



Year 5  
**Writing**  
Curriculum

# Y5 ENGLISH TEACHING

## 5 YEAR 5 ENGLISH TEACHING

- Daily spelling
- Handwriting practice (focusing on specific areas of need)
- Daily English lessons focusing on the writing sequence
- Regular shared reading of quality texts
- Regular opportunities to practise composition through oral activities
- Regular writing opportunities linked to quality texts
- Regular vocabulary instruction linked to shared texts and topics



## THE WRITING SEQUENCE

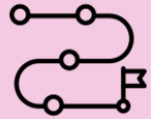
Children further develop their understanding of the writing sequence in Year 5, building upon their knowledge from previous years.



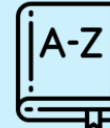
**Immerse**



**Explore**



**Plan and  
Sequence**



**Practice:  
Language**



**Practice:  
Grammar**



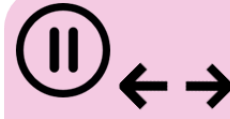
**Draft**



**Edit and  
Improve**



**Publish**



**Pause and  
Stretch**

# GRAMMAR KNOWLEDGE

## New Learning

## Prior Learning

### Spelling

<b>synonym</b>	A word which carries a similar meaning to another.
<b>antonym</b>	A word which carries an opposite meaning to another.
<b>'silent' letter</b>	An unheard letter within a word. These often form part of a digraph or trigraph.
<b>stressed</b>	A syllable within a word given greater emphasis.
<b>unstressed</b>	Letters which are not easy to hear within a word.
<b>homophone</b>	Words that sound the same but have a different spelling and meaning. Near-homophones sound almost the same.
<b>prefix</b>	A group of letters added to the <b>start</b> of words to create a new word with a different meaning.
<b>suffix</b>	A group of letters added to the <b>end</b> of words to create a new word with a different meaning.

### Punctuation

<b>parenthesis</b>	Words or phrases inserted to add explanation or asides, demarcated with either ( ) , -
<b>brackets</b>	A pair of punctuation marks surrounding additional information or explanation, such as words or figures.
<b>dash</b>	A punctuation mark that indicates a strong interruption to a sentence. It can be used as a pair or on its own if the interruption is at the end of the sentence.
<b>commas for parenthesis</b>	A pair of commas can be used to mark an embedded clause or additional information or explanation.
<b>comma for reporting clauses</b>	If the reporting clause is first, it is followed by a comma. If the reporting clause comes after speech, and the speech sentence would usually end in a full stop, a comma should be used before the closing inverted commas. If the speech sentence is interrupted by the reporting clause, you should use a comma at the end of the first part of the speech sentence and before the second part.
<b>comma for fronted adverbials</b>	A comma is used to separate an adverbial from the main clause if it comes the <b>start</b> of a sentence.
<b>comma for subordinate clauses</b>	A comma is used to separate a subordinate clause from the main clause if it comes the <b>start</b> of a sentence. This can be a type of fronted adverbial.
<b>inverted commas</b>	Marks used to surround direct speech. These are sometimes called speech marks.

### Sentence Structure

<b>cohesive device</b>	Words and phrases used to link the text and aid understanding, e.g. determiners and pronouns used to refer back to earlier words, conjunctions and adverbs which make the relationships between words clear, omission of expected words to avoid repetition.
<b>relative clause</b>	A special type of subordinate clause that modifies a noun. It begins with a relative pronoun, which refers back to a previous noun or clause.
<b>embedded clause</b>	An embedded clause is a clause that is used within another clause. It is usually surrounded by commas. Relative clauses can often be embedded.
<b>main clause</b>	A main clause is another way of describing an independent clause. It is a clause with at least one subject and one verb that can make sense on its own as a complete sentence.
<b>subordinate clause</b>	A clause that extends an independent clause, modifying it in some way. It cannot stand alone as a sentence.
<b>reporting clause</b>	A reporting clause tells the reader who the speaker was and how they spoke. It can come before, after or in the middle of speech.
<b>clause</b>	A group of words that includes a subject and a verb.
<b>independent clause</b>	A clause with at least one subject and one verb that can make sense on its own.
<b>phrase</b>	A group of words without a verb.

### Irregular Verbs

<b>sink, stand, mean, pay, lose, fall, ring, buy, choose, dream, fight, tear</b>
become, leave, feel, bring, begin, spend, wear, sell, send, win
know, think, show, keep, hear, read, blow, fly, hide, stink, throw
take, give, find, tell, hold, write, grow, send, break, show
come, sing, meet, sit, speak, draw, swim, cut, dig, put
say, make, go, see, get, drink, run, build, eat, do

### Word Class

<b>relative pronoun</b>	A word which can introduce a relative clause and refers back to a noun or clause.
<b>auxiliary verb</b>	A verb used to form the tense and mood of other verbs.
<b>modal verb</b>	A verb that expresses degrees of possibility or necessity. It is a type of auxiliary verb.
<b>fronted adverbial</b>	An adverb or adverbial that has been moved before the verb.
<b>determiner</b>	A word used to define the noun. These can be articles, demonstratives, possessive pronouns or quantifiers.
<b>possessive pronoun</b>	A pronoun which indicates 'belonging' to a person or object.
<b>preposition</b>	A preposition links a following noun, pronoun or noun phrase to another word in the sentence. They often describe where (place), but can also describe relations of time.
<b>co-ordinating conjunction</b>	A conjunction that links two independent clauses.
<b>subordinating conjunction</b>	A conjunction that links an independent clause and a subordinate clause.
<b>adverbial</b>	An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or clause. Noun phrases, preposition phrases and subordinate clauses can work as adverbials. They can tell us how (manner), when (time), where (place) and why (cause).
<b>pronoun</b>	A type of word which replaces a noun.

### Tense

<b>perfect</b>	A verb form which refers to completed actions or states, formed by using 'to have' and the past participle of the verb.
<b>progressive</b>	A verb form which shows events in progress, formed by using 'to be' and the present participle (-ing form of the verb).
<b>past tense</b>	Something which has already happened or existed.
<b>present tense</b>	Something which is happening or being now.

# SPELLING KNOWLEDGE

Children are taught to spell following the LET Spelling Curriculum, learning to spell using different spelling patterns and recapping previously taught spelling patterns. They learn to spell statutory words from their year group and how these link to the patterns they are learning.

