suspense narrative	Purpose: To create tension	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> Narratives and retellings are written in the third person Narratives and retellings are written in past tense Events are sequenced to create chronological plots through the use of adverbials and prepositions. Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... Typical characters, settings and events whether imagined or real Dialogue is used to convey characters' thoughts and moves the narrative forwards Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language <p>Common Structure:</p> <ul style="list-style-type: none"> an opening that establishes setting and introduces the characters; a complication and resulting events; a resolution/ending <p>Suspense:</p> <ul style="list-style-type: none"> use of ellipsis to create tension short snappy sentences use of adverbials e.g. cautiously, slowly broken dialogue show not tell 5 senses 		<ul style="list-style-type: none"> Third person and past tense, including past progressive (was walking, were eating) and present perfect within dialogue (What have? What has? They have... He/She has...) Standard English forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was') Paragraphing (logical sections such as a setting, character, change in time) Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done and create cohesion within paragraphs Fronted adverbials are used (During the night,...In a distant field,...) and must be punctuated with a commas Prepositional phrases establishing where and when Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> coordinating 'so, 'for' subordinating 'because' 'after' 'before' 'when' Conjunctions to provide cohesion and varied sentence structures Inverted commas and a full range of speech punctuation is used to write effective dialogue Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition) Figurative language- similes and metaphors Nouns and pronouns used effectively to aid cohesion and clarity Verbs and adverbs are chosen for effect/ to show rather than tell how a character feels or behaves. Apostrophes for plural and singular possession/ contractions 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> Suspense narrative about being lost at sea Dangerous sea monster Storm / Tsunami setting 	<ul style="list-style-type: none"> Francis at the boat – literacy shed Mystery shed Gloomy shed 	<ul style="list-style-type: none"> Figurative language- similes Expanded noun phrases Range of sentence openers (including a simile opener- 'Like a ..., ...') Adverbials 	<ul style="list-style-type: none"> Figurative language- metaphors, alliteration, onomatopoeia Use of ellipsis Dialogue to advance the action
<p>Misconceptions:</p> <ul style="list-style-type: none"> Overuse of ellipsis Standalone dialogue that doesn't advance the action Lack of show not tell – giving away the story line 			