Willingham Primary School English Intent, Coherence, Scope and Rigour

We aim to develop writers who communicate confidently and articulately for a range of purposes and audiences					
Substantive and disciplinary knowledge			Procedural knowledge		
Pupils will: • Understand that different writing styles suit different genre and purpose	Pupils will: • Know a broad range of literary devices (eg alliteration, onomatopoeia etc.) suitable for different styles of writing	Pupils will: • Know how a range of high quality texts are structured and the key features within them	Pupils will: • Utilise knowledge from their broad reading to emulate and select writing style purposefully	Pupils will: • Write effective texts for a range of disciplinary purposes (eg. Science report, History essay etc.)	Pupils will: • Embed skills and write automatically and are able to develop a far greater stamina
Pupils will: • Know how vocabulary choice and sentence structure manipulates the reader	Pupils will: • To know a broad range of authors and works of high quality literature. To identify similarities and differences between them (literary spine).		Pupils will: • Communicate and evoke emotions in others effectively through their ability to choose vocabulary for affect.	Pupils will: • articulate their ideas to others effectively	Pupils will: • plan and edit to refine their ideas and develop their own style as a writer

We aim to develop a life-long love of reading, building knowledge, experience and confidence.

Substantive and disciplinary knowledge			Procedural knowledge		
Pupils will know of a number of key writing styles, genre and authors. • understand that different texts appear in different forms ie. digital, media, newspaper, social etc • know the key features that help identify text types	Pupils will: • understand that different texts have different purposes ie. enjoyment, information, performance, disciplinary writing etc.	Pupils will: • Have a broad and extensive vocabulary (tier 2) • Know disciplinary vocabulary for example literary devices eg alliteration, onomatopoeia etc. • Have a broad general knowledge in order to access a range of texts (including tier 3 vocab) • To have the vocabulary required to draw comparison and participate in discussion	Pupils will: • confidently access texts, using strategies such as phonics; their general knowledge and contextual clues with familiar and unfamiliar content	Pupils will: • select texts, by author and content, for enjoyment • Select and use texts for content and information	Pupils will • Be able to use broad and cross subject knowledge to infer, deduce and predict
			Pupils will: • Be able to retrieve, summarise, identify and explain the use of effective vocabulary and make comparisons	Pupils will: • Use intonation and expression to help appreciate nuances in a text	Pupils will: • discuss texts; draw comparisons and be able to make cross curricular links to contextualise a text for meaning .
Pupils will: • be exposed to a spine of high quality texts that will inform their reading choices and form the basis of their writing curriculum	Pupils will: • understand the vocabulary of core reading strategies - retrieval - inference, - summarising - predicting - visualising - vocabulary - compare - predict				

[HARD WORK **:** INTEGRITY **:** KINDNESS]

Year Grp	Term	Cycle A	Cycle B
EYFS	Autumn	**Autumn 1** **FICTION:** Goldilocks and the Three Bears (traditional tale) and nursery rhymes **NON-FICTION:** Books about bears Copying and recognising the letters of their name Phonics Initial Code units Understanding print carries meaning Making marks **Autumn 2** **FICTION:** Emergency! (Margaret Mayo) **NON-FICTION:** Books about Florence Nightingale and nursing Writing their name without copying Beginning to write CVC words using taught sounds Phonics Initial Code units Creating a story map	
	Spring	**Spring 1** **FICTION:** Owl Babies (Martin Waddell), Winnie & Wilbur's Chinese New Year (Korky Paul & Valerie Thomas), Nian (an ancient Chinese legend) **NON-FICTION:** Atlases Writing simple labels using taught sounds Beginning to write simple captions using taught sounds Phonics Initial Code units **Spring 2** **FICTION:** The Queen's Hat (Steve Antony), Handa's Surprise (Eileen Browne) **NON-FICTION:** Kings and queens information books Beginning to write simple dictated phrases/simple sentences Writing words and labels using taught sounds Starting to use finger spaces when writing Phonics Initial Code units	