Spelling		
Autumn 1	Autumn 2	Spring 1
<ol style="list-style-type: none"> <li>Recap: Commonly Misspelled Words: <i>another, asked, beautiful, different, interesting, once, something, together, with, which</i></li> <li>Recap: Homophones and Near Homophones: <i>affect, effect, accept, except, here, hear, weather, whether, who's, whose</i></li> <li>Recap: Adding -es to nouns ending in -y to make a plural</li> <li>Recap: Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it</li> <li>Recap: Adding the endings -ing, -ed, -er and -est to a root word ending in -e with a consonant before it (Y5/6 words: <i>determined</i>)</li> <li>Recap: Adding -ing, -ed, -er, -est and -y to a root word of one syllable ending in a single consonant letter after a single vowel letter</li> <li>Recap: Adding suffixes beginning with vowel letters (-ing, -ed, -er) to a root word of more than one syllable (with a stressed final syllable) (Y5/6 words: <i>equipped</i>)</li> <li>Year 5/6 words: <i>according, attached, determined, equip(-ped), vehicle, muscle, language, average, dictionary, opportunity</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: <i>disastrous</i>)</li> <li>Recap: The suffix -ous where the root word changes before the suffix is added (Y5/6 words: <i>mischievous, marvellous</i>)</li> <li>Words ending in the /ʃəs/ sound spelt -tious</li> <li>Words ending in the /ʃəs/ sound spelt -cious (Y5/6 words: <i>conscious</i>)</li> <li>Words ending in the /ʃəl/ sound spelt -cial</li> <li>Words ending in the /ʃəl/ sound spelt -tial</li> <li>Year 5/6 words: <i>conscious, disastrous, marvellous, mischievous, controversy, curiosity, forty, category, cemetery, variety, bargain</i></li> </ol>	<ol style="list-style-type: none"> <li>Words ending in -ant (Y5/6 words: <i>relevant</i>)</li> <li>Words ending in -ance and -ancy</li> <li>Words ending in the /ʃən/ sound spelt -tion with an a before (-ation)</li> <li>Words ending in -ent (Y5/6 words: <i>apparent, sufficient, excellent, correspondent</i>)</li> <li>Words ending in -ence and -ency (Y5/6 words: <i>convenience, existence, correspondence</i>)</li> <li>Year 5/6 words: <i>explanation, pronunciation, hindrance, nuisance, conscience, convenience, existence, relevant, sufficient, apparent, correspondence</i></li> </ol>
Spring 2	Summer 1	Summer 2
<ol style="list-style-type: none"> <li>Homophones and Near Homophones (nouns and verbs): <i>advice, advise, device, devise, licence, license, practice, practise, prophecy, prophesy</i></li> <li>Words ending in -able and -ably (Y5/6 words: <i>available</i>)</li> <li>Words ending in -able and -ably where the 'e' from the root word remains</li> <li>Words ending in -ible and -ibly</li> <li>Year 5/6 words: <i>available, vegetable, soldier, yacht, amateur, signature, temperature, lightning, ancient, community, excellent</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /k/ sound spelt ch (Greek in origin) (Y5/6 words: <i>stomach</i>)</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -al) to words ending in -fer where the -fer is still stressed after the suffix is added</li> <li>Adding suffixes beginning with vowel letters (-ing, -ed, -ence) to words ending in -fer where the -fer is not stressed after the suffix is added</li> <li>Words with 'silent' first letters (often uncommon digraphs)</li> <li>Words with 'silent' letters (uncommon digraphs)</li> <li>Year 5/6 words: <i>accommodate, appreciate, communicate, stomach, exaggerate, bruise, environment, equipment, government, parliament, twelfth</i></li> </ol>	<ol style="list-style-type: none"> <li>Recap: The /ʃ/ sound spelt ch (mostly French in origin)</li> <li>Recap: The /s/ sound spelt sc (Latin in origin) (Y5/6 words: <i>muscle</i>)</li> <li>Words with ie after c (Y5/6 words: <i>ancient, conscience, sufficient</i>)</li> <li>Words with the /i:/ sound spelt ei (including after c)</li> <li>Words where 'ough' makes an /or/ sound</li> <li>Words where 'ough' makes an /ow/, /oa/, /uʃ/, /oʃ/, /oo/ or schwa sound (Y5/6 words: <i>thorough</i>)</li> <li>Homophones and Near Homophones (nouns and verbs): <i>aisle, isle, allowed, aloud, altar, alter, ascent, assent, farther, father</i></li> </ol>

# HANDWRITING AND SENTENCE STRUCTURE KNOWLEDGE

Children in Year 5 are given opportunities to develop fluency in transcription skills and practise sentence writing through:

- Handwriting practise to target gaps, where the process is carefully monitored.
- Using a range of strategies to spell correctly, including knowledge of morphology and etymology.
- Regular transcription and sentence writing practice through dictation.

- Thinking aloud to generate ideas and compose/improve sentences
- Teacher modelling and feedback.
- Emphasis on quality over quantity.
- Re-reading and checking for sense and accuracy.
- Routinely editing sentences to correct spelling and punctuation, and to address any grammatical inaccuracies.

## Grammar

**Children are taught to extend their grammar knowledge and use of sentence structures to aid cohesion though:**

- Converting nouns or adjectives into verbs using suffixes.
- Linking ideas across paragraphs using a range of adverbials.
- Using tense to reference back or ahead, including the perfect form of verbs.
- Using relative clauses beginning with who, which, where, whose, that or an omitted relative pronoun.
- Indicating degrees of possibility using adverbs or modal verbs.
- Understanding the difference between plural and possessive 's'.
- Using the Standard English form for verb inflections (e.g. we were, I did)
- Using fronted adverbials.
- Using noun phrases that are expanded before and/or after the noun.

## Punctuation

**Children are taught to use punctuation accurately across all writing through:**

- Using brackets, dashes or commas to indicate parenthesis.
- Using commas to clarify meaning or avoid ambiguity.
- Using commas after a fronted adverbial.
- Punctuating reporting clauses correctly:
  - Reporting clause + comma + inverted comma + speech + .!/? + inverted comma
  - inverted comma + speech + comma!/? + inverted comma + reporting clause + full stop
  - inverted comma + first part of speech + comma + inverted comma + reporting clause + inverted comma + second part of speech + .!/? + inverted comma
  - inverted comma + full speech sentence + comma!/? + inverted comma + reporting clause + full stop + inverted comma + full speech sentence + .!/? + inverted comma
- Using inverted commas to punctuate direct speech.

## Handwriting

**Children are taught to:**






- Choose which shape letter to use when given choices.
- Decide, as part of their personal style, whether or not to join specific letters.
- Choose the writing implement that is best suited for the task.
- Re-visit the four types of letter joins when needed.
- *N.B. Children should only be taught to write with a joined style once they can form letters securely with the correct orientation.*





## Formality

Formal	Informal
Context-specific or technical vocabulary	Vernacular language
Avoid contacted form	Contracted form
Avoiding using 'I' or 'You'	Direct addresses
Serious, impersonal tone	Personal tone
Spelling, punctuation and grammar follows conventions	Use of sentence fragments and less formal punctuation (! ... ')

Children in Year 5 continue to learn to write for different purposes. They are taught the importance of context, audience and purpose through:

- Developing use of language and selecting word choices for clarity, effect on reader and/or context.
- Selecting from a wide range of taught cohesive devices to develop flow and aid the reader, e.g. use of nouns/ pronouns to reference back, use of adverbials, conjunctions and prepositions and use of paragraphs and other organisational features.
- Selecting an appropriately formal or informal tone through use of taught language and grammar.




