

# N3-4 Writing



Writing outcomes	
<b>Autumn</b>	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing.</li><li>• Tell an adult about the marks they make.</li><li>• Write some of their name.</li></ul>
<b>Spring</b>	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li><li>• Write some or all of their name.</li></ul>
<b>Summer</b>	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li><li>• Write some or all of their name.</li><li>• Write some letters accurately.</li></ul>



# Reception Writing



Writing outcomes	
<b>Autumn</b>	<ul style="list-style-type: none"><li>• Write their first name without a reference.</li><li>• Orally plan a sentence for an adult to scribe.</li></ul>
<b>Spring</b>	<ul style="list-style-type: none"><li>• Create a simple narrative using vocabulary introduced through a text.</li><li>• Form lower-case and capital letters correctly.</li><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li></ul>
<b>Summer</b>	<ul style="list-style-type: none"><li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Form lower-case and capital letters correctly.</li></ul>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Developing Vocabulary and Sentences:</b> (2 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, pupils will learn how to select words that are most appropriate to describe a character, and to develop these words into sentences that form the foundations for characterisation.</p> <p>They will be introduced to nouns and adjectives and will use some adjectives that have been modelled to them to create character descriptions and a shared class poem.</p> <p>They will practise orally rehearsing and writing their retelling of the story of <i>Beegu</i>, putting it into their own words.</p>	<p><b>Beegu</b> (Alexis Deacon)</p> <p><b>POETRY TEXT:</b> <b>'Today I Feel'</b> - Gervase Phinn (from <b>Poems to Perform</b> - Julia Donaldson)</p>	<ul style="list-style-type: none"> <li>To leave spaces between words</li> <li>To use capital letters for names of people</li> <li>To punctuate sentences with a capital letter and a full stop</li> <li>To recognise nouns and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Short Narratives:</b> (2 weeks)</p>	<p>Pupils will continue to develop their understanding and use of appropriate vocabulary in different contexts.</p> <p>They will learn more about capital letters and how to accurately use them to punctuate their sentences. This will include learning about using a capital letter for the personal pronoun 'I'. Pupils will apply their learning by writing a diary entry (in role as the beast). They will also retell the story from the point of view of the beast.</p>	<p><b>The Lonely Beast</b> (Chris Judge)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences with a capital letter and a full stop</li> <li>To leave spaces between words</li> <li>To use a capital letter for the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> <li>To use capital letters for names of people</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Narratives:</b> (1 week)</p>	<p>In this unit, pupils will have a chance to develop their own story and be given time to write it, publish it and role play it with other pupils in their class, inviting feedback and suggestions for improvement, based on the impact on the reader and audience.</p>	<p><b>Ralph Tells A Story</b> (Abby Hanlon)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences with a capital letter and full stop</li> <li>To leave spaces between words</li> <li>To use capital letters for names of people and for the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Developing Description:</b> (2 weeks)</p>	<p>In this unit, pupils will build upon their understanding of nouns and adjectives (introduced in previous units). They will learn, practise and apply the spelling rule for adding -s or -es for plural nouns within their writing.</p> <p>Pupils will be given the opportunity to create notices and posters for the school community and develop descriptions of their own favourite toys as part of their own game of 'hide and seek' (just like the one in the shared text). This will lead to the development of a class book about their favourite toys.</p>	<p><b>Lost in the Toy Museum</b> (David Lucas)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences with a capital letter and full stop</li> <li>To use capital letters for names of people</li> <li>To leave spaces between words</li> <li>To use the spelling rule for adding -s or -es as the plural marker for nouns</li> <li>To recognise nouns</li> <li>To recognise adjectives</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Developing Narrative Structure:</b> (2 weeks)</p>	<p>Pupils will continue to develop their phonological awareness (as they discover and write words with consonant clusters) and they will consolidate their use of capital letters and full stops to punctuate sentences.</p> <p>Pupils will also be introduced to verbs, learning about their function within a sentence and beginning to recognise them. They will build upon their understanding of narrative structure by creating their own stories based on sticks (or another object) that they find on a local walk by retelling, acting out and writing down their ideas.</p>	<p><b>Stanley's Stick</b> (John Hegley &amp; Neal Layton)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences with a capital letter and full stop</li> <li>To leave spaces between words</li> <li>To use capital letters for the names of people and for the personal pronoun 'I'</li> <li>To use a capital letter for days of the week</li> <li>To recognise verbs</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> <li>To recognise nouns (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing About Real Life:</b> (2 weeks)</p>	<p>In this unit, pupils will further their understanding of what it means to write to inform by looking closely at 'The Big Book of the UK' and other models of informative writing.</p> <p>Pupils will apply this knowledge to create their own non-fiction booklets about something important to them (e.g. their own heritage and cultural background, their school and the local community, or another topic they are really interested in and know lots about!) They will start to develop their use of conjunctions, using 'and' to join ideas.</p>	<p><b>The Big Book of the UK</b> (Imogen Russell Williams &amp; Louise Lockheart)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences with a capital letter and full stop</li> <li>To use capital letters for names of places</li> <li>To join words and clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>To write recognisable letters, most of which are correctly formed (ELG: Writing, 2020)</li> <li>To spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG: Writing, 2020)</li> <li>To write simple phrases and sentences that can be read by others (ELG: Writing, 2020)</li> <li>To leave spaces between words (Y1)</li> <li>To use capital letter for names of people and for the personal pronoun 'I' (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating a Scene &amp; Poetry:</b> (2 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, pupils will investigate the use of question marks and begin to use them in their own writing .</p> <p>They will have the opportunity to devise their own questions to ask the characters in the story (through role play). They will also create their own scene using questions in speech bubbles.</p> <p>Pupils will develop their understanding of alliteration and onomatopoeia through the creation of their own poem.</p>	<p><b>Little Red &amp; Rapunzel</b> (Bethan Woollvin)</p> <p><b>POETRY TEXT:</b> <b>Daydreams and Jellybeans</b> (Alex Wharton &amp; Katy Riddell)</p>	<ul style="list-style-type: none"> <li>• To punctuate sentences using a question mark</li> <li>• To join words and clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for the names of people and places (Y1)</li> <li>• To punctuate sentences with a capital letter and full stop (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Inventing Narratives:</b> (3 weeks)</p>	<p>In this unit, pupils will develop their own 'mixed-up' fairytale, combining their knowledge of fairytales to create their own unique story. The story of 'Billy and the Beast' will be used for pupils to make intertextual links with the fairytales they know, encouraging them to do the same in their own writing.</p> <p>Pupils will also review and practise their use of questions, as well as creating their own character descriptions, using a selection of words using the prefix un- (e.g. unkind, unhappy, unlucky).</p>	<p><b>Mixed Up Fairy Tales</b> (Hilary Robinson &amp; Nick Sharratt)</p> <p><b>Billy and the Beast</b> (Nadia Shireen)</p>	<ul style="list-style-type: none"> <li>• To use the prefix un-</li> <li>• To punctuate sentences with a capital letter and full stop or question mark</li> <li>• To join words and clauses using 'and'</li> <li>• To use the word 'but' to show a contrast</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people and places (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Developing Punctuation:</b> (2 weeks)</p>	<p>In this unit, pupils will be introduced to the exclamation mark. They will learn about what it looks like and how and why it is used by writers. They will also learn about how it helps the reader and how they should respond to it as a reader, when reading aloud. Pupils will also use and apply their previous learning on the use of 'and to join ideas, and the use of a capital letter for the personal pronoun 'I' within a new 'comic book' context.</p> <p>They will create their own comic scene, based on their own ideas, using the book <i>Traction Man</i> as inspiration. Creating their comic scene provides pupils with an ideal opportunity to apply all that they have learned within their writing.</p>	<p><b>Traction Man is Here</b> (Mini Grey)</p>	<ul style="list-style-type: none"> <li>• To punctuate sentences using an exclamation mark</li> <li>• To use a capital letter for the personal pronoun 'I'</li> <li>• To join words and clauses using 'and'</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people, places and days of the week (Y1)</li> <li>• To punctuate sentences with a capital letter and a full stop or question mark (Y1)</li> <li>• To use the word 'but' to show a contrast</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Developing Punctuation and Vocabulary:</b> (2 weeks)</p>	<p>In this unit, pupils will further their understanding of the different word classes of nouns, verbs and adjectives and they will use this knowledge to develop their sentences.</p> <p>They will create their own fact files using questions (e.g. Did you know.....?) about Space and famous astronauts such as Mae Jemison.</p>	<p><b>Look Up!</b> (Nathan Byron)</p>	<ul style="list-style-type: none"> <li>• To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To join words and clauses using 'and'</li> <li>• To use the word 'but' to show a contrast</li> <li>• To recognize, nouns, verbs and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people and places (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing A Report:</b> (2 weeks)</p>	<p>In this unit, pupils will continue thinking about how we are moved to write to inform and they will look at a range of model texts to find out about the features of a report.</p> <p>They will apply their knowledge to create a report about their own imaginary planet.</p>	<p><b>Here We Are</b> (Oliver Jeffers)</p>	<ul style="list-style-type: none"> <li>• To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• To understand the term 'conjunction'</li> <li>• To use the word 'because' to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for people and places (Y1)</li> <li>• To use a capital letter for personal pronoun 'I' (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Descriptions:</b> (2 weeks) <b>POETRY LINK</b></p>	<p>In this unit, pupils will investigate root words and applying the suffix '-ing', to change the meaning of words.