	Summer	Summer 1 **FICTION:** The Very Hungry Caterpillar (Eric Carle) **NON-FICTION:** This is how to keep healthy (DK book) Forming lower case letters correctly and beginning to form capital letters accurately Writing sentences using finger spaces and full stops Spelling words using taught sounds Phonics Initial Code units Summer 2 **FICTION:** There is no dragon in this story (Lou Carter) **NON-FICTION:** Information books about castles and buildings in the past Forming lower case letters and capital letters correctly Writing sentences using a capital letter, finger spaces and full stops Spelling some high frequency words correctly Beginning to read their work back and checking it makes sense Consolidation of Initial Code units, bridging unit and introduction of Extended Code (2 or 3 sounds)	
		<mark>**In all units pupils will be taught to:**</mark>	
1/2	Autumn	<u>**Julia Donaldson focus (first half term)**</u> **Superworm and The Worm (Non-Fiction Y2 only)** **The Snail and the Whale** **Tiddler** **The Detective Dog** **Year 1** Simple phrases and sentences Capital Letters and full stops. saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense **Year 2**	**Colour Monster** **The Tiger That Came to Tea** *Simple Narrative Modern Classic (symbolic)* Character descriptions Ordering events Oral retelling of parts of the story **Year 1** Simple phrases and sentences Capital Letters Full Stops Finger spaces saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense

Sentence building focussing on accuracy of punctuation
Nouns, Verbs, Adjectives
Rhyming focus
Coordination
Saying out loud and planning what they are going to write about
Writing focus – character description of Tiddler, factfile about worms

The Selfish Crocodile

Year 1
Finger spaces and sentence construction.
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Year 2
Expanded noun phrases
Sequencing simple sentences to form short narratives.
Sentence types
Planning what they are going to write about.
Writing down ideas and/or key words.

Dogger

Year 1
Oral retelling
Story sequencing

Year 2
Sentence building focussing on accuracy of punctuation
Expanded noun phrases
Rewriting of sections of the narrative

Please Mrs Butler
Classic text
Biography of the author
Oral performance of poetry
Rhyming

Year 1
Rereading sentences to check it makes sense
Beginning to punctuate sentences using capital letters, full stops, question marks and exclamation marks.
Using capital letters for names of people, places, days of the week and I.
Rhyming words (continuing a rhyming string)
saying out loud what they are going to write about
composing a sentence orally before writing it

Year 2
Write and edit poem
Rhyming words / Rhyming string (including non-examples)

Where the Wild Things Are
Archaic Text
Read and respond - prediction
Descriptions

Year 1
Simple sentences – fantasy character description

| | | Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Year 2
Writing a narrative, fictional
Think it, say it, write it, check it.
statement, question, exclamation, command
full stops, capital letters, exclamation marks, question marks,
commas for lists
Apostrophes
Planning what they are going to write about.
Writing down ideas and/or key words.
Editing/evaluating with teacher
Subordination and Coordination

History -Local History
Year 1
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Geography – The Fens
Year 1
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it | Adjectives
Character description (personality and appearance)
suffixes (Comparision... 'taller than' 'sharper teeth than')
Prediction
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Year 2
Expanded sentences – fantasy setting description
Diary Entry – main character perspective
Prediction
Improving a text - 'using a given piece'.

Down behind the dustbins
Link to other books which include rhyming language e.g. Oi
Frog!
Modern Poetry
Poetry recital
Writing their own version

Year 1
Sentence completion with rhyming words
Identifying rhyming words
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Year 2
Writing alternative verses/ version
Identifying rhyming words
Sentence completion with rhyming words |

		re-reading what they have written to check that it makes sense	Er and est suffixes
		RE – Stories from Islam Creation and Nuh **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense	**History – Explorers** **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense
		Stories from Sikhism Milk and the Jasmine Flower, The Rich Man and the silver needle **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense	**Geography – Cambridge** **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense *RE – Judaism* *Year 1* Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense *Buddhism* *Year 1* Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense
	Spring	**Magic Box (poem) & Don't (poem)**	**Lost and Found & Up and Down** *Resistant text*