	 <b>Character Episode</b> 	 <b>Setting Description</b> 	 <b>Story Writing (Retell or Own Version)</b>
	Children learn to describe characters and settings linked to books or topics.		Children learn to retell sections of or whole stories linked to a text they know well, making changes or writing their own versions.
<b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>• Introduce the character to the reader</li> <li>• Describe the character's appearance (distinctive features) and personality in a logical and cohesive order</li> <li>• Show a dialogue between the character and other characters, showing their personality through their actions and speech</li> </ul>	<ul style="list-style-type: none"> <li>• Introduce the setting to the reader</li> <li>• Describe the setting (distinctive features) using different senses</li> <li>• Organise the description so it moves through the setting to aid cohesion, ensuring features are described in a logical and cohesive order</li> </ul>	<ul style="list-style-type: none"> <li>• Create a title which hints at the theme</li> <li>• Include a beginning which introduces the character, setting and atmosphere</li> <li>• Include a build up which hints at what is going to happen next</li> <li>• Include a problem or dilemma</li> <li>• Include a resolution where the problem is solved</li> <li>• Include an ending which details the characters' feelings and what will happen next</li> <li>• Organise writing into paragraphs</li> <li>• Use a range of cohesive devices to aid flow</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use speech punctuation accurately, including before and after a reporting clause</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use pronouns to refer back to subject/object</li> <li>• Use verb tense (including perfect), person and subject-verb agreement consistently and accurately</li> <li>• Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use pronouns to refer back to subject/object</li> <li>• Use verb tense (including perfect), person and subject-verb agreement consistently and accurately</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use speech punctuation accurately, including before and after a reporting clause</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use pronouns to refer back to subject/object</li> <li>• Use verb tense (including perfect), person and subject-verb agreement consistently and accurately</li> <li>• Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Use precise adjectives, adverbs and prepositions to create atmosphere and effect</li> <li>• Use figurative language to add detail and descriptions</li> <li>• Use 'show don't tell' techniques to encourage the reader to make inferences</li> <li>• Create atmosphere through use of language, sentence structure and punctuation for effect.</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>• Use different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb)</li> <li>• Use dialogue purposefully to provide information about characters</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise adjectives, adverbs and prepositions to create atmosphere and effect</li> <li>• Use figurative language to add detail and descriptions</li> <li>• Use 'show don't tell' techniques to encourage the reader to make inferences</li> <li>• Create atmosphere through use of language, sentence structure and punctuation for effect.</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>• Use different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb)</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise adjectives, adverbs and prepositions to create atmosphere and effect</li> <li>• Use figurative language to add detail and descriptions</li> <li>• Use 'show don't tell' techniques to encourage the reader to make inferences</li> <li>• Create atmosphere through use of language, sentence structure and punctuation for effect.</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>• Use different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb)</li> <li>• Use dialogue purposefully to provide information about characters and move the action on</li> </ul>

	 <b>Diary Recounts (imagined or in role)</b> 	 <b>Social Media Recounts (imagined or in role)</b> 
	<p>Children learn to recount from a character's viewpoint in the form of more than one diary entry, focusing on including emotions and feelings.</p>	<p>Children learn to recount in a very informal way, focusing on recounting events in real time for an audience.</p>
<b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>• Include the dates the diary entries were written</li> <li>• Express what type of day it has been</li> <li>• Organise the main body into paragraphs</li> <li>• Organise the information chronologically</li> <li>• Include only significant/relevant events or information</li> <li>• Include a closing reflection, revealing the writer's feelings, hopes and fears for the future.</li> </ul>	<ul style="list-style-type: none"> <li>• State what the event is, where it is happening and who it is happening to within the first post.</li> <li>• Use paragraphs (new posts) to organise ideas linked to a new event</li> <li>• Organise the information chronologically</li> <li>• Include a final post for the day, signing off and stating what the writer feels or thinks overall about the day's events</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use exclamatory sentences and rhetorical questions</li> <li>• Use pronouns to refer back to subject/object</li> <li>• Use correct tense, first person and subject-verb agreement consistently and accurately</li> <li>• Use reported speech to recount spoken word</li> <li>• Use modal verbs and adverbials to indicate possibility</li> <li>• Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use exclamatory sentences and rhetorical questions</li> <li>• Use pronouns to refer back to subject/object</li> <li>• Use correct tense, first person and subject-verb agreement consistently and accurately</li> <li>• Use reported speech to recount spoken word</li> <li>• Use modal verbs and adverbials to indicate possibility</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Use precise adjectives, adverbs and prepositions to clarify, emphasise feelings and reveal thoughts</li> <li>• Include opinions as well as facts</li> <li>• Use personal pronouns</li> <li>• Use language to reflect the role, thinking about formality and reflecting the overall theme and viewpoint</li> <li>• Use noun phrases to aid cohesion and add further detail</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> </ul>	<ul style="list-style-type: none"> <li>• Use precise adjectives, adverbs and prepositions to clarify, emphasise personal feelings and engage the reader</li> <li>• Include only relevant information</li> <li>• Include opinions as well as facts</li> <li>• Use personal pronouns</li> <li>• Use language to reflect the role, thinking about formality and reflecting the overall theme and viewpoint</li> <li>• Use noun phrases to aid cohesion and add further detail</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> </ul>

# TEXT TYPES

## New Learning

## Prior Learning





	 Acrostic Poetry	 Persuasive Speech	 Persuasive Brochure
	Children explore and experience a range of poetry through reading. In writing, they learn to compose acrostic poems.	Children learn to persuade the audience to make changes to their habits through a speech.	Children learn to persuade a visitor to go somewhere in the form of a brochure.
Structure and Organisation	<ul style="list-style-type: none"> <li>Choose a topic/themed word and arrange it vertically</li> <li>Begin each line with the next letter of that word</li> <li>Understand that acrostic poems do not need to rhyme</li> </ul>	<ul style="list-style-type: none"> <li>Include an opening which outlines the topic</li> <li>Elaborate upon points in the main body</li> <li>Use examples and evidence, including statistics, to support points made</li> <li>Include a conclusion which links back to the opening</li> </ul>	<ul style="list-style-type: none"> <li>Include an opening section which outlines the desirability of the destination</li> <li>Use sub-headings and fact boxes to organise information</li> <li>Select information to appeal to the audience</li> <li>Include images and slogans/taglines</li> <li>Include a conclusion which reiterates why the reader should visit</li> </ul>
Grammatical Features	<ul style="list-style-type: none"> <li>Use co-ordinating and subordinating conjunctions to link ideas</li> <li>Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Use modal verbs and adverbials to indicate possibility</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>Use exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view</li> <li>Use pronouns to refer back to subject/object</li> <li>Use correct tense, first person and subject-verb agreement consistently and accurately</li> <li>Use inverted commas accurately when including quotes or references</li> <li>Use reported speech to recount spoken word</li> <li>Use modal verbs and adverbials to indicate possibility, exploring modal verbs that express certainty and necessity, and offer a promise or commitment</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>Use exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view</li> <li>Use pronouns to refer back to subject/object</li> <li>Use correct tense, imperative verbs and subject-verb agreement consistently and accurately</li> <li>Use inverted commas accurately when including quotes or references</li> <li>Use reported speech to recount spoken word</li> <li>Use modal verbs and adverbials to indicate importance and offer a promise or commitment</li> <li>Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>
Language Features	<ul style="list-style-type: none"> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> <li>Use poetic devices such as alliteration, similes, metaphors, personification, imagery and rhythm to create effect</li> <li>Use precise adjectives, adverbs and prepositions to create atmosphere and effect</li> <li>Use 'show don't tell' techniques to encourage the reader to make inferences</li> </ul>	<ul style="list-style-type: none"> <li>Present opinions as facts</li> <li>Use emotive language to emphasise feelings</li> <li>Use technical vocabulary to convey knowledge and expertise</li> <li>Use comparisons (including comparatives and superlatives) and exaggeration</li> <li>Use the rule of three to convince the reader</li> <li>Use persuasive words and phrases, including emotive language and cautionary language</li> <li>Use techniques such as pandering and concession</li> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>Maintain an appropriately formal style to connect with an adult audience</li> </ul>	<ul style="list-style-type: none"> <li>Present opinions as facts</li> <li>Use emotive language to emphasise feelings</li> <li>Use technical vocabulary to convey knowledge and expertise</li> <li>Use the rule of three to convince the reader</li> <li>Use comparisons (including comparatives and superlatives) and exaggeration</li> <li>Use persuasive words and phrases, including emotive language and techniques such as pandering and condescension</li> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>Maintain an appropriately informal style to connect with the reader</li> <li>Use alliteration for effect</li> </ul>