</p> <p>They will apply these spelling rules to descriptions of the pictures in the wordless picture book 'Journey'.</p> <p>Pupils will create their own story and poem based on the images from 'Journey'.</p>	<p><b>Journey</b> (Aaron Becker)</p> <p><b>POETRY TEXT:</b> <b>Out &amp; About: The First Book of Poems</b> (Shirley Hughes)</p>	<ul style="list-style-type: none"> <li>To use the suffix -ing, where no change is needed in the spelling of root words</li> <li>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To recognise nouns, verbs and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use capital letters for names of people and places(Y1)</li> <li>To understand the term conjunction (Y1)</li> <li>To join words and clauses using 'and' (Y1)</li> <li>To use the word 'but' to show a contrast (Y1)</li> <li>To use the word 'because' to give reasons (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Recounts:</b> (2 weeks)</p>	<p>In this unit, pupils will continue to investigate root words and the use of the suffix -ed in order to use the past tense in their writing.</p> <p>They will apply this to creating a recount based on the text 'On the Way Home', describing their real everyday journeys to and from school, mixed with imaginary encounters.</p>	<p><b>On the Way Home</b> (Jill Murphy)</p>	<ul style="list-style-type: none"> <li>To use the suffix -ed, where no change is needed in the spelling of root words</li> <li>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To use capital letters for the days of the week</li> <li>To use a capital letter for personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use capital letters for names of people, places (Y1)</li> <li>To join words and clauses using 'and' (Y1)</li> <li>To use the word 'but' to show a contrast (Y1)</li> <li>To use the word 'because' to give reasons (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Instructions:</b> Nimesh the Adventurer (1 week)</p>	<p>In this unit, pupils will continue to consider what it means to write to inform. They will look at a range of instructional texts and write their own instructions for an invented class board game.</p> <p>They will use some of the imaginary situations and instructional language from 'Nimesh the Adventurer' to write their a sets of instructions for a range of penalty and reward cards for their game.</p>	<p><b>Nimesh the Adventurer</b> (Ranjit Singh)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To join words and clauses using 'and'</li> <li>To use the word 'but' to show a contrast</li> <li>To use the word 'because' to give reasons</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use capital letters for names of people and places (Y1)</li> <li>To understand the term conjunction (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing Letters:</b></p> <p>(2 weeks)</p>	<p>In this unit, pupils will continue to think about how and why we are moved to write to inform. They will look at a range of letters to investigate their features and write their own letters to and from the characters in the story of 'Where The Wild Things Are'. They will also write letters to inform their chosen reader of what has been happening in class (during this unit).</p> <p>Pupils will continue to practise the use of past tense in their writing, using the suffix '-ed' where no change is needed in the spelling of the root word.</p>	<p><b>Where the Wild Things Are</b> (Maurice Sendak)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To use the suffixes -ed, -ing, -er and -est where no change is needed in the spelling of root words</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use capital letters for names of people, places and days of the week (Y1)</li> <li>To use a capital letter for personal pronoun 'I' (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Creating Fact Files</b></p> <p>(2 weeks)</p>	<p>In this unit, pupils will be writing fact files to share information about different careers. They will develop their questioning skills and will interview a range of visitors who work in the local community, such as: police officers, postal workers and builders. The visitors' responses will feed into their fact file on their chosen vocation.</p>	<p><b>Ada Twist, Scientist</b> <b>Rosie Revere, Engineer</b> <b>Iggy Peck, Architect</b> (Andrea Beaty)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To use a capital letter for the names of people, places, the days of the week</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use a capital letter for personal pronoun 'I' (Y1)</li> <li>To join words and clauses using 'and' (Y1)</li> <li>To use the word 'but' to show a contrast (Y1)</li> <li>To use the word 'because' to give reasons (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing About Real Events:</b></p> <p>All About Year 1!</p> <p>(2 weeks)</p>	<p>In this unit, pupils will reflect on their time in Year 1, discussing the advice they would like to pass on to the next Year 1 class.</p> <p>They will create their own memory books and 'top tips' (written in the form of instructions) for being a good friend and student in Year 1.</p>	<p><b>Meesha Makes Friends</b> (Tom Percival)</p>	<ul style="list-style-type: none"> <li>To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To use a capital letter for the names of people, places, the days of the week and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words (Y1)</li> <li>To join words and clauses using 'and' (Y1)</li> <li>To use the word 'but' to show a contrast (Y1)</li> <li>To use the word 'because' to give reasons (Y1)</li> </ul> <p><b>Year 1 Writing composition objectives are built into every Writing Unit.</b></p>



	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Poetry:</b> (2 weeks) <b>POETRY UNIT</b></p>	<p>In this unit, pupils will develop their understanding of poetry and free verse, developing their vocabulary and word choice. They will also learn about the structure of a haiku and will create their own haikus, by carefully thinking about the number of syllables in the words they choose.</p> <p>They will create a shared class poem about being back at school, and then go on to make their own poem about something or someone they love.</p>	<p><b>Thinker: My Puppy Poet and Me</b> (Eloise Greenfield)</p>	<ul style="list-style-type: none"> <li>• To develop positive attitudes and stamina towards writing by creating poetry</li> <li>• To use expanded noun phrases to describe and specify</li> <li>• To divide words into syllables</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To use the word 'because' to give reasons (Y1)</li> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Developing Humour and Rhyme:</b> (1 week) <b>POETRY LINK</b></p>	<p>In this unit, pupils will develop their use of rhyme in order to write to entertain their reader -a younger audience (chosen by the pupils).</p> <p>They will practise using exclamation marks and question marks in order to develop their understanding of how to punctuate sentences and they will create their own text in the style of Dr Seuss.</p>	<p><b>Green Eggs and Ham</b> (Dr Seuss)</p>	<ul style="list-style-type: none"> <li>• To understand the term homophone and know a few common homophones.</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To use the word 'because' to give reasons (Y1)</li> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>• To learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling. (Y1)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing to Inform:</b></p> <p>Instructions</p> <p>(2 weeks)</p>	<p>In this unit, pupils will be introduced to the comma and how it can be used to separate items in a list (as exemplified in a cumulative story, such as 'The Disgusting Sandwich')</p> <p>They will practise using commas in a list to describe their own class sandwich.</p> <p>Pupils will also write instructions for creating their own disgusting sandwiches, or another revolting creation of their choice, understanding and applying the use of commands in this form of writing.</p>	<p><b>The Disgusting Sandwich</b> (Gareth Edwards)</p>	<ul style="list-style-type: none"> <li>• To use commas for lists</li> <li>• To use expanded noun phrases to describe and specify</li> <li>• To use sentences with different forms – commands</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To use the word 'because' to give reasons (Y1)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Personal Narratives:</b></p> <p>(2 weeks)</p>	<p>In this unit, pupils will develop their use of expanded noun phrases and they will learn how to use the simple present tense and simple past tense accurately and consistently.</p> <p>Pupils will look closely at how an important moment in a child's life is narrated in 'The Proudest Blue'(and other examples). They will use the texts they have studied, as inspiration for their two writing outcomes. They will continue a letter from Ayisa (writing in the present tense). Then they will go on to write their own personal narrative (in the past tense), about an important moment in their own lives so far - such as the first day at school.</p>	<p><b>The Proudest Blue</b> (Ibtihaj Muhammad)</p>	<ul style="list-style-type: none"> <li>• To use expanded noun phrases to describe and specify</li> <li>• To use the simple present tense and simple past tense correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To join words and clauses using 'and' (Y1)</li> <li>• To use the word 'but' to show a contrast (Y1)</li> <li>• To use the word 'because' to give reasons (Y1)</li> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>• To use commas for lists (Y2)</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Connecting Ideas within Narratives:</b> (2 weeks)</p>	<p>In this unit, pupils will focus on developing an understanding of the term clause and the use of co-ordinating conjunctions to link clauses. They will also practise their use of simple past tense, alongside being introduced to the progressive past tense.</p> <p>Pupils will collect their own 'pebble' and tell and write their own favourite stories that inspire them or provide joy. Pupils will create published versions of their stories to place in a box with their pebble and to take home and retell to their friends and/or families.</p>	<p><b>Lubna and Pebble</b> (Wendy Meddour)</p>	<ul style="list-style-type: none"> <li>• To understand the term 'clause'</li> <li>• To use co-ordination (using or, and, but)</li> <li>• To use the simple past tense and progressive past tense correctly and consistently</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly</li> </ul>	<ul style="list-style-type: none"> <li>• To leave spaces between words (Y1)</li> <li>• To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>• To understand the term 'conjunction' (Y1)</li> <li>• To recognise verbs (Y1)</li> <li>• To use the suffix -ed, where no change is needed in the spelling of root words (Y1)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Letters:</b> (2 weeks)</p>	<p>In this unit, pupils will investigate different ways in which we write to inform, exploring similarities of language and layout. Pupils will review their understanding of the simple present tense and simple past tense alongside learning how to use the progressive present tense.</p> <p>They will continue to develop their use of co-ordinating conjunctions in their writing, and they will also build on their understanding of commands and look at the use of exclamations as a sentence type.</p> <p>Pupils will create their own letters and possibly cards/postcards for their chosen readers – ranging from family members to neighbours, friends, and perhaps even Father Christmas!