



Autumn				Spring					Summer				
Narrative	NCR	Narrative	Persuasive Speeches	NCR	Dialogue	Balanced argument	Narrative	Biography	Advocacy Campaign	Narrative	Advocacy Poetry	Blogs	Narrative
Night of the Gargoyles The Mysteries of Harris Burdick	Planetarium Professor Astro Cat's Frontiers of Space	Wisp	Talking History	Arthur Spiderwick's Field Guide to the Fantastic World Around You			Blackberry Blue and other fairy tales	Survivors	I Have the Right Every Child a Song	Skellig	Be the Change: Poems to Help You Save the World		Macbeth
10- 15 steps	15 steps	10 steps	15 steps	15 steps	10 steps	5 steps	15 steps	10 steps	15 steps	10 steps	5 steps	10 steps	15 steps
50-55 steps (approx. 10 – 11 weeks)				55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				


All objectives covered within each Year 5/6 unit are listed within this document. Please see the key below to understand how the objectives are presented:


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations
Writing purpose No. of steps Genre Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) <i>[NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</i> Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, teal and underlined	Suggestions for how teachers can adjust the unit plans, to support or challenge children working within younger or older age-related expectations for writing

AUTUMN


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
<p>Entertain 10-15 steps</p> <p>Narrative <i>Night of the Gargoyles/ The Mysteries of Harris Burdick</i></p>	<p>Narrative: Story openings: usually open with either: action, dialogue or description of setting or character</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) • Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) • Use figurative language such as similes and metaphors to create mood and atmosphere (Y5) • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) • Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading (Y5) • Dialogue can be used to convey character (show not tell) or move on the action (plot device) 	<p>Review use of single and multi-clause sentences, joining with range of conjunctions (Y3/4) to create varied and pleasing rhythm for the reader</p>	<p>Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p>	<p>clause, subordinate clause, conjunction, inverted commas, paragraph, direct speech (Y3)</p>	<p>Review precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Review adding detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Review fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
<p>Inform 15 steps</p> <p>Non-chronological report</p> <p><i>Planetarium</i></p> <p><i>Professor Astro Cat's Frontiers of Space</i></p>	<p>Non-Chronological Report: Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<ul style="list-style-type: none"> When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) Underline important words or phrases that you want to draw reader's attention to (Y5) Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams) Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on</p> <p>Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry</p>	<p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily (Y5)</p> <p>Commas are also useful to group extra information (parenthesis) between a pair of commas and place into a sentence – this allows the reader to see how this information is separate to the main clause but provides extra detail (Y5)</p>	<p>comma (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, ambiguity, cohesion (Y5)</p> <p>bullet points</p>	<p>Teach use of brackets for parenthesis which are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Encourage use of layout devices such as headings and subheadings, with clear use of paragraphs to organise writing by topic or sub-topic</p> <p>Opportunity to review Y3/4 statutory spelling words/spelling patterns and rules that suit the written outcome</p>


 Entertain 10 steps Narrative Wisp	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
	<p>Narrative: Story openings usually open with either: action, dialogue or description of setting or character</p> <p>Story endings can end with a moral message, happy ending, surprise or cliff-hanger, or they can end with a reference to the beginning of the story (feels cyclical)</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) • Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) • Use figurative language such as similes and metaphors to create mood and atmosphere (Y5) • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) • Dialogue can be used to convey character (show not tell) or move on the action (plot device) 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on</p>	<p>Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>comma (Y2)</p> <p>clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)</p> <p>ambiguity, cohesion (Y5)</p>	<p>Continue to review accurate use of dialogue punctuation</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Review use of precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Review adding detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
 <p>Persuade 15 steps</p> <p>Persuasive Speeches</p> <p><i>Talking History</i></p>	<p>Speech: Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker)</p> <p>May switch between the past, present and future tense</p> <p>An opening statement that gives the viewpoint being presented and a closing statement that repeats and reinforces the overall point.</p>	<ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Include anecdotes to support and provide evidence for the point you are trying to make (Y4) • Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) • Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5) • Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5) • More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices (e.g. arrive, investigate, cancel) • Informal speech structures might use a question tag after a statement (for example: He's your friend, <i>isn't he?</i> These are your shoes, <i>aren't they?</i>) 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on</p>	<p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>comma, adverb (Y2)</p> <p>clause, subordinate clause, conjunction (Y3)</p> <p>modal verb ambiguity (Y5)</p>	<p>Teach relative clauses and how they provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p> <p>Teach use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act</p> <p>Opportunity to review Y3/4 statutory spelling words/spelling patterns and rules that suit the written outcome</p>