# TEXT TYPES

## New Learning






## Prior Learning

	 <b>Non-Chronological Report (Website)</b>	 <b>Non-Chronological Report (Comparative)</b>	 <b>Tabloid Newspaper Report</b> 
	Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics.	Children learn to write factually about the same topic, linking to familiar books or wider curriculum topics. They begin to compare within a topic.	Children learn to recount and inform through writing tabloid newspaper reports that could be found in a national newspaper.
<b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>Use a heading to introduce the topic</li> <li>Write an introduction to outline the contents of the web page</li> <li>Use sub-headings to organise sections of information and to aid cohesion</li> <li>Use paragraphs to organise related information, grouping information from the general to more specific detail</li> <li>Make organisational decisions about how the website should look, including additional hyperlinked pages (e.g. key word glossary), fact boxes, tables, captioned pictures, bullet points, linked activities</li> </ul>	<ul style="list-style-type: none"> <li>Use a heading to introduce the topic</li> <li>Write an introduction to outline the contents of the comparative report</li> <li>Use sub-headings to organise sections of information and to aid cohesion</li> <li>Use paragraphs to organise related information, making choices about how comparisons are organised</li> <li>Include labelled diagrams where appropriate</li> <li>Include fun facts or a did you know section</li> <li>Define any key words in a glossary</li> <li>Use bullet points to break up key information</li> <li>Possibly include end-of-article activities such as a quiz or puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Include a short, catchy headline, including puns/wordplay</li> <li>Include a by-line with who is reporting</li> <li>Organise the article in columns</li> <li>Possibly include an image/map/table with caption</li> <li>Begin with an introduction which summarises the report (4Ws)</li> <li>Use paragraphs to sequence the events, adding more information and facts and answering how/why the event happened with some bias</li> <li>Close with a final comment about the article to re-orientate the reader, ensuring closing refers back to beginning</li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>Use correct tense, third person and subject-verb agreement consistently and accurately</li> <li>Use inverted commas accurately when including quotes or references</li> <li>Use reported speech when talking about uncertain facts e.g. it is said that, some people say that</li> <li>Use modal verbs adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information</li> <li>Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> </ul>	<ul style="list-style-type: none"> <li>Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>Use correct tense, third person and subject-verb agreement consistently and accurately</li> <li>Use inverted commas accurately when including quotes or references</li> <li>Use reported speech when talking about comparisons e.g. it is said that, some people say that</li> <li>Use modal verbs adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information</li> <li>Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> <li>Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>Explore and manage the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event and future to state what is going to happen</li> <li>Use inverted commas to show direct speech (e.g. witness statements)</li> <li>Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>Use third person and subject-verb agreement consistently and accurately</li> <li>Use modal verbs and adverbs to indicate possibility or probability</li> <li>Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> <li>Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>Maintain a suitable factual tone for older children</li> <li>Use technical vocabulary to demonstrate factual knowledge</li> <li>Use statistics to inform</li> <li>Use noun phrases, adverbs and prepositions to provide specific, factual detail</li> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Use a range of determiners.</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a suitably formal tone</li> <li>Use technical vocabulary to demonstrate factual knowledge</li> <li>Use statistics to inform</li> <li>Use noun phrases, adverbs and prepositions to provide specific, factual detail</li> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>Use a range of determiners</li> <li>Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to</li> <li>Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a suitable, less formal tone</li> <li>Use sensationalising, emotive language to show the viewpoint of the writer and evoke response</li> <li>Present relevant information concisely</li> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>Select words and phrases that support the “theme” of the newspaper report e.g. a positive event will use positive imagery/word choices throughout</li> <li>Use specific names of people and places</li> </ul>