</p>	<p><b>Paddington's Post</b> (Michael Bond)</p>	<ul style="list-style-type: none"> <li>• To use the progressive present tense correctly and consistently</li> <li>• To use sentences with different forms: statements, questions, commands and exclamations</li> </ul>	<ul style="list-style-type: none"> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• To use co-ordination (using or, and, but) (Y2)</li> <li>• To use expanded noun phrases to describe and specify (Y2)</li> <li>• To use the simple present tense accurately and consistently (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<b>Developing Punctuation:</b> (1 week)	In this unit, pupils will be introduced to the apostrophe. They will learn how to use an apostrophe for contracted forms. They will use these in their writing when they write speech bubbles, representing dialogue from 'Don't Let the Pigeon Drive the Bus', and when creating their own scenes of a story, based on a similar theme.	<b>Don't Let the Pigeon Drive the Bus!</b> (Mo Willems)	<ul style="list-style-type: none"> <li>To use an apostrophe for contracted forms</li> <li>To spell words with contracted forms</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<b>Creating Persuasive Texts:</b> (3 weeks)	In this unit, pupils will be explicitly taught about another writing purpose - that of writing to persuade. Pupils will develop their understanding of how to use an apostrophe by applying it to show singular possession and they will develop their understanding of sentence structure, using a variety of subordinating conjunctions.  Pupils will investigate some example texts that demonstrate persuasive language, such as adverts, posters and letters. They will create their own persuasive letters and posters based on the text. They will also write their own persuasive texts, based on something they feel strongly about, for an audience of their choice, such as a family member or friend.	<b>The King Who Banned the Dark</b> (Emily Haworth-Booth)	<ul style="list-style-type: none"> <li>To use an apostrophe for singular possession</li> <li>To use the simple present tense and the progressive present tense correctly and consistently</li> <li>To use subordination (using when, if, that, because)</li> </ul>	<ul style="list-style-type: none"> <li>To leave spaces between words (Y1)</li> <li>To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use commas for lists (Y2)</li> <li>To use apostrophes for contraction (Y2)</li> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>To use co-ordination (using or, and, but) (Y2)</li> <li>To understand the term 'clause' (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<b>Writing About Real Life:</b> (1 week)	In this unit, pupils will be given the opportunity to find out more about the jobs of the grown-ups that they see every day in their school. They will conduct interviews with grown-ups from their school community, writing their own questions to ask them.  Pupils will record the answers and use this information to create reports (written in the present tense) for a chosen audience.	<b>What Do Grown Ups Do All Day?</b> (Virginie Morgand)	<ul style="list-style-type: none"> <li>To use the simple present tense and the progressive present tense correctly and consistently</li> <li>To use sentences with different forms - statements and questions</li> <li>To use subordination (using when, if, that, or because) and co-ordination (using or, and, but) to join ideas</li> </ul>	<ul style="list-style-type: none"> <li>To use capital letters for names of people, places, the days of the week and the personal pronoun 'I' (Y1)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use apostrophes for contraction (Y2)</li> <li>To use sentences with different forms – exclamations and commands (Y2)</li> <li>To use an apostrophe for singular possession (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing unit</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Developing Vocabulary:</b> (2 weeks)</p> <p><a href="#">POETRY LINK</a></p>	<p>In this unit, pupils will develop their understanding of different word classes by identifying adverbs and adjectives and using them in their writing. They will also develop their understanding of a verb, as a word used to describe an action, state or occurrence and they will learn that verbs are crucial to sentence structure.</p> <p>Pupils will create their own poems, linked to the ideas found in the class text, and begin to use some figurative language - similes.</p>	<p><b>The Dragon Machine</b> (Helen Ward)</p> <p><b>POETRY TEXT:</b> <b>Tiger, Tiger, Burning Bright:</b> (Poetry Anthology by Fiona Waters)</p>	<ul style="list-style-type: none"> <li>To use the simple past tense and the progressive past tense correctly and consistently</li> <li>To recognise, use and know the functions of adverbs</li> <li>To form adjectives using the suffixes -ful and -less</li> <li>To recognise, use, and know the functions of verbs, nouns and adjectives</li> </ul>	<ul style="list-style-type: none"> <li>To use expanded noun phrases to describe and specify (Y2)</li> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use the simple present tense correctly and consistently (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Fact Files:</b> (2 weeks)</p>	<p>In this unit, pupils will learn more about present tense verb forms, and apply these to their writing, as well as consolidating their use of a comma to separate items in a list.</p> <p>They will look at different texts to see how information can be presented. They will then create their own 'fact files' about their own imaginary monster or dragon.</p>	<p><b>Monstrous Book of Monsters</b> (Jonny Duddle &amp; Aleksei Bitskoff)</p> <p><b>Dragon World</b> (Tamara Macfarlane &amp; Alessandra Fusi)</p>	<ul style="list-style-type: none"> <li>To use the simple present tense and the progressive present tense correctly and consistently</li> <li>To use commas for lists</li> <li>To use an apostrophe for singular possession</li> </ul>	<ul style="list-style-type: none"> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use apostrophes for contraction (Y2)</li> <li>To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing Explanations:</b> (2 weeks)</p>	<p>In this unit, pupils will develop their understanding of how to write to inform, by writing their own explanations about how a range of everyday objects work, for younger children in the school.</p> <p>They will develop their understanding of the present progressive tense, commas for lists and apostrophes and they will apply all of this to their own writing.</p>	<p><b>Until I Met Dudley</b> (Roger McGough)</p>	<ul style="list-style-type: none"> <li>• To use the simple present tense and the progressive present tense correctly and consistently</li> <li>• To use commas for lists</li> <li>• To use an apostrophe for singular possession and for contraction</li> <li>• To recognise, use and know the functions of adverbs.</li> </ul>	<ul style="list-style-type: none"> <li>• To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>• To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas (Y2)</li> <li>• To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<b>Developing Description:</b> (2 weeks) <b>POETRY LINK</b>	<p>In this unit, pupils will develop their use of apostrophes in their writing, as well as developing a more detailed descriptive writing style. They will create descriptive passages based on the Anthony Browne picture book 'The Tunnel' and they will create a shared class poem based on one of the key images from the story.</p>	<p><b>The Tunnel</b> (Anthony Browne)</p> <p><b>POETRY TEXT:</b> <b>The Trouble with My Brother</b> (Brian Patten -in <b>Poems to Perform</b>, Julia Donaldson)</p>	<ul style="list-style-type: none"> <li>To use an apostrophe for singular possession</li> <li>To use the simple past tense and the progressive past tense correctly and consistently</li> <li>To use expanded noun phrases to describe and specify</li> <li>To recognise, use, and know the functions of verbs, nouns, adjectives and adverbs</li> <li>To form nouns using suffixes –ness and –er</li> </ul>	<ul style="list-style-type: none"> <li>To use commas for lists (Y2)</li> <li>To use apostrophes for contraction (Y2)</li> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<b>Writing Recounts:</b> (2 weeks)	<p>In this unit, pupils will consolidate their understanding of the past tense, including the past progressive form, and apply this in their own writing.</p> <p>Pupils will write a recount about their own exploratory walk /educational visit/ trip out. This might be a recount of a time when they searched for and found something (<i>like in Hide and Seek</i>). Alternatively, it could simply be a recount of a visit/trip or walk that they have been on, and have particularly enjoyed or found interesting e.g. <i>A trip to the beach, to a museum or to the zoo.</i></p>	<p><b>Hide and Seek</b> (Anthony Browne)</p>	<ul style="list-style-type: none"> <li>To use the simple past tense and the progressive past tense correctly and consistently</li> <li>To use commas for lists</li> <li>To recognise, use, and know the functions of verbs, nouns, adjectives and adverbs</li> </ul>	<ul style="list-style-type: none"> <li>To use apostrophes for contraction and for singular possession (Y2)</li> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use subordination (using when, if, that, or because) and co-ordination (using or, and or but) to join ideas (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<b>Inventing Narratives:</b> (2 weeks)	<p>In this unit, pupils will consolidate their understanding of the structure of a narrative, using a greater range of writerly techniques such as varying their sentence length depending on the intended impact on the reader.</p> <p>They will create their own stories based on an imaginary night-time adventure.</p>	<p><b>Gorilla</b> (Anthony Browne)</p>	<ul style="list-style-type: none"> <li>To use an apostrophe for singular possession and contraction</li> <li>To use expanded noun phrases to describe and specify</li> <li>To use the simple past tense and the progressive past tense correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>To use commas for lists (Y2)</li> <li>To use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join ideas (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing Instructions:</b> (1 week)</p>	<p>In this unit, pupils will use different sentence types to create commands in the form of an instructional text.</p> <p>They will use <i>How to Babysit a Grandma</i> as a model to plan and write their own set of instructions for younger pupils, including their top tips for success in Year 2.</p>	<p><b>How to Babysit a Grandma</b> (Jean Reagan)</p>	<ul style="list-style-type: none"> <li>To use sentences with different forms: questions, statements, exclamations and commands</li> </ul>	<ul style="list-style-type: none"> <li>To use full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>To use commas for lists (Y2)</li> <li>To use apostrophes for contraction correctly (Y2)</li> <li>To use apostrophes for singular possession correctly (Y2)</li> <li>To use subordination (using when, if, that, because) and co-ordination (using or, and, but) to join their ideas (Y2)</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Developing Persuasive Language:</b> (2 weeks)</p>	<p>In this unit, pupils will revisit the writing purpose of persuasion and start to develop their use of rhetorical questions in their writing.</p> <p>They will begin by creating persuasive posters about something that they feel strongly about. They will then move on to write persuasive letters to inspire community change.