		Year 1 Beginning to punctuate sentences using capital letters, full stops and question marks. Using capital letters for names of people, places, days of the week and I. saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense **Year 2** Commas Apostrophes **Katie Morag** **Year 1** Rereading sentences to check it makes sense Joining words and sentences using 'and' Beginning to punctuate sentences using capital letters, full stops and exclamation marks. Plurals saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense **Year 2** Planning what they are going to write about. Writing down ideas and/or key words. Editing/evaluating with other pupils Extended writing opportunities – Description of an isolated island like Struay, narrative as Katie Morag	Exploring feelings Comprehension **Year 1** Writing in first person Beginning to punctuate sentences using capital letters, full stops and exclamation marks. Using capital letters for names of people, places, days of the week and I. saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense **Year 2** Sequencing Prediction Comparison between the books Writing in the first person **The Hodgeheg** **Year 1** Rereading sentences to check it makes sense Joining words and sentences using 'and' Beginning to punctuate sentences using capital letters, full stops and exclamation marks. saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense ==Year 2==

| | | **History – The Great Fire of London**
Year 1
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Geography – The UK
Year 1
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

RE – Stories from the Old Testament (Christianity) - Jonah and the Whale & David and Goliath.
Year 1
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Story from the New Testament (Easter)
Year 1
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense | **The Happy Prince**
Traditional Folk Tale
Archaic

Year 1
Prediction
Un- prefix
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Year 2
Time connectives
Character Point of View
Explanation sentences – Redesigning the Prince
Commas
Apostrophes for possession

History – The Stone Age
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

Geography – UK and World Geography (Continents)
Simple sentences
saying out loud what they are going to write about
composing a sentence orally before writing it
re-reading what they have written to check that it makes sense

RE – Stories from the Old Testament (Christianity) |

			Year 1 Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense
	Summer	**Tell me a dragon** **Year 1** Beginning to punctuate sentences using question marks and exclamation marks. saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense **Year 2** Coordination Subordination commas for lists and apostrophes for contracted forms and the possessive **Flat Stanley** **Year 1** saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **Year 2** Planning what they are going to write about.	**George's Marvellous Medicine** *Fantasy Fiction* **Year 1** Recipes/ Lists of ingredients Writing what happened with their own medicine Character description saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **Year 2** Lists Commas Alternative endings Character perspective Prediction **3 Little Pigs** *Modern twist on Traditional Tale* Rhyming Twist in narrative Read and respond

		Writing down ideas and/or key words. Editing/evaluating with teacher Expanded noun phrases Subordination **History – Space Race** **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **Geography – World Geography - Hot and Cold Places** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **RE – Humanism** **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and'	**Year 1** Word level – rhyming Oral comparison to traditional version saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **Year 2** Comparison to traditional version **History – The History of Flight** **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **Geography – North America – North Carolina** **Year 1** Simple sentences saying out loud what they are going to write about composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and' **RE – Christianity – Stories from the New Testament** **Year 1** Simple sentences saying out loud what they are going to write about

			composing a sentence orally before writing it re-reading what they have written to check that it makes sense joining words and joining clauses using 'and'

Worked at throughout the year
Planning our saying out loud what they are going to write about
Writing down ideas or key wors
Evaluating writing
Re-reading to check writing makes sense
Proof reading to check for SPaG errors
Read aloud what they've written

Y2 SPaG Coverage
Sentences with different forms
Expanded noun phrases
Present and past tense
Subordination