# TEXT TYPES

## New Learning

## Prior Learning

	 <b>Procedural Text</b> 	 <b>Explanation</b> 	 <b>Discussion</b>
	Children learn to inform through a procedural text written as a step-by-step Survival Guide	Children learn to inform through explaining how or why something happens in the form of a comparative picture book.	Children learn to present two points of view through exploring persuasive arguments for and against a topic.
<b>Structure and Organisation</b>	<ul style="list-style-type: none"> <li>• Include a title which outlines what the procedural text is for</li> <li>• Include an opening statement which outlines the end goal/aim</li> <li>• Sequence the instructions chronologically with numbered steps</li> <li>• Keep the initial instruction sentences concise so the reader can follow the steps easily</li> <li>• Include additional detail following each step to support the reader's understanding</li> <li>• Close with a final statement, which may include warnings and/or top tips</li> <li>• Include diagrams where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Include a title which outlines what the explanation is for</li> <li>• Include an introduction page to explain what the main idea of the explanations is</li> <li>• Sequence two processes alongside each other (on a double page), including a visual representation and sections of writing for each stage of the cycle</li> <li>• Use comparative language on the second page of each stage, comparing the second life cycle to the first.</li> <li>• Include a conclusion to summarise the similarities and differences between the two cycles</li> <li>• Include fun facts or did you know boxes to include additional information</li> </ul>	<ul style="list-style-type: none"> <li>• Include a clear title which states the discussion topic (often a question)</li> <li>• Include an opening paragraph which summarises the discussion</li> <li>• Use paragraphs to outline arguments for and against</li> <li>• Use examples and supporting evidence, including statistics, to support points made</li> <li>• Include a conclusion which outlines the writer's position</li> <li>• <i>An alternative structure would be arguments and counter-arguments presented alternatively, one point at a time</i></li> </ul>
<b>Grammatical Features</b>	<ul style="list-style-type: none"> <li>• Use imperative verbs to form command sentences</li> <li>• Use modal verbs to suggest possibility/probability</li> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use mainly present tense, second person and subject-verb agreement consistently and accurately</li> <li>• Use negative command sentences to give tips or hints</li> <li>• Use rhetorical questions</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases.</li> <li>• Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use mainly present tense, first/third person and subject-verb agreement consistently and accurately</li> <li>• Use modal verbs adverbs to indicate possibility or probability</li> <li>• Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> <li>• Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of co-ordinating and subordinating conjunctions to link ideas</li> <li>• Use subordinate and relative clauses, in varied positions, to add detail and context</li> <li>• Use commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases</li> <li>• Use mainly present tense, first/third person and subject-verb agreement consistently and accurately</li> <li>• Use modal verbs adverbs to indicate possibility or probability</li> <li>• Use conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> <li>• Use brackets, dashes and/or commas to indicate parenthesis</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>• Maintain a suitably informal tone</li> <li>• Use a range of determiners to give precision and quantify</li> <li>• Use different imperative verbs to show how the instruction should be done</li> <li>• Use technical vocabulary for clarity</li> <li>• Use noun phrases, adverbs and prepositions to provide specific, factual detail and for clarity</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a suitably formal tone</li> <li>• Avoid use of imperative verbs to distinguish explanation from instruction</li> <li>• Use a range of determiners to give precision and quantify</li> <li>• Use adverbs and prepositions for clarity</li> <li>• Use noun phrases only for essential information</li> <li>• Use explanatory language to explain processes clearly</li> <li>• Use technical vocabulary to demonstrate factual knowledge</li> <li>• Use noun phrases, adverbs and prepositions to provide specific, factual detail</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>• Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to</li> <li>• Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as</li> </ul>	<ul style="list-style-type: none"> <li>• Use emotive language to emphasise opinion and evoke response</li> <li>• Use technical vocabulary to convey knowledge and expertise</li> <li>• Maintain a suitably impersonal tone until the final paragraph</li> <li>• Use statistics to inform</li> <li>• Use noun phrases, adverbs and prepositions to provide specific, factual detail</li> <li>• Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>• Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest</li> <li>• Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as</li> </ul>

# ENDPOINTS

As well as all the preceding statements from the previous year, the teaching of writing by the end of each term in Year 5 should enable children to:

Autumn		Spring		Summer	
Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.	Transcription	Apply taught spelling patterns and begin to use the most appropriate strategies to spell unfamiliar words within writing.
	Spell most Year 3/4 statutory words and begin to spell taught Year 5/6 statutory words correctly.		Spell most Year 3/4 statutory words correctly.		Spell the Year 3/4 statutory words correctly.
	Choose the correct spelling of taught homophones and near-homophones to match the context.		Spell many of the taught Year 5/6 statutory words correctly.		Spell most of the taught Year 5/6 statutory words correctly.
	Write with legible and consistent handwriting, with most joins correctly formed.		Write with legible and consistent handwriting, with most joins correctly formed.		Begin to maintain legibility in joined handwriting.
	Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.		Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.		Use editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.
Sentence Structure	Use commas after fronted adverbials, as well as in lists.	Sentence Structure	Begin to use brackets, dashes and/or commas to indicate parenthesis.	Sentence Structure	Use brackets, dashes and/or commas to indicate parenthesis.
	Begin to use commas to mark the boundary between a subordinate clause and a main clause.		Use commas to mark the boundary between a subordinate clause and a main clause.		Maintain consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.
	Put the apostrophe in the correct place within contractions and for singular and plural possession.		Begin to use commas for clarity correctly.		Use commas for clarity mostly correctly.
	Use inverted commas to punctuate a sequence of speech sentences mostly correctly.		Use speech punctuation accurately, including before and after a reporting clause.		Use speech punctuation accurately, including before and after a reporting clause.
	Use a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.		Begin to use relative clauses to extend sentences.		Use relative clauses to extend sentences.
	Use a range of verb tenses with increasing consistency.		Use verb tense, person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.		Use verb tense, person and subject-verb agreement consistently and accurately, matching the purpose of the writing.
	Use person and subject-verb agreement with increasing consistency.		Composition		Composition
	Vary sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.	Vary sentence structure through the use of relative, main and subordinate clauses and a wider range of phrases in order to clarify and add interest.			
	Describe settings and characters through carefully chosen descriptive language.	Describe settings and characters through carefully chosen descriptive and figurative language.			
	Begin to create atmosphere through use of language, sentence structure and punctuation for effect.	Create atmosphere through use of language, sentence structure and punctuation for effect.			
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.			
Composition	Write both narrative and non-narrative pieces for different purposes and audiences, including appropriate language, grammar and organisational features to aid the reader.	Composition	Write using both formal and informal styles.	Composition	Write using both formal and informal styles, beginning to vary language and grammar to suit the audience and purpose.
	Vary sentence structure through the use of main and subordinate clauses, fronted adverbials and prepositional phrases in order to clarify and add interest.		Use dialogue purposefully to provide information about characters and begin to use dialogue to move events forward.		Use dialogue purposefully to provide information about characters and/or move events forward.
	Describe settings and characters through descriptive language.		Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.		Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.
	Select vocabulary and grammar appropriate to the writing task in order to maintain purpose and engage the reader.		Begin to evaluate and redraft sections of writing in order to enhance and improve.		Begin to evaluate and redraft sections of writing in order to enhance and improve.
	Begin to use both formal and informal writing features.				
	Use dialogue to provide relevant information about characters.				
	Use paragraphs to organise ideas around a theme, making cohesive links between them.				
Begin to evaluate and redraft sections of writing in order to enhance and improve.					

# GREATER DEPTH ENDPOINTS

It is expected that children working at Greater Depth are more secure in the statements above as well as beginning to demonstrate **some** of the statements below in the autumn term, **most** in the spring term and **all of** the statements in the summer term.

Greater Depth

Write more sustained pieces, still maintaining sense of context, purpose and audience, using a range of devices to build cohesion within and across sentences and paragraphs.

Make some choices about:

- the organisation, structure and content of writing
- the use of formal and informal language and grammar features
- the manipulation of grammar and language for effect and context
- the use of written language structures, as well as those that mirror spoken language
- when to use additional punctuation to avoid ambiguity or for effect

to show a clear and consistent individual writer's voice, which reflects purpose and audience.

Use the language and techniques found in wider reading to enhance writing.