</p>	<p><b>The Promise</b> (Nicola Davies)</p> <p><b>Wangari's Trees of Peace</b> (Jeanette Winter)</p>	<ul style="list-style-type: none"> <li>To use subordination (using when, if, that, or because) and co-ordination (using or, and or but)</li> </ul>	<ul style="list-style-type: none"> <li>To use full stops, capital letters, exclamation marks, question marks (Y2)</li> <li>To use commas for lists (Y2)</li> <li>To use apostrophes for contraction correctly (Y2)</li> <li>To use apostrophes for singular possession correctly (Y2)</li> <li>To use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>To understand the term 'clause'</li> </ul> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing to Inform:</b> (2 weeks)</p>	<p>In this unit, pupils will be provided with multiple opportunities to apply their knowledge of a range of punctuation, grammar and spelling rules that they have learnt in Key Stage One.</p> <p>They will be creating informative leaflets about a local area, considering the audience for their writing.</p>	<p><b>Africa, Amazing Africa</b> (Atinuke)</p>	<ul style="list-style-type: none"> <li>To use commas for lists, apostrophes for contraction and apostrophes for singular possession correctly</li> <li>To use expanded noun phrases to describe and specify</li> <li>To begin to understand how choices in vocabulary and grammar can affect purpose and audience</li> </ul>	<p>To use full stops, capital letters, exclamation marks, question marks, commas for lists.</p> <p><b>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One writing objectives not yet met, through one-to-one, group or whole class conferencing.</b></p> <p><b>Year 2 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Poetry:</b> (1 week)</p>	<p>In this unit, pupils will continue to develop their understanding of poetry, its conventions and purposes.</p> <p>They will review their knowledge of the basic word classes, developing their understanding of how language contributes to meaning, and how context can be used to determine the meaning and origins of words.</p> <p>Pupils will experiment with language, rhythm and rhyme before creating and performing their own nonsense poems.</p>	<p><b>Core text:</b> <i>Jabberwocky</i> – Lewis Carroll</p>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina towards writing by creating poetry</li> <li>• Discuss language, extending interest in the meaning and origin of words</li> <li>• Develop an understanding of how choices in vocabulary and punctuation can impact on audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for proper nouns (the name of a particular person, place or thing) (Y1)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Recognise and know the functions of nouns, verbs and adjectives in writing (Y2)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Developing Description:</b> (3 weeks)</p>	<p>In this unit, pupils will develop their understanding of the use of description within narrative, learning how the careful selection of words and phrases can create vivid images and have specific effects on their reader.</p> <p>They will review their prior learning on how to describe and specify nouns, and will learn how to use prepositions to provide the reader with additional detail about time and place.</p> <p>Pupils will practise describing characters, settings and events from the story before creating their own imaginative descriptive pieces inspired by music, just like the characters in the book!</p>	<p><b>Core text:</b> <i>Once Upon an Ordinary School Day</i> - Colin McNaughton</p>	<ul style="list-style-type: none"> <li>• Understand the term 'preposition', recognising examples of their use</li> <li>• Use prepositions to add detail about time and place</li> <li>• Correctly use a or an according to whether the next word begins with a consonant or vowel</li> <li>• Make choices about vocabulary that shows an understanding of purpose and audience (e.g. by choosing words that make the reader feel a specific way about a character)</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Separate items in a list with commas (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Instructions:</b> (2 weeks)</p>	<p>In this unit, pupils will review their understanding of the features and purpose of instructional writing from their KS1 learning.</p> <p>Pupils will continue to develop their understanding of how to connect their ideas and add specific detail to their writing using adverbs, conjunctions and prepositions.</p> <p>They will experiment with interspersing instructional commands with additional informative and entertaining detail, learning about writing for a dual purpose.</p> <p>They will apply their learning to planning and writing their own fictional set of instructions inspired by the core text for the unit.</p>	<p><b>Core text:</b> <i>Instructions – Neil Gaiman</i></p>	<ul style="list-style-type: none"> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. if, when, because, although)</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. by both entertaining and informing the reader)</li> <li>• Use adverbs and prepositions to add detail about time and place</li> </ul>	<ul style="list-style-type: none"> <li>• Use the present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something in progress (Y2)</li> <li>• Correctly use a or an according to whether the next word begins with a consonant or vowel (Y3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Separate items in a list with commas (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Write sentences with more than one clause using subordinating and co-ordinating conjunctions (Y2)</li> <li>• Recognise and know the functions of adverbs (Y2)</li> <li>• To understand the term 'clause' (Y2)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing to inform:</b> (2 weeks)</p>	<p>In this non-fiction unit, pupils will continue to develop their understanding about the purpose and features of writing to inform.</p> <p>They will focus on the organisation of their ideas, learning how to group related material into paragraphs and how to use simple layout devices, such as headings and sub-headings to guide their reader through the text.</p> <p>Pupils will apply their learning to creating their own information texts about their chosen dinosaur species to collate into a class non-fiction 'book'.</p>	<p><b>Core text:</b> <i>Day of the Dinosaurs – Steve Brusatte</i></p>	<ul style="list-style-type: none"> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Understand how to use simple devices to organise material and aid presentation</li> <li>• Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about</li> </ul>	<ul style="list-style-type: none"> <li>• Use the past or present tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something is or was in progress (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Use prepositions to add detail about time and place (Y3)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<b>Developing Dialogue</b> (3 weeks)	<p>In this unit, pupils will build on their existing knowledge of the structure and features of narrative writing, with a focus on their purpose and audience.</p> <p>They will revisit the ways in which they can entertain their reader by creating vivid imagery and evoking emotional responses, linking back to their learning from their recent 'Developing Description' unit.</p> <p>Pupils will learn how and why dialogue is used in narrative, practising how to punctuate direct speech using inverted commas.</p> <p>They will plan, write and edit a new story based on the one they have shared, applying their new and revisited narrative writing skills.</p>	<p><b>Core text:</b> <i>Stone Age Boy - Satoshi Kitamura</i></p> <p><b>Linked Texts:</b> <i>Day of the Dinosaurs - Steve Brusatte</i> <i>Ug: Boy Genius of the Stone Age - Raymond Briggs</i></p>	<ul style="list-style-type: none"> <li>• Understand the uses and purposes of dialogue in narrative writing</li> <li>• Use inverted commas around words being spoken to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Add detail by expressing time and place (Y3)</li> <li>• Make choices about vocabulary that shows an understanding of purpose and audience (e.g. by evoking specific responses in the reader) (Y3)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<b>Investigating Viewpoint:</b> Twisted Fairy Tales (2 weeks)	<p>Building on their learning about narrative writing from the Autumn Term, pupils will learn about the narrator's viewpoint, exploring how a change in the perspective a narrative is told from, affects content, vocabulary and grammar.</p> <p>Pupils will choose a familiar classic tale they would like to retell from the first-person point of view of one of the key characters, deciding how the original events will be 'twisted' and making careful choices about their use of language and grammar accordingly.</p>	<p><b>Core text:</b> <i>The True Story of the Three Little Pigs</i> by Jon Scieszka</p> <p><b>Linked text:</b>  <i>A Tale of Two Beasts</i> – Fiona Robertson</p>	<ul style="list-style-type: none"> <li>Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories using familiar characters)</li> <li>Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms (Y2)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>Use apostrophes to mark missing letters (Y2)</li> <li>Use the past tense consistently throughout a piece of writing, sometimes using progressive verb forms to show something was in progress (Y2)</li> <li>Use inverted commas around words being spoken to punctuate direct speech (Y3)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>
<b>Discussion:</b> Fairy Tale Crimes (2 weeks)	<p>In this unit, pupils will be introduced to the purpose and features of discussion, reviewing their Autumn Term learning on how to group related ideas into paragraphs.</p> <p>They will learn about the importance of examining both sides of an argument before making a judgement, using supporting evidence to justify opinions.</p> <p>Pupils will choose a topic on which to write a short discussion text of their own.</p>	<p><b>Model text included</b></p> <p><b>Optional additional text:</b>  <i>Who Pushed Humpty Dumpty &amp; Other Notorious Nursery Tale Mysteries</i> – David Levinthal</p>	<ul style="list-style-type: none"> <li>Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. choosing language and grammar to demonstrate impartiality)</li> <li>Use adverbs and conjunctions to express cause</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>Use a wide range of conjunctions to create multi-clause sentences (e.g. whilst, as, although) (Y3)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>