Year Gp	Term	Cycle A	Cycle B
		In all units pupils will be taught to: • plan their writing by: o discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar o discussing and recording ideas • draft and write by: o composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) o organising paragraphs around a theme ⬚ in narratives, creating settings, characters and plot ⬚ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by:	

		o assessing the effectiveness of their own and others' writing and suggesting improvements o proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences o proof-read for spelling and punctuation errors o read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	
3/4	Autumn	**Autumn 1:** **Legends (Robin Hood) – M. Williams** Descriptive Language • expanded noun phrases • using adverbs to express time of cause • Writing the next tale of the story (for Robin H). **Disciplinary writing + SPaG** **History (Egyptians)** *How did the Ancient Egyptians make the best of the Nile?* *How do we know about Ancient Egyptians religious beliefs?* - Conjunctions (Subordinating & Coordinating) - Extending clauses - Sentence forms (Commands/Questions/ Statements) - -Draft and write by: organising paragraphs around a theme **R.E (Rama and Sita)** *What does the story of Rama and Sita mean for Hindu peoples?* - Retrieve and record information from non-fiction - Introduction to paragraphs as a way to group related material/use of paragraphs to organise ideas around a theme	**Autumn 1:** **The Journey Aaron Becker (wordless)** Adverbial phrases and noun phrases Adjectives Conjunctions Descriptive writing (setting) Writing scenes from story. Composing a sentence orally before writing it Increase the legibility, consistency and quality of their handwriting Evaluate and edit writing To use paragraphs Creating a plan to structure writing **Disciplinary writing + SPaG** **Geography (Volcanoes)** Explanatory writing Subheadings Guide book (non-chronological report) Conjunctions (Subordinating & Coordinating) Extending clauses Sentence forms (Commands/Questions/ Statements) **RE: Christianity (HEP) – Family of Jesus** **Science – The Earth**

- Headings and subheadings to aid presentation

Geography (Rivers)
- Retrieve and record information from non-fiction

Autumn 2:
Five Children and It – Edith Nesbit –
Archaic Language (Classic)
Comparative writing
- Contrasting conjunctioans (however, but, although, on the other hand, but...)
Character description
- expanded noun phrases, commas to separate two adjectives (e.g. wavy, black hair)
- Prepositions to express time and cause
- Replacing nouns with pronouns to avoid repetition
Describing a setting from the story.
- Fronted adverbials (inc. using commas)
- Using conjunctions to extend sentences in a variety of ways.
Identifying main events
Retrieve information from a text

Disciplinary writing

Science - Cells and Systems

- Word families based on common words, showing how words are related in form and meaning [for example, muscle, muscular, nerve, nervous, skeleton, skeletal...]
- Commas to separate items in a list

Autumn 2:
The BFG – Roald Dahl
Non-standard English.
Description of character.
Creating tension: short sentences for impact.
Direct speech.
Sentence clauses (sentence structure and length)
Evaluating why a text is effective
Syllables to break up words for spelling
Similes

Geography- Rhine and the Mediterranean
Explanatory writing
Guide book (non-chronological report)
Caption writing
- use relevant strategies to build their vocabulary
- ask relevant questions to extend their understanding and knowledge
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Disciplinary writing

RE: Christianity (HEP) – Birth of Jesus

Science – Magnetism

		- Apostrophes to mark possession and omission. - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore]. - Prepositions [for example, before, after, during, in, because of]. **Geography (Mountains)** *How do mountains interact with what is around them?* *Why do people live on mountains?* - use relevant strategies to build their vocabulary - ask relevant questions to extend their understanding and knowledge - consider and evaluate different viewpoints, attending to and building on the contributions of others **History (Civilisations)** - Headings and Subheadings (Apply to science and Geography as well)	