## SUPPORT FOR CHILDREN NOT WORKING AT ARE

It is important to have high expectations for all children, including those not working at Age Related Expectations. Where children are not working at ARE in their writing, we consider the following:


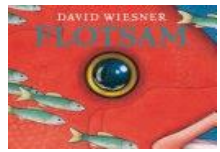




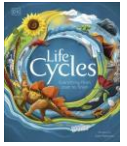


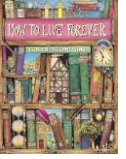




- Fine motor skills
- Letter formation
- Secure phonic code knowledge
- Secure segmenting knowledge
- Secure sentence-writing knowledge
- Secure paragraph-writing knowledge

We then make appropriate adaptations to the outcomes stated within our long term plan for individual children by following the ladder below:

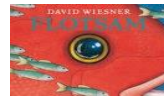
Overwriting letters written with a yellow pen	Forming letters independently, copying a model	Forming letters independently	Segmenting words and writing initial sounds	Segmenting dictated words and writing independently, using the taught phonic code	Choosing own words, segmenting and writing independently, using the taught phonic code	Segmenting dictated words to write a caption, using the taught phonic code	Choosing own words to write a caption, using the taught phonic code	Segmenting dictated words to write a sentence, using the taught phonic code
Choosing own words to write a sentence, using the taught phonic code	Segmenting dictated words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write more than one single-clause sentence, using the taught phonic code	Choosing own words to write a series of single-clause sentences, using the taught phonic code	Choosing own words to write a series of meaningful sentences, using the taught phonic code	Writing simple narrative and non-narrative pieces following Y2 curriculum and endpoints	Writing coherent narrative and non-narrative pieces following Y3 curriculum and endpoints	Writing organised, structured and effective narrative and non-narrative pieces following Y4 curriculum and endpoints	Writing appropriate narrative and non-narrative pieces for different purposes and audiences following Y5 curriculum and endpoints

These can be tracked back further to meet the needs of the individual child.

# LONG TERM PLAN

Autumn						
		Social media post recounts (in role)	Persuasive speech	Non-chronological report (website)	Setting description	Narrative (alternative viewpoint)
Spring						
	Diary recounts (in role)	Character episode	Explanation text (picture book)	Tabloid newspaper report	Story episode (parallel narrators)	Persuasive guide
Summer						
	Discussion text	Non-chronological report (comparative)	Acrostic Poetry	Narrative (flashback)	Procedural text (Survival guide)	Whole School Write

# AUTUMN 1



Stimulus

CAP

Main Focus

Additional Teaching Points

← →

Basic sentence writing skills and practice through the PVPG scheme of work.

**Context:** Social media post recounts (in role)  
**Audience:** Social media friends  
**Purpose:** To recount the events of Flotsam in the first person

**Context:** Persuasive speech  
**Audience:** Parents  
**Purpose:** To persuade parents to change their habits linked to plastic consumption

- Nouns (common and proper; collective and partitive, abstract)
- Verbs and verb phrases (being (and 'to have') and action; regular and irregular)
- Subject
- Building single-clause sentences using subject/verb and using pronouns within these
- Co-ordinating conjunctions
- Gerunds

- Using subordinate clauses in different positions, punctuating using a comma where appropriate.
- Using pronouns to refer back.
- Using modal verbs to indicate possibility.
- Using informal language features, including putting apostrophes in the correct place within contractions.

- Using modal verbs that express certainty and necessity offering a promise or commitment.
- Using persuasive words, phrases techniques such as cautionary language, pandering and concession.
- Using adverbials to build cohesion within paragraphs, using commas following these.
- Using formal language features, suitable for an adult audience.

- Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.
- Spelling most Year 3/4 statutory words and beginning to spell taught Year 5/6 statutory words correctly.
- Choosing the correct spelling of taught homophones and near-homophones to match the context.
- Writing with legible and consistent handwriting, with most joins correctly formed.
- Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.
- Using commas after fronted adverbials, as well as in lists.
- Putting the apostrophe in the correct place for singular and plural possession.
- Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
- Using a range of verb tenses with increasing consistency, choosing the correct tense within the posts.
- Using first person and subject-verb agreement with increasing consistency.
- Varying sentence structure through use of main and subordinate clauses, fronted adverbials and prepositional phrases to add interest.
- Beginning to evaluate and redraft sections of writing in order to enhance and improve.
- Using exclamatory sentences and rhetorical questions.
- Using reported speech to recount spoken word.
- Using precise adjectives, adverbs and prepositions to clarify, emphasise personal feelings and engage the reader.
- Including only relevant information.
- Including opinions as well as facts.  
Using personal pronouns.
- Using noun phrases and adverbials to aid cohesion and add further detail.

- Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.
- Spelling most Year 3/4 statutory words and beginning to spell taught Year 5/6 statutory words correctly.
- Choosing the correct spelling of taught homophones and near-homophones to match the context.
- Writing with legible and consistent handwriting, with most joins correctly formed.
- Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation in writing.
- Using commas after fronted adverbials, as well as in lists.
- Putting the apostrophe in the correct place for singular and plural possession.
- Using a variety of appropriate co-ordinating and subordinating conjunctions to write multi-clause sentences.
- Using a range of verb tenses with increasing consistency.
- Using second person and subject-verb agreement with increasing consistency.
- Varying sentence structure through use of main and subordinate clauses, fronted adverbials and prepositional phrases to add interest.
- Using paragraphs to organise ideas around a theme, making cohesive links between them.
- Beginning to evaluate and redraft sections of writing in order to enhance and improve.
- Using commas after fronted adverbials, including fronted subordinate clauses and prepositional phrases.
- Using exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker's view.
- Using inverted commas accurately when including quotes or references.
- Using reported speech to recount spoken word.
- Presenting opinions as facts.
- Using emotive language to emphasise feelings.
- Using technical vocabulary to convey knowledge and expertise.
- Using the rule of three.

- Rewrite one or more of the posts as diary entries, considering the structure and including personal thoughts and feelings.

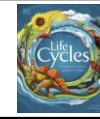
- Rewrite a section of the speech to target Year 3 children, considering the formality of writing.