<b>Reporting:</b> Fairy Tale Crimes (2 weeks)	<p>In this unit, pupils will examine the features of news reports, learning about their primary purpose in informing the reader and how this affects content, grammar and vocabulary.</p> <p>Pupils will learn how to punctuate quotations, reviewing their prior learning on the use of inverted commas.</p> <p>They will apply their learning to creating a basic written news report on a topic of their choice, such as a recent or historical event, or a fairy tale or nursery rhyme crime.</p>	<p><b>Model text included</b></p>	<ul style="list-style-type: none"> <li>Make choices about grammar and vocabulary that shows an understanding of purpose and audience (e.g. applying the features of informative writing)</li> <li>Use inverted commas around words being spoken to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>Make correct and consistent use of the present and past tense, including progressive forms (Y2)</li> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>Group related ideas into paragraphs in non-fiction writing (Y3)</li> <li>Use simple devices to organise material and aid presentation (Y3)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Fact Files:</b> (2 weeks)</p>	<p>Building on their prior learning of writing to inform, pupils will create fact files to inform others (perhaps about themselves and their class), making decisions about the form and presentation of their writing in line with their chosen audience.</p> <p>They will continue to develop their understanding of how to structure their writing into paragraphs, signalling to their reader what each section is about, and using simple layout devices to aid presentation and organisation.</p>	<p><b>Core text:</b> <i>This is How We Do It: One Day in the Lives of Seven Kids from around the World</i> – Matt Lamothe</p>	<ul style="list-style-type: none"> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about</li> <li>• Understand how to use the present perfect verb form</li> <li>• Use prepositions to add detail about time and place</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. as, although, while, whereas, yet, though)</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Make correct and consistent use of the present tense, including progressive form (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use capital letters for names and the personal pronoun 'I' (Y1)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Traditional Fables:</b> (3 weeks)</p> <p><b>POETRY LINK</b></p>	<p>Pupils will share a selection of fables, identifying the features and themes that run across them.</p> <p>They will review their prior learning on narrative writing, including the use of inverted commas to punctuate dialogue, whilst developing their understanding of paragraphing and cohesion in fiction.</p> <p>Pupils will develop their own morals, characters and plots, creating their own brief narrative in the style of a fable, before summarising their story, reworking it into a poetic form of their choice.</p>	<p><b>Core text:</b> <i>Selection of Traditional Fables (e.g. Aesop's Fables)</i></p>	<ul style="list-style-type: none"> <li>• Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>• Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative)</li> <li>• Use inverted commas around words being spoken to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use capital letters for names and the personal pronoun 'I' (Y1)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Make correct and consistent use of the past tense, including progressive forms (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Atmosphere:</b> (4 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, pupils will focus on how language and grammar can be carefully selected to create atmosphere, learning how this affects a reader's emotional response to the text.</p> <p>Pupils will explore how different moods have been created across a shared text, before writing their own version of the narrative from a first-person viewpoint. They will choose or create a character whose perspective they would like to re-tell the story from, making decisions about how that viewpoint will affect the events of the narrative, and the language and grammar used to tell it.</p> <p>Using the rich vocabulary they have built as part of their narrative writing, pupils will also create, present and perform poetry, revisiting their understanding of different poetic forms and devices, and learning about the use of personification to create vivid images for their audience.</p>	<p><b>Core text:</b> <i>Escape From Pompeii</i> – <i>Cristina Balit</i></p>	<ul style="list-style-type: none"> <li>• Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. by creating changes in mood)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>• Understand how to use the past perfect verb form</li> <li>• Use inverted commas around words being spoken to punctuate direct speech</li> <li>• Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative)</li> </ul>	<ul style="list-style-type: none"> <li>• Make correct and consistent use of the past tense, including progressive forms (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Write sentences with different forms (Y2)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing to inform:</b> (2 weeks)</p>	<p>Pupils will review and develop their understanding of non-fiction writing, consolidating their understanding of the types of language and grammar used to inform the reader.</p> <p>They will revisit how to organise their ideas into paragraphs around a particular topic, and how sub-headings and other layout devices can aid the structure and presentation of information.</p> <p>Pupils will choose a topic for their own informative text, generating content and making decisions about how to present their information to their reader.</p>	<p><b>Core text:</b> <i>Earth Shattering Events</i> -<i>Robin Jacobs</i></p>	<ul style="list-style-type: none"> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Use appropriate headings and sub-headings in non-fiction writing to tell the reader what each section of writing is about</li> <li>• Sometimes use the present perfect verb form</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. applying the features of informative writing)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. as, so, if, because, although)</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Make correct and consistent use of the past and present tense, including progressive forms (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> </ul> <p><b>Year 3 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing to Persuade: Adverts &amp; Reviews</b> (2 weeks)</p>	<p>In this unit, pupils will learn about the purpose and features of persuasion, building on their KS1 knowledge.</p> <p>They will examine how careful choices in language, grammar and structure can contribute to the persuasive effect on the audience, reviewing their prior learning of the four different sentence forms and the related punctuation, learning how each can enhance meaning when writing to persuade.</p> <p>Pupils will apply their learning to writing adverts and reviews for fictional inventions inspired by a shared text.</p>	<p><b>Core text:</b> <i>Izzy Gizmo – Pip Jones</i></p>	<ul style="list-style-type: none"> <li>• Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. applying the features of persuasive writing)</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3)</li> <li>• Use apostrophes to mark missing letters (Y2)</li> </ul>
<p><b>Letter Writing:</b> (3 weeks)</p>	<p>Pupils will share 'The Day The Crayons Quit', using knowledge from their previous writing units to identify features of writing to inform and to persuade within the letters in the story.</p> <p>They will learn about the structure of letters, reviewing their prior learning on grouping related material into paragraphs and making links between ideas.</p> <p>Pupils will practise writing their own fictional persuasive letters from the point of view of a classroom object, before choosing their own real-life audience and purpose to apply their letter-writing skills (e.g. <i>writing a letter to their new teacher to introduce themselves or writing a letter to their parent persuading them to take them on a special trip in the school holidays, etc.</i>)</p>	<p><b>Core text:</b> <i>The Day The Crayons Quit – Drew Daywalt</i></p>	<ul style="list-style-type: none"> <li>• Group related ideas into paragraphs in non-fiction writing (e.g. every sentence in each paragraph should be about the same topic)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions</li> <li>• Make choices about vocabulary, grammar and structure that show an understanding of purpose and audience (e.g. by adapting language and grammar according to the recipient of the letter)</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences with different forms (Y2)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use expanded noun phrases to describe and specify (Y2)</li> <li>• Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)</li> </ul>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Developing Description:</b> (3 weeks)</p>	<p>In this fiction unit, pupils will continue to develop their understanding of the use of description within narrative, learning how the careful selection of words and phrases can create vivid images and have specific effects on their reader.</p> <p>They will build on their prior learning of how to create expanded noun phrases, and how to express time and place, in order to give their reader precise detail and to make connections across their writing.</p> <p>Pupils will practise describing characters and settings from the core text before applying their new learning to creating an original narrative based on what they have read.</p>	<p><b>Core text:</b> <i>The Building Boy – Ross Montgomery</i></p>	<ul style="list-style-type: none"> <li>• Understand the terms ‘pronoun’ and ‘possessive pronoun’, recognising examples of their use</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas around words being spoken to punctuate direct speech (Y3)</li> <li>• Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use fronted adverbials, demarcated with commas, to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing to Inform:</b> (3 weeks)</p>	<p>Pupils will review their knowledge of the features and purpose of writing to inform, developing their understanding of how authors make choices about vocabulary and grammar according to purpose and audience.</p> <p>They will build on their existing understanding of how to group related material, by learning to organise their ideas into structured paragraphs around a theme.</p> <p>They will continue to develop their use of expanded noun phrases, learning to give precise detail to their reader through the use of modifying adjectives, nouns and prepositional phrases.</p> <p>Pupils will apply their learning to creating two fictional ‘informative’ texts – a report and a letter - about the discovery of a new species of dragon.</p>	<p><b>Core text:</b> <i>Dragonology: The Complete Book of Dragons – Dugald Steer et al.</i></p>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme in non-fiction writing (e.g. a topic sentence introducing the theme followed by related ideas)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>• Understand how authors make choices about vocabulary and grammar according to their purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Make correct and consistent use of the present and past tense, including progressive and perfect forms (Y2/3)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Use apostrophes to mark missing letters and singular possession (Y2)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing Short Stories:</b> (2 weeks)</p>	<p>In this unit, pupils will continue to develop their understanding of purpose and audience by looking at how they can create different effects on their reader when writing to entertain.</p> <p>Building on their 'Developing Description' unit, pupils will further develop their understanding of how to paint vivid images for their reader through their vocabulary and grammar choices when describing characters and settings.</p> <p>Inspired by the short stories shared as a class, plus their own ideas, experiences, and wider reading, pupils will plan and write their own original short stories, creating and developing character, setting and plot.</p>	<p><b>Core text:</b> <i>A varied collection of age-appropriate short stories with different themes/characters/settings/origins</i></p> <p>(e.g. <i>The Story Shop: Stories for Literacy – Nikki Gamble; Puffin Book of Stories for 8 Year Olds – Wendy Cooling</i>)</p>	<ul style="list-style-type: none"> <li>• Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>• Make correct and consistent use of the present or past tense, including progressive and perfect forms (Y2/3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>• Use commas after fronted adverbials (Y4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) (Y3)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p style="text-align: center;"><b>Creating Narrative: Traditional Tales</b> (3 weeks)</p>	<p>Pupils will share a selection of traditional tales, exploring their shared conventions and themes and reviewing the key elements and structural features of narrative writing.</p> <p>Building on their learning from the Autumn Term, pupils will investigate techniques used by the authors of these traditional tales to develop characters, setting and plot, before creating their own to use when writing a new, original tale.</p>	<p><b>Core text:</b> <i>Usborne Illustrated Arabian Nights</i></p>	<ul style="list-style-type: none"> <li>Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters)</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>Group related ideas into paragraphs in fiction writing (e.g. paragraphs for each section of narrative) (Y3)</li> <li>Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>Use commas after fronted adverbials (Y4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>