	Spring	**Spring 1**
		Jackie Kay - Poetry
		Y3/4 NC objectives:
		   i. Listen to, discuss and express views about poetry.
		   ii. Preparing poems to read aloud and to perform.
		 iii. Recognising different forms of poetry.
		 iv. Asking questions to improve understanding.
		  v. Drawing inferences from the text.
			Spring 1
			Greek Myths – M Williams
			Review of year 2 punctuation and grammar.
			Writing consistently in the third person
			Setting description.
			Expanded noun phrases
			Direct speech to convey character and advance the action

		vi. Identifying how language, structure and presentation contribute to meaning. **Disciplinary writing** **RE – Origins of Hinduism + SPaG** - **History- Romans (Republic & Empire)** - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (pupils to consider the placement of the conjunction for greater effect - using conjunctions, adverbs and prepositions to express time and cause (pupils to consider the placement of the words for greater effect) **Y3 SPAG (to be taught alongside History Romans)** -Use of the forms a and an **-** write simple sentences from memory, dictated by the teacher, that include words and punctuation taught so far. - Present perfect in contrast with the past tense **Y4 SPAG (to be taught alongside History)** - Adverbials - Fronted adverbials - Changing the form of sentence types (e.g. statement to question) - Standard English forms for verb inflictions **Spring 2**	**Disciplinary writing & SPaG:** **Geography: Coastal processes and landforms** Non-chronological reports - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (pupils to consider the placement of the conjunction for greater effect - using conjunctions, adverbs and prepositions to express time and cause (pupils to consider the placement of the words for greater effect) ==RE: Christianity (HEP) – Life and Teachings of Jesus== **Science – Introduction to Classification** **Spring 2** **Peter Pan – J.M. Barrie – Archaic Language** Direct speech Reading comprehension Fronted adverbials Inferring characteristics of characters from clues Character comparison Using conjunctions **Disciplinary writing & SPaG:** **Geography: Tourism** Non-chronological reports ==RE: Christianity (HEP)- Easter== **Y3 SPAG (to be taught alongside Geography)**

The Firework Maker's Daughter- P Pullman – Non-Linear Time Sequence

Responding to the text
Reading comprehension/predictions
Punctuate direct speech
Writing dialogue to advance the action

Character description
-    Describe thoughts, feeling and emotions using imagery techniques learned previously in poetry.
-
Creating and describing a similar setting using a using a variety of techniques
-discussing and recording ideas (senses table)

Evaluating and editing their own work.

Organise paragraphs around a theme.

Write a missing chapter of the book

Disciplinary writing + SPAG

History – Roman Britain

Using commas (used after a subordinate clause at the start of a sentence, after a fronted adverbial and separate the name of the person being spoken to)
Punctuating speech/dialogue – with a historical context.
Apostrophes – plural possession in sentences (The soldiers' standard were raised high.)

-Use of the forms a and an
- write simple sentences from memory, dictated by the teacher, that include words and punctuation taught so far.
- Present perfect in contrast with the past tense

Y4 SPAG (to be taught alongside Geography)
-    Adverbials
-    Fronted adverbials
-    Changing the form of sentence types (e.g. statement to question)
-    Standard English forms for verb inflictions

Science – Systems, Health and Food Chains

		Subject/verb agreement Synonyms and antonyms **Science – Sound** **Science - Cycles in Nature**	
	Summer	**Wind in the Willows – Kenneth Grahame – Archaic Language (Classic)** Reading comprehension Character description Character analysation Changing the tone of a passage of writing – exploring how vocabulary influences tone Personification Dictionary skills Direct speech Adverbs Suspense writing **The Boy at the Back of the Class – Onjali Q Rauf _ Figurative/Symbolic** Reading comprehension Character analysation Descriptive writing (showing not telling/from a character's perspective) Possessive apostrophes Editing Pronouns Tenses Fronted adverbials	**Summer 1** **The Iron Man – Ted Hughes – Work of a poet – Complexity of Plot/Symbolic** Reading comprehension Character descriptions/descriptive writing Persuasive letter writing **Disciplinary writing & SPaG:** ==**Geography: Agriculture**== ==**RE: Christianity (HEP) – traditions and practices**== **Science – Plant Structures and Processes** **Science – Plants** - Method and investigation writing - Scientific explanation of the stages of a life cycle of a plant - Conclusion writing after an investigation **Summer 2** **Charlotte's Web – E.B. White – Archaic Language (Classic)** Personal reflection/responding to text Reading comprehension