SPRING

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
<p>Inform 15 steps</p> <p>Non-chronological report</p> <p><i>Arthur Spiderwick's Field Guide to the Fantastic World Around You</i></p>	<p>Non-Chronological Report: Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<ul style="list-style-type: none"> When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) Underline important words or phrases that you want to draw reader's attention to (Y5) Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams) Use of passive voice to affect the presentation of information in a sentence – guides the reader's focus to the object rather than the subject 	<p>Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry</p> <p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing [e.g. use of adverbials such as 'on the other hand' or 'in contrast']</p> <p>Use of passive voice [see <i>compositional choices</i>]</p>	<p>Colons can direct your reader to pay attention to what's next, set up longer list of items</p> <p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p>Hyphens are used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p>	<p>past tense, present tense (Y2)</p> <p>clause, subordinate clause, conjunction, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion (Y5)</p> <p>object, subject passive, active</p> <p>bullet point semi-colon, colon, hyphen</p>	<p>Teach brackets and commas for parenthesis which are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p>Teach use of bullet points to convey information precisely</p> <p>Teach underlining important words or phrases that you want to draw reader's attention to</p> <p>Use a contents page to show the reader the content of the text and direct them to specific information</p> <p>Include boxes with extra information to break up the page layout and add detail or interest for the reader</p>

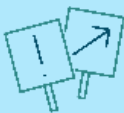
 <p>Entertain 10 steps</p> <p>Scene with dialogue</p>	<p>Genre features</p>	<p>Compositional choices according to writing purpose</p>	<p>Sentence level</p>	<p>Word level including punctuation</p>	<p>Grammatical terminology</p>	<p>Adaptations for Y5 curriculum</p>
	<p>n/a in this unit (focus on descriptive writing)</p>	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) • Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) • Dialogue can be used to convey character (show not tell) or move on the action (plot device) 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on</p>	<p>Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader</p>	<p>clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)</p>	<p>Review accurate use of dialogue punctuation</p> <p>Teach/ review relative clauses and how they provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>


 Discuss 5 steps Balanced Argument	Genre features Balanced argument: Provides different points of view on an issue, paying attention to the arguments for and against the issue being discussed. The differing points of view are balanced without aiming to lead the reader to sway their opinion Usually written in present tense Opening sentence or introduction/ question sets up the issue to be discussed	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Very clear points of view presented to show either side of a debate, discussion or argument (Y5) • Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5) • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5) • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that.... Others <i>may</i> believe that...) 	Sentence level Linking ideas across paragraphs using full range of cohesive devices , such as repetition of a word or phrase, linking back to previous points within the writing [e.g. use of adverbials such as 'on the other hand' or 'in contrast'] Use of the subjunctive [see <i>compositional choices</i>]	Word level including punctuation Colons can direct your reader to pay attention to what's next, set up longer list of items Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) (Y5)	Grammatical terminology present tense, comma (Y2) paragraph (Y3) adverbial (Y4) cohesion, modal verb bracket, dash, parenthesis (Y5) semi-colon, colon	Adaptations for Y5 curriculum This is the first unit where Y5 children will have written to discuss: Teach that formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't) More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices
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 <p>Entertain 15 steps</p> <p>Narrative (Fairy Tale)</p> <p><i>Blackberry</i> <i>Blue</i></p>	<p>Genre features</p> <p>Narrative: Narrative plots tend to rely upon one of the following six story shapes:</p> <ul style="list-style-type: none"> - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall 	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) • Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) • Use figurative language such as similes and metaphors to create mood and atmosphere (Y5) • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated 	<p>Sentence level</p> <p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on</p> <p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on</p>	<p>Word level including punctuation</p> <p>Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader</p> <p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p> <p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> <p>Colons can set up a surprise or dramatic pause</p>	<p>Grammatical terminology</p> <p>verb, tense, comma (Y2)</p> <p>clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion (Y5)</p> <p>semi-colon, colon, dash, ellipsis</p>	<p>Adaptations for Y5 curriculum</p> <p>Teach that story openings usually open with either: action, dialogue or description of setting or character</p> <p>Teach that story endings can end with a moral message, happy ending, surprise or cliff-hanger</p> <p>Teach how to create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader</p> <p>Teach modal verbs and how they can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative</p>