<p style="text-align: center;"><b>Dual Purpose Writing:</b> (3 weeks)</p>	<p>Using the 'Atlas of Animal Adventures' book, and clips and scripts from David Attenborough wildlife documentaries, pupils will examine how the dual purpose of writing to inform and to entertain affects the tone, structure, vocabulary and grammar of the text.</p> <p>Pupils will use this understanding to plan, write and record their own dual purpose wildlife voiceovers.</p>	<p><b>Core text:</b> <i>Atlas of Animal Adventures – Rachel Williams/ Emily Hawkins</i></p>	<ul style="list-style-type: none"> <li>Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience (e.g. clear differences in language to entertain and language to inform)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>Show an understanding of some of the differences between Standard English and non-standard English (e.g. by using 'I aint' or 'we was' when writing dialogue)</li> </ul>	<ul style="list-style-type: none"> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>Use fronted adverbials to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>Make correct and consistent use of the present tense, including progressive and perfect forms (Y2/3)</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Narrative:</b> (2 weeks)</p>	<p>In this unit, pupils will use 'The Great Kapok Tree', to gain knowledge and vocabulary for writing, and to explore ways to create vivid images for the reader.</p> <p>They will learn about structuring a full narrative, using paragraphs to organise their ideas, and fronted adverbials and prepositions to create cohesion by expressing time and place.</p> <p>Using a short animation as a stimulus to generate ideas for plot, character and setting, pupils will apply their learning to writing their own substantial narrative with a rainforest setting.</p>	<p><b>Core text:</b> <i>The Great Kapok Tree</i> –Lynn Cherry</p>	<ul style="list-style-type: none"> <li>Organise ideas into paragraphs around a theme in narrative (e.g. new paragraphs for a change in time or place)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Persuasion:</b> Save the rainforest campaign (3 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this multi-text unit, pupils will develop their prior knowledge of the purpose and features of persuasion.</p> <p>They will explore the use of persuasive devices in a range of text types, including poetry, learning how material is adapted to suit different audiences and text types within a shared purpose.</p> <p>They will design and create several persuasive texts as part of a campaign to save the rainforest.</p> <p>Pupils will choose their own text types and audiences, and make decisions about their vocabulary, tone, structure and grammar accordingly.</p>	<p><b>Poetry Text:</b> <i>There's a 'Rangtan in my Bedroom</i> - James Sellick <i>and Frann Preston-Gannon</i></p>	<ul style="list-style-type: none"> <li>Make choices about vocabulary, structure and grammar that show an understanding of purpose and audience</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases</li> <li>Use apostrophes to mark plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>Use apostrophes to mark missing letters and singular possession (Y2)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing to Entertain:</b> (3 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, pupils will develop their understanding of how to engage and entertain their audience.</p> <p>They will choose interesting moments from their own lives to recount, both verbally and in writing, learning how to embellish and exaggerate events to maximize the impact on their audience, and continuing to develop their use of rich and varied language to create vivid descriptions.</p> <p>Pupils will apply their learning to creating and performing entertaining anecdotal recounts based on real moments from their lives.</p>	<p><b>Core text:</b> <i>Quick! Let's Get Out of Here</i> - Michael Rosen</p>	<ul style="list-style-type: none"> <li>• Show an understanding of the differences between Standard English and non-Standard English</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech</li> <li>• Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>• Write sentences with different forms (Y2)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Discussion:</b> (3 weeks)</p>	<p>Building on their Year 3 discussion unit, pupils will continue to develop their understanding of the purpose and features of discussion texts, learning to use a formal tone in writing.</p> <p>Using the book 'This or That?' to promote curiosity and discussion, pupils will learn to carefully consider opposing arguments before making a judgement, using supporting evidence to justify their opinions.</p> <p>They will learn how to structure simple discussion texts using paragraphs organised around a topic sentence, and review how to create cohesion through the use of conjunctions, adverbials and appropriate noun and pronoun references.</p>	<p><b>Core text:</b> <i>This or That?</i> Pippa Goodheart</p>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas)</li> <li>• Show an understanding of the differences between Standard English and non-Standard English</li> <li>• Make choices about vocabulary and grammar that shows an understanding of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Use apostrophes to mark missing letters and for singular and plural possession (Y2/4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Author Study:</b> (3 weeks)</p>	<p>In this unit, pupils will consolidate all of their Year 3 and 4 learning about narrative writing.</p> <p>They will share several stories by the same author, looking at their shared features and themes and exploring how punctuation, vocabulary, grammar and structure are used to create specific effects on the reader.</p> <p>Pupils will create their own original narrative non-fiction text, written in the style of the chosen author.</p>	<p><b>Core texts:</b> <i>Ride The Wind; My Butterfly Bouquet; Hummingbird - Nicola Davies</i></p>	<ul style="list-style-type: none"> <li>Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters)</li> <li>Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place)</li> <li>Make choices about punctuation, vocabulary and grammar that show an understanding of purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>Make correct and consistent use of the present and/or past tense, including progressive and perfect forms (Y2/3)</li> <li>Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3)</li> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules (e.g. end of sentence punctuation is within the speech marks) to indicate direct speech (Y4)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Biography:</b> (2 weeks)</p>	<p>This unit introduces pupils to biographies.</p> <p>They will share several examples, exploring their key features and content in line with their primary purpose to inform, and examining how careful structural, grammatical and vocabulary choices help to gain and maintain the reader's interest.</p> <p>Pupils will apply their learning to planning, writing, editing and publishing their own biographies on a subject of their choice, making their own decisions about the content and structure of their writing.</p>	<p><b>Core text:</b> <i>Inventors: Incredible stories of the world's most ingenious inventions – Robert Winston</i></p>	<ul style="list-style-type: none"> <li>Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition</li> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> </ul>	<ul style="list-style-type: none"> <li>Make correct and consistent use of the past tense, including progressive and perfect forms (Y2/3)</li> <li>Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> <li>Use simple devices to organise material and aid presentation (Y3)</li> </ul> <p><b>Year 4 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Poetry:</b> (1 week)</p>	<p>In this unit, pupils will continue to develop their understanding and enjoyment of poetry, its conventions and purpose.</p> <p>They will share and respond to a wide range of poems from a single poet, exploring musicality, rhythm and rhyme and developing their understanding of how poetry can be used to express thoughts, feelings and opinions.</p> <p>Pupils will examine and experiment with a variety of poetic devices and performance techniques, learning how these can be used to gain and maintain the interest of the audience.</p> <p>They will apply their learning to drafting, composing and performing their own poem in a style and of a subject of their choice, choosing their audience and the desired effect they wish to have on them.</p>	<p><b>Core text:</b> <i>Rhythm and Poetry - Karl Nova</i></p>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina towards writing by creating poetry</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters for names and the personal pronoun 'I' (Y1)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Character &amp; Setting:</b> Painting A Picture with Words (3 weeks)</p>	<p>In this fiction unit, pupils will learn how to create vivid images for their reader using 'show don't tell' techniques.</p> <p>They will learn about the ways in which they can maximise the desired effect on their reader through their vocabulary and grammar choices.</p> <p>Pupils will revisit and build upon their prior learning on ways in which to build atmosphere and add precise detail to their writing.</p> <p>They will practise creating character and setting descriptions based on a shared animation, before applying their learning to creating an original character and setting-driven, short story with a simple plot.</p>	<p><b>Stimulus:</b> <i>'Catch A Lot' animation</i></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Make correct and consistent use of the present and/or past tense, including progressive and perfect forms (Y2/3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Organise ideas into paragraphs around a theme in fiction (e.g. <i>new paragraphs for a change in time, place, person or event</i>) (Y4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing to Inform &amp; Discuss: Comparative writing</b></p> <p>(2 weeks)</p>	<p>In this unit, pupils will explore the conventions of informative and discursive writing, building on their prior learning of these writing purposes from previous year groups.</p> <p>They will learn about the language, grammar and tone used to examine similarities and differences, building their repertoire of comparative and contrasting language to link ideas within writing, and learning how to use parenthesis to give additional information and detail to their reader.</p> <p>They will apply their learning to creating a comparative report on a subject of their choice (e.g. a comparison of two or more characters in a book they have read; a comparison between the film and book versions of the same story; a comparison between two similar products or animals, etc.)</p>	<p><b>Core text:</b> <i>What's The Difference?