Standard English Responding to text Book review **Disciplinary writing** **Science – States of Matter** **Scientific report writing – Electricity** - Word families based on common words, showing how words are related in form and meaning [for example, electricity, electrical, electric, conductor, conducting, conduction etc.] - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore]. - Prepositions [for example, before, after, during, in, because of].	Text features and organisation (headings, subheadings) Possessive apostrophes Editing Pronouns Tenses Fronted adverbials Standard English **History -** **How has what we eat changed over time?** - Expressing time, place and cause using conjunctions [for example, when, before, after, while, ==but, so, because==] - Retrieve and record information from non-fiction - Non-chronological report (organising paragraphs around a theme, in non-narrative material, using simple organisational devices) **Y3/4 SPaG to be taught alongside History** - apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet - spell further homophones - using the present perfect form of verbs in contrast to the past tense - indicating possession by using the possessive apostrophe with singular and plural nouns - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

			Science – Light and Optics - Conclusion writing after an investigation - Retrieving and recording information RE: Christianity (HEP) – Christianity in Cambs

Year Gp	Term	Cycle A	Cycle B
		In all units, children will: Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistent and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	
5/6	Autumn	**The Mysteries of Harris Burdick** *Complexity of plot / resistant text* Plot development	**The Arrival** *Complexity of plot / resistant text* Formality / tone – letter-writing

		Character and setting description Effective endings Effective openings Year 3/4 review: Standard English Expanded noun phrases Subordinate clauses Fronted adverbials Personification & verbs Word classes Determiners Possessive apostrophes Pronouns Punctuation used for speech - using expanded noun phrases to convey complicated information concisely	Short narrative Description Year 3/4 review: Standard English Expanded noun phrases Subordinate clauses Fronted adverbials Personification & verbs Word classes Determiners Possessive apostrophes Pronouns Punctuation used for speech - using expanded noun phrases to convey complicated information concisely
		Northern Lights (using TV series) *Complexity of plot / symbol* Describing own special object - Vocabulary and structures of formal and informal speech - Adverbs for possibility - Relative Clauses - end of a sentence; embedded clause - Using expanded noun phrases to convey complicated information concisely	**The Seeing Stone** *Non-linear time sequence* Character creation based on existing character description Hyphens & prepositions to create setting (realistic) Replicating plot - Vocabulary and structures of formal and informal speech - Adverbs for possibility - Relative Clauses - end of a sentence; embedded clause - Using hyphens to avoid ambiguity - Using expanded noun phrases to convey complicated information concisely

Disciplinary Writing: Identifying audience and purpose to choose the appropriate register

History – Why did people come to Baghdad?
- Cohesion within a paragraph (non-fiction) - Y5: (then, after, that, this, firstly)
- Linking ideas across paragraphs (non-fiction) - Y5: using adverbials of time, place and number; Y6: particularly use of adverbials driving argument
- Using the perfect form of verbs to mark relationships of time and cause
- Using passive verbs to affect the presentation of information in a sentence

Geography – Why is California thirsty?
- Layout devices - headings, subheadings
- Using brackets, dashes or commas to indicate parenthesis

Science – Light
- Using further organisational and presentational devices to structure text and to guide the reader (e.g., headings, subheadings, underlining)
- Using a colon to introduce a list
- Punctuating bullet points consistently

Science – Evolution
- Using further organisational and presentational devices to structure text and to guide the reader (e.g., headings, subheadings, underlining)
- Using a colon to introduce a list
- Punctuating bullet points consistently

Disciplinary Writing: Identifying audience and purpose to choose the appropriate register

History – When England was created, who were the English?