# AUTUMN 2







# SPRING 1


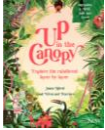


Stimulus			
CAP	<p><b>Context:</b> Diary recounts (in role as Odd)  <b>Audience:</b> Self  <b>Purpose:</b> To recount key events from the story through diary entries</p>	<p><b>Context:</b> Character episode  <b>Audience:</b> Parents  <b>Purpose:</b> To entertain the reader, showing them what a frost giant is like</p>	<p><b>Context:</b> Explanation text (picture book)  <b>Audience:</b> Year 6  <b>Purpose:</b> To explain the life cycle of a type of living thing</p>
Main Focus	<ul style="list-style-type: none"> <li>Using modal verbs to indicate possibility.</li> <li>Beginning to use relative clauses to extend sentences (who, which, that, where, when).</li> <li>Beginning to use brackets and dashes to indicate parenthesis.</li> <li>Using past perfect tense.</li> </ul>	<ul style="list-style-type: none"> <li>Using speech punctuation accurately, including before and after a reporting clause.</li> <li>Using dialogue purposefully to provide information about characters and begin to use it to move events forward.</li> <li>Beginning to use relative clauses to extend sentences (who, which, that, where, when, whose).</li> <li>Describing characters through carefully chosen descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use relative clauses to extend sentences (who, which, that, where, when, whose).</li> <li>Beginning to use brackets and commas to indicate parenthesis.</li> <li>Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to.</li> <li>Use fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling most Year 3/4 statutory words and many taught Year 5/6 statutory words correctly.</li> <li>Writing with legible and consistent handwriting, with most joins correctly formed.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Using commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Beginning to use commas for clarity correctly.</li> <li>Using past tense, first person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Using language to reflect the role, thinking about formality and reflecting the overall theme and viewpoint</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Using precise adjectives, adverbs and prepositions to clarify, emphasise feelings and reveal thoughts.</li> <li>Using personal pronouns.</li> <li>Use noun phrases to aid cohesion and add further detail</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling most Year 3/4 statutory words and many taught Year 5/6 statutory words correctly.</li> <li>Writing with legible and consistent handwriting, with most joins correctly formed.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Beginning to use brackets to indicate parenthesis.</li> <li>Using commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Beginning to use commas for clarity correctly.</li> <li>Using past tense, first person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Beginning to create atmosphere through use of language (including figurative language and 'show don't tell'), sentence structure and punctuation for effect.</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Using precise adjectives, adverbs and prepositions to create atmosphere and effect.</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Using different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb)</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling most Year 3/4 statutory words and many taught Year 5/6 statutory words correctly.</li> <li>Writing with legible and consistent handwriting, with most joins correctly formed.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Using commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Beginning to use commas for clarity correctly.</li> <li>Using present tense, first person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Writing using a formal tone</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Avoiding use of imperative verbs to distinguish explanation from instruction.</li> <li>Using a range of determiners to give precision and quantify.</li> <li>Using explanatory language to explain processes clearly.</li> <li>Using technical vocabulary to demonstrate factual knowledge.</li> <li>Using noun phrases, adverbs and prepositions to provide specific, factual detail.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Rewrite one of the recounts from the point of view of one of the Gods or the giant, considering the formality that would show their character.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a section of the episode to provoke a different response in the reader, e.g. sympathy, fear, disgust, selecting vocabulary and grammatical structures that reflect this change.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite one section of the explanation as a comparative paragraph, comparing the same stage of the life cycle for a different type of animal.</li> </ul>




# SPRING 2

Stimulus			
CAP	<p><b>Context:</b> Tabloid newspaper report  <b>Audience:</b> The general public (national)  <b>Purpose:</b> To recount an event in the style of a tabloid, sensationalising to show viewpoints</p>	<p><b>Context:</b> Story episode (parallel narrators)  <b>Audience:</b> Year 6  <b>Purpose:</b> To entertain the reader, showing the events from two points of view simultaneously</p>	<p><b>Context:</b> Persuasive guide  <b>Audience:</b> Visitors to York  <b>Purpose:</b> To persuade visitors to go to different attractions within York</p>
Main Focus	<ul style="list-style-type: none"> <li>Exploring and managing the shift between past and present tense e.g. present tense to describe on-going events, compared with past tense to recount the actual event and future to state what is going to happen.</li> <li>Using inverted commas to show direct speech (e.g. witness statements).</li> <li>Beginning to use relative clauses to extend sentences (who, which, that, where, when, whose).</li> <li>Beginning to use brackets and commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>Using dialogue purposefully to provide information about characters and begin to use it to move events forward.</li> <li>Using different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb).</li> <li>Using paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Varying sentence structure through position of clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use relative clauses to extend sentences (who, which, that, where, when, whose).</li> <li>Beginning to use brackets and commas to indicate parenthesis.</li> <li>Using comparisons (including comparatives and superlatives) and exaggeration.</li> <li>Using the rule of three, pandering and condescension to convince the reader.</li> <li>Using modal verbs and adverbials to indicate importance and offer a promise or commitment.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling most Year 3/4 statutory words and many taught Year 5/6 statutory words correctly.</li> <li>Writing with legible and consistent handwriting, with most joins correctly formed.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Using commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Beginning to use commas for clarity correctly.</li> <li>Using third person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Writing using a formal tone</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Using modal verbs and adverbs to indicate possibility or probability.</li> <li>Using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover).</li> <li>Maintaining a suitable, less formal tone.</li> <li>Presenting relevant information concisely.</li> <li>Using sensationalising, emotive language to show the viewpoint of the writer and evoke response.</li> <li>Select words and phrases that support the “theme” of the newspaper report e.g. a positive event will use positive imagery/word choices throughout</li> <li>Using specific names of people and places.</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling most Year 3/4 statutory words and many taught Year 5/6 statutory words correctly.</li> <li>Writing with legible and consistent handwriting, with most joins correctly formed.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Beginning to use brackets and commas to indicate parenthesis.</li> <li>Using commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Beginning to use relative clauses to extend sentences (who, which, that, where, when, whose).</li> <li>Beginning to use commas for clarity correctly.</li> <li>Using speech punctuation accurately, including before and after a reporting clause.</li> <li>Using past tense, first person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Beginning to create atmosphere through use of language (including figurative language and ‘show don’t tell’), sentence structure and punctuation for effect.</li> <li>Describing characters through carefully chosen descriptive language.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Using precise adjectives, adverbs and prepositions to create atmosphere and effect.</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling most Year 3/4 statutory words and many taught Year 5/6 statutory words correctly.</li> <li>Writing with legible and consistent handwriting, with most joins correctly formed.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Beginning to use brackets, dashes and/or commas to indicate parenthesis.</li> <li>Using commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Beginning to use commas for clarity correctly.</li> <li>Using present tense, second/third person and subject-verb agreement more consistently and accurately, matching the purpose of the writing.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Writing using an informal tone.</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Presenting opinions as facts.</li> <li>Using reported speech to recount spoken word.</li> <li>Using inverted commas accurately when including quotes or references.</li> <li>Using exclamatory sentences and rhetorical questions, drawing the listener in to consider the speaker’s view.</li> <li>Using alliteration for effect.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Rewrite the introduction to the newspaper report as a short radio news announcement.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite one part of the episode as a first-person narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite one section of the brochure as a persuasive note to a Year 4 pupil, encouraging them to visit that attraction when they go to York next year.</li> </ul>