</i> – Emma Strack</p>	<ul style="list-style-type: none"> <li>Use adverbs (e.g. perhaps, surely) and modal verbs (e.g. should, might, will) to show how likely something is</li> <li>Understand the term 'parenthesis' recognising examples of its use</li> <li>Use brackets to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>Build cohesion within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4)</li> <li>Use a wide range of conjunctions to create multi-clause sentences (e.g. although, while) (Y3)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>Use simple devices to organise material and aid presentation (Y3)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Creating a New Chapter:</b></p> <p>(3 weeks)</p>	<p>Building on their learning from their recent 'Character and Setting' unit, pupils will continue to progress their understanding of ways to create and develop effective characters, settings and atmosphere in narrative writing.</p> <p>They will learn how to use dialogue to advance the narrative's plot and to show their reader more about a character's temperament, personality traits, mood or emotions, and will learn about the importance of building pace and tension to maintain the reader's interest.</p> <p>Pupils will apply their learning to writing a new chapter for a story they have shared, creating a new character and plotline to fit seamlessly into the existing narrative.</p>	<p><b>Core text:</b> <i>The Invention of Hugo Cabret</i> – Brian Selznick</p>	<ul style="list-style-type: none"> <li>Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> <li>Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>Use commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> </ul>	<ul style="list-style-type: none"> <li>Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>Build cohesion within and across paragraphs (Y5)</li> <li>Understand the term 'parenthesis' recognising examples of its use</li> <li>Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4)</li> <li>Use commas to support the reading and understanding of a text (in lists, to mark fronted adverbials, to separate clauses when used with a conjunction) (Y2/4)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Explanations:</b> (2 weeks)</p>	<p>Pupils will revisit the key conventions of writing to inform and will learn about features unique to explanations as a specific type of informative text, exploring the use of causal language to link cause and effect.</p> <p>They will build on their previous non-fiction units, continuing to develop their understanding of how to structure material into paragraphs, creating cohesion across the text, and using layout devices to organise material and aid presentation.</p> <p>Pupils will apply their learning to planning and writing their own explanation texts on a topic of their choice, making careful decisions about their vocabulary, grammar and structure to enhance meaning and effect on the reader.</p>	<p><b>Core text:</b> <i>The Way Things Work</i> –David Macaulay</p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary, grammar and structure to enhance meaning and effect on the reader</li> <li>• Build cohesion within and across paragraphs</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Use simple devices to organise material and aid presentation (Y3)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Understand the term 'parenthesis' recognising examples of its use (Y5)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Recounts:</b> (3 weeks)</p>	<p>In this unit, pupils will learn about the purposes and features of recounts, and the different forms they can take in writing.</p> <p>In line with their purpose, audience and text type, they will review and consolidate their prior learning of different past tense verb forms, including progressive and perfect forms, and continue to build their repertoire of devices to build cohesion within and across paragraphs.</p> <p>Pupils will recount events from 'Shackleton's Journey', writing a selection of personal recounts from the point of view of a crew member, and a news report, adapting their content, vocabulary, grammar and tone according to their different viewpoints, purposes, text types and audience.</p>	<p><b>Core text:</b> <i>Shackleton's Journey – William Grill</i></p>	<ul style="list-style-type: none"> <li>• Use verb tenses consistently and correctly throughout a piece of writing</li> <li>• Understand the term 'relative pronoun' and their function</li> <li>• Use relative pronouns to add an additional clause about a noun</li> <li>• Use commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>• Build cohesion within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (e.g. new paragraphs for a change in time or place) (Y4)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating Pace and Tension in Narrative:</b> (3 weeks)</p>	<p>In this fiction unit, pupils will examine how an author creates vivid and well-rounded characters and settings and an exciting and engaging plot for their reader.</p> <p>Pupils will learn how the reader's interest can be gained and maintained through the building of pace and tension, examining different techniques that can be used to create this.</p> <p>They will plan and write another adventure that the central character of a story they have shared could experience, focusing on the construction of pace and tension to grip their reader.</p>	<p><b>Core text:</b> <i>Varjak Paw – S F Said</i></p>	<ul style="list-style-type: none"> <li>Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> <li>Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4)</li> <li>Express time, place and cause using conjunctions, adverbs and prepositions (Y3)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing to Entertain:</b> (3 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, based around a narrative poetry text, pupils will explore different ways they can maximise the impact of their writing on their audience.</p> <p>They will explore a wide range of poetic forms and literary devices, examining how choices in vocabulary, grammar, punctuation and structure contribute to meaning and effect on the reader.</p> <p>Pupils will write their own poems, on topics of their choice, practising and experimenting with different poetic forms and devices, before applying their learning from the unit to writing a new narrative, inspired by the shared text, written using poetry or prose.</p>	<p><b>Core text:</b> <i>Cloud Busting – Malorie Blackman</i></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use commas to clarify meaning or avoid ambiguity (e.g. 'let's eat Grandma' vs 'let's eat, Grandma')</li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use dialogue as a tool to convey character (Y5)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Writing Biographies</b> (2 weeks)</p>	<p>In this unit, pupils will share a selection of short biographical stories, identifying their purposes, content and key features.</p> <p>They will learn how to structure a biographical story, using cohesive devices to make their writing flow, revisiting the use of relative clauses and parenthesis to give their reader additional information and detail, in line with their dual purpose.</p> <p>Pupils will write the brief biographic recount of a 'survivor' of their choice, learning how to select relevant and interesting facts with their reader in mind and making decisions about how to present and organise their writing.</p>	<p><b>Core text:</b> <i>Survivors – David Long</i></p>	<ul style="list-style-type: none"> <li>• Use relative pronouns to add an additional clause about a noun</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>• Make links within and across paragraphs</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Use modal verbs (e.g. should, might, will) to show how likely something is (Y5)</li> <li>• Organise ideas into paragraphs around a theme (e.g. new paragraphs for a change in time or place) (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs, prepositions and adverbials (Y3/4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing Narrative:</b> (2 weeks)</p>	<p>In this fiction unit, pupils will apply their Year 5 learning about narrative writing to creating their own short mystery stories.</p> <p>Pupils will review their prior learning about ways in which to describe settings and create atmosphere to provoke specific effects and paint vivid images for the reader. They will review techniques that can be used to create and convey character, including through the use of dialogue.</p> <p>Pupils will plan and write their own short mystery narrative based on the shared text.</p>	<p><b>Core text:</b> <i>The Water Tower</i> – Gary Crew</p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>• Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> </ul>	<ul style="list-style-type: none"> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Show an understanding of the differences between Standard English and non-standard English (Y4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Writing to inform:</b> (2 weeks)</p>	<p>Pupils will review and build on their prior understanding of the purpose and features of writing to inform, focussing on developing their understanding of how facts can be presented in interesting and engaging ways to gain and maintain the reader's interest.</p> <p>They will apply their learning to creating their own informative texts on a topic of their choice, making decisions about how to present and organise their writing to enhance meaning and maximise the effect on their reader.</p>	<p><b>Core text:</b> <i>Real-Life Mysteries – Susan Martineau</i></p>	<ul style="list-style-type: none"> <li>Understand how authors select appropriate grammar and vocabulary in line with their purpose and audience</li> <li>Use a range of organisational and presentational devices to structure a text and guide the reader</li> <li>Make links within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Organise ideas into paragraphs around a theme (Y4)</li> <li>Use simple devices to organise material and aid presentation (Y3)</li> <li>Express time, place and cause using conjunctions, adverbs, prepositions and adverbials (Y3/4)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>Use fronted adverbials, demarcated with commas to give the reader detail (about when, where or how), and to add variety to the start of sentences (Y4)</li> <li>Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Discussion:</b> (2 weeks)</p>	<p>In this unit, pupils will learn the importance of looking at facts objectively, using evidence to explore and discuss both sides of an argument, building on their prior knowledge of the purpose and features of discussion texts.</p> <p>They will learn how to structure a discussion in the form of a written balanced argument, revisiting their prior learning on how to organise their ideas into well-formed paragraphs, and continuing to develop their understanding of how to build cohesion within and across them.</p> <p>They will apply their learning to researching and writing a discussion text about the authenticity of one of the world's 'real-life mysteries'.</p>	<p><b>Core text:</b> <i>Real-Life Mysteries – Susan Martineau</i></p> <p><b>Model text included</b></p>	<ul style="list-style-type: none"> <li>Make links within and across paragraphs</li> <li>Use relative pronouns to add an additional clause about a noun</li> <li>Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning</li> <li>Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is</li> <li>Use verb tenses consistently and correctly throughout a piece of writing</li> </ul>	<ul style="list-style-type: none"> <li>Organise ideas into paragraphs around a theme (e.g. a topic sentence introducing the theme followed by related ideas) (Y4)</li> <li>Express time, place and cause using conjunctions, adverbs, prepositions and adverbials (Y3/4)</li> <li>Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Narrative &amp; Poetry:</b> Playing With Words (3 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, pupils will explore stories and poems with shared features and themes, examining how language and layout can be used to evoke an emotional response from the reader.