Cohesion within a paragraph (non-fiction)
- Y5: (then, after, that, this, firstly)
Linking ideas across paragraphs (non-fiction)
- Y5: using adverbials of time, place and number
- Y6: particularly use of adverbials driving argument using the perfect form of verbs to mark relationships of time and cause
- using passive verbs to affect the presentation of information in a sentence

Geography – Comparing and contrasting regions
       - Polar Regions

- Layout devices - headings, subheadings
- using brackets, dashes or commas to indicate parenthesis

Science – Earth and Space
       - Forces
- using further organisational and presentational devices to structure text and to guide the reader (e.g., headings, subheadings, underlining)
- using a colon to introduce a list
- punctuating bullet points consistently

	Spring	**The Mousetrap** *Playscript / Archaic language* - Parenthesis / Relative clauses with omitted pronoun (Brackets, dashes, commas) - Commas to clarify meaning - Vocabulary typical of informal and formal speech (Y6 stat.) - Identify/use active and passive (including subject, object and verb identification) - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms - using passive verbs to affect the presentation of information in a sentence - using expanded noun phrases to convey complicated information concisely - ellipsis **The Rime of the Ancient Mariner** *Archaic / resistant text* Compose own poem using archaic language - Subjunctive forms - Semi-colons, colon and dash to mark the boundaries between independent clauses	**Jabberwocky** *Resistant text* - Poetry – rhyme and rhythm - Nonsense words - Apostrophes - Commas to clarify meaning - Parenthesis / Relative clauses with omitted pronoun (Brackets, dashes, commas) - Identify/use active and passive - Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - using expanded noun phrases to convey complicated information concisely **The Hobbit** *Archaic text* Quest opening Character descriptions – Subjunctive forms – Semi-colons, colon and dash to mark the boundaries between independent clauses – using expanded noun phrases to convey complicated information concisely – ellipsis **Disciplinary Writing** Identifying audience and purpose to choose the appropriate register **History – Why did Shakespeare make Richard III a villain?**

		- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. - Using the perfect form of verbs to mark relationships of time and cause - Using expanded noun phrases to convey complicated information concisely - Synonyms and antonyms **Disciplinary Writing** Identifying audience and purpose to choose the appropriate register **History – What is Leila Rasheed trying to tell us about the Roman Empire?** - Linking ideas across paragraphs using adverbials of time, place and number **Geography – What are the pros and cons of living in a mega-city?/ Why is the Amazon's ecosystem at risk?** - Modal verbs **Science - Electricity** - using passive verbs to affect the presentation of information in a sentence **Science - Classification** - using modal verbs or adverbs to indicate degrees of possibility	- Linking ideas across paragraphs using adverbials of time, place and number **Geography – Migration in Europe and the World** **- Agriculture in the Amazon Basin** - Modal verbs **Science – Changes of Materials** - using passive verbs to affect the presentation of information in a sentence - using modal verbs or adverbs to indicate degrees of possibility
	Summer	**Black Beauty** *Complexity of the narrator* Writing in role as character Character description – animal	**War Horse** *Complexity of the narrator* Writing in role as character Character description – animal

		SPaG revision - using expanded noun phrases to convey complicated information concisely - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - using commas to clarify meaning or avoid ambiguity in writing - using semicolons, colons or dashes to mark boundaries between independent clauses **Twelfth Night** *Playscript / Archaic text* SPaG revision - using expanded noun phrases to convey complicated information concisely **Disciplinary Writing** Identifying audience and purpose to choose the appropriate register **History – What is Empire?** - using modal verbs or adverbs to indicate degrees of possibility **Geography – Migration** - using modal verbs or adverbs to indicate degrees of possibility **Science – The Circulatory System**	SPaG revision - using expanded noun phrases to convey complicated information concisely **The Wolves of Willoughby Chase** *Archaic text* Villains – description SPaG revision - using expanded noun phrases to convey complicated information concisely - using semicolons, colons or dashes to mark boundaries between independent clauses **Disciplinary Writing** Identifying audience and purpose to choose the appropriate register **History – Why did Shakespeare make Richard III a villain?** - Linking ideas across paragraphs using adverbials of time, place and number **Geography – Northstowe** - using modal verbs or adverbs to indicate degrees of possibility **Science – Living Things and Life Cycles** - using modal verbs or adverbs to indicate degrees of possibility

		- using modal verbs or adverbs to indicate degrees of possibility	