 <p>Inform 10 steps</p> <p>Biography</p> <p><i>Survivors</i></p>	<p>Genre features</p> <p>Biography: Details of key events in a person’s life, written in chronological order</p> <p>Includes several facts to provide the reader with real information about the person</p> <p>Written in third person narrative</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) Underline important words or phrases that you want to draw reader’s attention to (Y5) Use full range of layout devices to support and guide reader to follow and understand e.g. bullet points, columns, tables, headings, subheadings, diagrams) Use of passive voice to affect the presentation of information in a sentence – guides the reader’s focus to the object rather than the subject 	<p>Sentence level</p> <p>Bullet points help to break up information into manageable chunks for the reader. If each bullet point has a complete sentence, it needs a full stop, but if bullet points are being used for single words or short phrases there is no need for a full stop at the end of each entry</p> <p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing [e.g. use of adverbials such as ‘on the other hand’ or ‘in contrast’]</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> (Y5)</p> <p>Use of passive voice [see <i>compositional choices</i>]</p>	<p>Word level including punctuation</p> <p>Colons can direct your reader to pay attention to what’s next, set up longer list of items</p> <p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p>Hyphens are used to avoid ambiguity (they are not dashes) and can be used to make up a new word by putting two words together</p> <p>Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) (Y5)</p>	<p>Grammatical terminology</p> <p>past tense, present tense (Y2)</p> <p>clause, subordinate clause, conjunction, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion, relative pronoun, relative clause, bracket, dash, parenthesis (Y5)</p> <p>object, subject passive, active</p> <p>bullet point semi-colon, colon, hyphen</p>	<p>Adaptations for Y5 curriculum</p> <p>Review how they might include quotes from people to provide more information and add interest for the reader (Y3/4)</p> <p>Review use of fronted adverbials to introduce paragraphs within new biographical events or themes with changing time or place</p> <p>Review use of pronouns to avoid repetition</p>
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SUMMER

 <p>Persuade 15 steps</p> <p>Advocacy Campaign</p> <p><i>I Have the Right</i></p> <p><i>Every Child A Song</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
	<p>Advocacy Campaign: Is intended to raise awareness of a cause or to support a particular message, rather than sell a product or service Includes a range of genres, such as adverts, posters, leaflets, podcasts, as part of the campaign Has a clear message and a call to action, to persuade the target audience to act and know what to do</p>	<ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Include anecdotes to support and provide evidence for the point you are trying to make (Y4) • Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) • Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5) • Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5) • Use of passive voice to direct – or deflect – the reader’s attention to what they should focus on to suit the agenda, sometimes leaving out who or what was responsible (did the action) • Use of subjunctive & pronoun 'one' to speak to the reader without using 'you' in more formal situations (If one were to.....) 	<p>Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas) to keep the reader wanting to read on</p> <p>Use of passive voice and the subjunctive [see <i>compositional choices</i>]</p>	<p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p>	<p>comma, adverb (Y2)</p> <p>clause, subordinate clause, conjunction (Y3)</p> <p>modal verb (Y5)</p> <p>object, subject passive, active</p> <p>semi-colon, colon, dash</p>	<p>Review use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act</p> <p>Review use of relative clauses which provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p> <p>Teach following features of advertisements:</p> <p>Includes a catchy title or slogan to capture the reader’s attention</p> <p>Usually includes bright visuals and images of the product being advertised May include a price or specific features of the product, with reasons for the reader needing it</p>