# SUMMER 1

Stimulus		
CAP	<p><b>Context:</b> Discussion  <b>Audience:</b> Year 4  <b>Purpose:</b> To present two sides of an argument, using word and phrases that support the overall viewpoints of the discussion</p>	<p><b>Context:</b> Non-chronological report (comparative)  <b>Audience:</b> Parents  <b>Purpose:</b> To inform adult readers about a subject, enabling them to see similarities and differences between layers of the rainforest</p>
Main Focus	<ul style="list-style-type: none"> <li>Using brackets, dashes and/or commas to indicate parenthesis.</li> <li>Using modal verbs adverbs to indicate possibility or probability.</li> <li>Using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover).</li> <li>Using fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as.</li> </ul>	<ul style="list-style-type: none"> <li>Using modal verbs adverbs to indicate possibility e.g. adverbs and adverbials that provide generalised information</li> <li>Using reported speech when talking about comparisons e.g. it is said that, some people say that.</li> <li>Use a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> <li>Use language of comparison and contrast, e.g. use of comparatives and superlatives, phrases such as just like, similar to, very different to</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling the Year 3/4 statutory words and most taught Year 5/6 statutory words correctly.</li> <li>Beginning to maintain legibility in joined handwriting.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Maintaining consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Using commas for clarity mostly correctly.</li> <li>Using subordinate and relative clauses, in varied positions, to add detail and context.</li> <li>Using relative clauses to extend sentences.</li> <li>Use mainly present tense, first/third person and subject-verb agreement consistently and accurately.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Writing using an impersonal tone until the final paragraph.</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Use emotive language to emphasise opinion and evoke response</li> <li>Use technical vocabulary to convey knowledge and expertise</li> <li>Use statistics to inform</li> <li>Use noun phrases, adverbs and prepositions to provide specific, factual detail</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling the Year 3/4 statutory words and most taught Year 5/6 statutory words correctly.</li> <li>Beginning to maintain legibility in joined handwriting.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Maintaining consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Using commas for clarity mostly correctly.</li> <li>Using subordinate and relative clauses, in varied positions, to add detail and context</li> <li>Using relative clauses to extend sentences.</li> <li>Use mainly present tense, third person and subject-verb agreement consistently and accurately.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Writing using a formal tone.</li> <li>Use paragraphs to organise ideas around a theme, beginning to make cohesive links within and across them.</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Using conjunctive adverbs (e.g. however, therefore, in addition, also, moreover)</li> <li>Using technical vocabulary to demonstrate factual knowledge.</li> <li>Using statistics to inform.</li> <li>Using noun phrases, adverbs and prepositions to provide specific, factual detail.</li> <li>Using a range of determiners.</li> <li>Using fronted adverbials and subordinating conjunctions to draw similarities and differences e.g. unlike, whereas, as well as.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Rewrite the two sides of an argument as two first points of view, changing formality to represent the people being written as.</li> </ul>	<ul style="list-style-type: none"> <li>Write another text type that could be embedded within the comparative report, e.g. interview, instructions, explanation, mini fact-file, quiz, puzzle.</li> </ul>

# SUMMER 2

Stimulus			
CAP	<p><b>Context:</b> Acrostic poem  <b>Audience:</b> Parents  <b>Purpose:</b> To describe a rainforest animal within an acrostic poem</p>	<p><b>Context:</b> Narrative (flashback)  <b>Audience:</b> Parents  <b>Purpose:</b> To entertain the reader, showing a shift in time to reveal something about the character or storyline</p>	<p><b>Context:</b> Procedural text (survival guide)  <b>Audience:</b> People exploring a rainforest  <b>Purpose:</b> To tell the reader how to survive in the rainforest</p> <p>Whole School Write          To link to whole school context</p>
Main Focus	<ul style="list-style-type: none"> <li>Using poetic devices such as alliteration, similes, metaphors, personification, imagery and rhythm to create effect.</li> <li>Using 'show don't tell' techniques to encourage the reader to make inferences.</li> </ul>	<ul style="list-style-type: none"> <li>Using relative clauses to extend sentences, including beginning to use omitted relative pronouns where appropriate.</li> <li>Using the past perfect tense.</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> <li>Using dialogue purposefully to provide information about characters and move the action on, punctuating this accurately (including before and after a reporting clause).</li> </ul>	<ul style="list-style-type: none"> <li>Using different imperative verbs, prepositions adverbs and adverbials to show how the instruction should be done.</li> <li>Using brackets, dashes and/or commas to indicate parenthesis.</li> <li>Using a range of determiners to give precision and quantify within noun phrases (used for essential information).</li> <li>Using relative clauses to extend sentences, including beginning to use omitted relative pronouns where appropriate.</li> </ul>
Additional Teaching Points	<ul style="list-style-type: none"> <li>Beginning each line with the next letter of the themed word.</li> <li>Maintaining consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Using subordinate and relative clauses, in varied positions, to add detail and context.</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> <li>Using modal verbs and adverbials to indicate possibility,</li> <li>Using precise adjectives, adverbs and prepositions to create atmosphere and effect</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling the Year 3/4 statutory words and most taught Year 5/6 statutory words correctly.</li> <li>Beginning to maintain legibility in joined handwriting.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Using brackets, dashes and/or commas to indicate parenthesis.</li> <li>Maintaining consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Using commas for clarity mostly correctly.</li> <li>Using subordinate and relative clauses, in varied positions, to add detail and context.</li> <li>Using relative clauses to extend sentences.</li> <li>Using mainly past tense, third person and subject-verb agreement consistently and accurately.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Describing settings and characters through carefully chosen descriptive and figurative language.</li> <li>Creating atmosphere through use of language, sentence structure and punctuation for effect.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Using figurative language to add detail and descriptions.</li> <li>Using 'show don't tell' techniques to encourage the reader to make inferences.</li> <li>Using different sentence openers, such as an adjective, list of adjectives, -ing participle or -ed participle (with or without adverb).</li> </ul>	<ul style="list-style-type: none"> <li>Applying taught spelling patterns and beginning to use the most appropriate strategies to spell unfamiliar words within writing.</li> <li>Spelling the Year 3/4 statutory words and most taught Year 5/6 statutory words correctly.</li> <li>Beginning to maintain legibility in joined handwriting.</li> <li>Using editing skills to increase the accuracy of tense, subject-verb agreement, spelling and punctuation (in particular when marking boundaries between clauses) in writing.</li> <li>Maintaining consistency in the use of commas to mark the boundary between a subordinate clause and a main clause.</li> <li>Using commas for clarity mostly correctly.</li> <li>Using subordinate and relative clauses, in varied positions, to add detail and context.</li> <li>Using relative clauses to extend sentences.</li> <li>Using mainly present tense, second person and subject-verb agreement consistently and accurately.</li> <li>Varying sentence structure through the use of main and subordinate clauses, some use of relative clauses and a wider range of phrases in order to clarify and add interest.</li> <li>Beginning to evaluate and redraft sections of writing in order to enhance and improve.</li> <li>Maintaining a suitably informal tone.</li> <li>Using technical vocabulary,</li> <li>Using a range of conjunctions, pronouns and adverbials to build cohesion across and within paragraphs and to avoid repetition.</li> </ul>
← →	<ul style="list-style-type: none"> <li>Write another acrostic poem, focusing on provoking a different feeling in the reader e.g. fear, wonder.</li> </ul>	<ul style="list-style-type: none"> <li>Rewrite a the flashback by choosing a change in atmosphere and mood (e.g. comedic, horror), selecting precise vocabulary for meaning, effect and emphasis.</li> </ul>	<ul style="list-style-type: none"> <li>Write another text type that could be embedded within the survival guide, e.g. interview, explanation, mini fact-file, review, recount.</li> </ul>