 <p>Entertain 10 steps Narrative <i>Skellig</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
	<p>Narrative: Narrative plots tend to rely upon one of the following six story shapes:</p> <ul style="list-style-type: none"> - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall 	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) • Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) • Use figurative language such as similes and metaphors to create mood and atmosphere (Y5) • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated 	<p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> (Y5)</p>	<p>Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader</p> <p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p> <p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> <p>Colons can set up a surprise or dramatic pause</p>	<p>verb, tense, comma (Y2)</p> <p>clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion, relative pronoun, relative clause (Y5)</p> <p>semi-colon, colon, dash, ellipsis</p>	<p>Teach how modal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative</p> <p>Teach how to use figurative language such as simile, metaphor & personification to create mood and atmosphere</p>

 <p>Entertain & Persuade</p> <p>5 steps Advocacy Poetry (Ballads)</p> <p><i>Be the Change</i></p>	<p>Genre features</p>	<p>Compositional choices according to writing purpose</p>	<p>Sentence level</p>	<p>Word level including punctuation</p>	<p>Grammatical terminology</p>	<p>Adaptations for Y5 curriculum</p>
	<p>Poetry: Specific structures of poems can include ballads which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.</p>	<ul style="list-style-type: none"> • Use figurative language such as simile, metaphor and personification to create mood • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) • Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5) • Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act (Y5) 	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p>	<p>adjective, noun, noun phrase, comma (Y2)</p> <p>semi-colon, colon, dash</p>	<p>Teach that meter is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables.</p> <p>Focus on range of conjunctions and accurate use of commas and full stops</p>

 <p>Discuss</p> <p>10 steps</p> <p>Blogs</p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
	<p>Blogs: Are written to be consumed quickly and easily, so are often designed with clear headings and subheadings with short paragraphs for the reader to manage quickly or 'on-the-go; Specifically designed to be read on an electronic device, so may include embedded links to other articles that are relevant or connected to the issue being discussed Vary in tone and formality, depending on the intended audience.</p>	<ul style="list-style-type: none"> • Very clear points of view presented to show either side of a debate, discussion or argument (Y5) • Obvious signposts to the reader to signal when they will be encountering a different viewpoint (Y5) • Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) (Y5) • More formal writing may use the subjunctive to make a suggestion to the reader in conclusion (e.g. In conclusion, I suggest that people recycle daily in order to make a difference) • Careful use of adverbials to maintain cohesion for the reader (e.g. On the other hand.... In contrast....) • Use of modal verbs to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that.... Others <i>may</i> believe that...) 	<p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing [e.g. use of adverbials such as 'on the other hand' or 'in contrast']</p> <p>Use of the subjunctive [see <i>compositional choices</i>]</p>	<p>Colons can direct your reader to pay attention to what's next, set up longer list of items</p> <p>Semi-colons can be used to separate longer or more complicated items in a list in order to provide clarity for the reader</p> <p>Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) (Y5)</p>	<p>present tense, comma (Y2)</p> <p>paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion, modal verb, bracket, dash, parenthesis (Y5)</p> <p>semi-colon, colon</p>	<p>Teach that brackets, commas and dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p> <p>Use AfL to identify Y5 objectives that may need practising or reteaching</p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
<p>Entertain 15 steps</p> <p>Narrative</p> <p><i>Macbeth</i></p>	<p>Narrative: Narrative plots tend to rely upon one of the following six story shapes:</p> <ul style="list-style-type: none"> - fall-rise - slow rise - slow fall - rise, then fall - rise-fall-rise - fall-rise-fall 	<ul style="list-style-type: none"> • Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) • Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) • Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5) • Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) • Use figurative language such as similes and metaphors to create mood and atmosphere (Y5) • Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5) • Dialogue can be used to convey character (show not tell) or move on the action (plot device) • Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated 	<p>Linking ideas across paragraphs using full range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as ‘several weeks later’] and ellipsis, to ensure that the reader is engaged, follows and wants to read on</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i> (Y5)</p>	<p>Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p>Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader</p> <p>Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader</p> <p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue</p> <p>Colons can set up a surprise or dramatic pause</p> <p>Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts) (Y5)</p>	<p>verb, tense, comma (Y2)</p> <p>clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion, relative pronoun, relative clause, bracket, dash, parenthesis (Y5)</p> <p>semi-colon, colon, dash, ellipsis</p>	<p>Use AfL to identify Y5 objectives that may need practising or reteaching</p>