</p> <p>They will learn how complicated information can be communicated concisely through the careful selection of vocabulary, and how figurative language can be used to enhance meaning and effect on the reader.</p> <p>They will apply their learning to creating their own poems and short narratives, focused on using the fewest words possible to convey their ideas clearly and to provoke emotional responses from their audience.</p>	<p><b>Core text:</b> <i>Varmints –Helen Ward &amp; Marc Craste; The Rabbits – John Marsden &amp; Shaun Tan</i></p> <p><b>Poetry Text:</b> <i>The Lost Words - Robert Macfarlane &amp; Jackie Morris</i></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary, grammar and punctuation to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis;)</li> <li>• Convey complicated information concisely</li> </ul>	<ul style="list-style-type: none"> <li>• Use organisational and presentational devices to enhance meaning and effect on the reader (Y5)</li> <li>• Use brackets, dashes and commas to add additional information without affecting sense or meaning (Y5)</li> </ul> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Persuasion:</b> Global Warming (2 weeks)</p>	<p>In this pupil-driven, multi-text unit, pupils will review the key features of persuasion and develop their existing repertoire of rhetorical devices.</p> <p>They will design and create several persuasive texts as part of a class campaign on global warming and/ or climate change.</p> <p>Pupils will choose their own text types and audiences making decisions about their vocabulary, tone, structure and grammar accordingly.</p>	<p><b>Example texts included. Teachers could replace/ supplement these with further genuine examples of persuasive texts.</b></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. repeating particular words for emphasis; using emotive language to persuade)</li> <li>• Use a range of organisational and presentational devices to structure a text and guide the reader</li> </ul>	<p><b>During this final Year 5 writing unit, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</b></p> <p><b>Year 5 Writing composition objectives are built into every Writing Unit.</b></p>



	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Poetry:</b> (1 week)</p>	<p>In this unit, pupils will explore a selection of classical and contemporary poems by different poets with the shared theme of 'seasons'.</p> <p>They will share and respond to a wide range of poems, exploring different purposes, forms and poetic devices. Pupils will learn about the use of formal and informal language and structures in poetry, including the use of spoken dialects and the subjunctive form.</p> <p>They will create their own class anthology of seasons poetry.</p>	<p><b>Core text:</b> <i>Poetry Please: The Seasons – Various</i></p> <p><b>Linked Texts:</b> <i>If All The World Were – Joseph Coelho</i></p>	<ul style="list-style-type: none"> <li>• Develop positive attitudes and stamina towards writing by creating poetry</li> <li>• Use subjunctive forms to demonstrate very formal writing structures</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss language, extending interest in the meaning and origin of words (Y3)</li> <li>• Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>• Recognise and know the functions of nouns, verbs, adjectives and adverbs in writing (Y2)</li> <li>• Show an understanding of the differences between Standard English and non-standard English (Y4)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Creating Narrative: Quest</b> (2 weeks)</p>	<p>In this unit, pupils will build on their prior learning of narrative, to plan and write their own quest stories.</p> <p>They will review different ways in which to create vivid characters and settings, focusing on how their choices in vocabulary, grammar and punctuation can develop atmosphere and have the desired effect on their reader.</p> <p>They will continue to develop their understanding of how dialogue can be used in narrative to tell the reader more about the characters.</p>	<p><b>Core text:</b> <i>How To Train Your Dragon – Cressida Cowell</i></p>	<ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>• Use dialogue as a tool to convey character</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Show an understanding of the differences between Standard English and non-standard English (Y4)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Organise ideas into paragraphs around a theme in fiction (e.g., new paragraphs for a change in time or place) (Y4)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (Y5)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Informative Writing:</b> Experimenting with Formality &amp; Voice (3 weeks)</p>	<p>In this unit, pupils will explore the use of the writing 'voice', learning how to change and control levels of formality, and use different writing styles, within a single text.</p> <p>They will learn about very formal vocabulary and writing structures whilst continuing to develop their understanding of text organisation and cohesion.</p> <p>Pupils will be taught how to use new punctuation marks, learning how to mark the boundary between independent clauses to make connections between related ideas using the semi-colon, and learning about the use of hyphens and commas to give their reader clarity and to avoid confusion.</p> <p>Pupils will apply their learning from the unit to creating their own 'textbooks' in the style of the core text, carefully adapting their vocabulary and grammar choices to match the different sections of the text.</p>	<p><b>Core text:</b> <i>Fantastic Beasts and Where to Find Them</i> – JK Rowling</p>	<ul style="list-style-type: none"> <li>• Use hyphens and commas to clarify meaning and avoid ambiguity (e.g. man-eating shark vs man eating shark; let's eat Grandma vs. let's eat, Grandma)</li> <li>• Use semi-colons to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up')</li> <li>• Understand the differences between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing (e.g. 'ask for' vs 'request')</li> <li>• Recognise very informal and very formal speech and writing structures (e.g. the use of subjunctive forms)</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use apostrophes to mark missing letters and singular and plural possession (Y2/4)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use modal verbs (e.g. should, might, will) to show how likely something is (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Build cohesion within and across paragraphs (Y5)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Creating a New Chapter:</b> (3 weeks)</p>	<p>In this unit, pupils will write a new chapter for a story they have shared, examining and replicating the author's style.</p> <p>They will build on their existing knowledge of cohesion, developing the use of further devices to link their ideas and make their writing flow.</p> <p>They will revisit their Year 5 learning on how to maximise the desired effect on their reader through their careful vocabulary and grammar choices.</p> <p>Pupils will create a new storyline for the narrative that fits cohesively within the main plot. In line with the existing chapters of the narrative, they will adapt their writing voice to tell the story both from the point of view of the main narrator, and from the viewpoint of the central character, through her blog entries.</p>	<p><b>Core text:</b> <i>SeaBEAN</i> – Sarah Holding</p>	<ul style="list-style-type: none"> <li>• Make connections within and across paragraphs using a wide range of cohesive devices</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. building suspense through short sentences; repeating particular words for emphasis)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader (Y5)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> <li>• Use dialogue as a tool to convey character and advance the action (Y5)</li> <li>• Add specific detail to nouns using precise adjectives, nouns and prepositional phrases (Y4)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Organise ideas into paragraphs around a theme in fiction (e.g. new paragraphs for a change in time or place) (Y4)</li> <li>• Carefully choose appropriate nouns and pronouns to create cohesion and avoid repetition (Y4)</li> <li>• Express time, place and cause using conjunctions, adverbs, prepositions and adverbials (Y3/4)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Persuasion:</b> Reducing waste campaign (2 weeks)</p>	<p>In this multi-text unit, pupils will review the key features of persuasion and develop their use of grammatical and layout devices used to persuade.</p> <p>They will learn how the use of the active or passive voice can present the same information in different ways, considering how this contributes to meaning and effect on the reader in persuasive writing.</p> <p>They will design and create several persuasive texts as part of a campaign to reduce waste, choosing their own text types and audiences, and making decisions about their vocabulary, tone, structure and grammar accordingly.</p>	<p><b>NB Teachers will need to gather a wide selection of genuine persuasive texts in a range of different forms, written for different audiences (e.g. tourism leaflets, government posters, product adverts, etc.)</b></p> <p><b>Any examples or model texts used in this unit should <u>NOT</u> be on the subject of reducing waste.</b></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> <li>• Identify the subject, verb and object of a sentence</li> <li>• Understand how the use of the active or passive voice can present information to the reader in a different way</li> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked)</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use a range of organisational and presentational devices to structure a text and guide the reader (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Multi-text Storytelling:</b></p> <p>(4 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this unit, pupils will learn how stories can be told using multiple text types and genres, including poetry, as an alternative to using classic narrative conventions.</p> <p>Using a shared wordless graphic novel as their stimulus, pupils will make decisions about how to tell the story of a new character, using different types of text effectively to create meaning and maximise their impact on their chosen audience.</p> <p>They will review ways in which to create and develop character, setting and atmosphere, including through the use of figurative language and 'show, don't tell' techniques.</p> <p>Pupils will demonstrate their understanding of how to adapt the vocabulary, grammar, tone and content of different sections of their narrative according to their chosen text types, viewpoints and audiences.</p>	<p><b>Core text:</b> <i>The Arrival – Shaun Tan</i></p> <p><b>Poetry Text:</b> <i>On The Move – Michael Rosen</i></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (Y5)</li> <li>• Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader (Y5)</li> <li>• Use language that reflects a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked) (Y6)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y6)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<b>Biographies:</b> (2 weeks)	<p>In this unit, pupils will explore biography, identifying the purposes and key features, building on their prior learning of biography writing from Year 5.</p> <p>They will learn about the organisation of biographical material, reviewing the range of cohesive devices they can use to connect ideas and make their writing flow.</p> <p>Pupils will revisit ways in which they can give their reader precise detail, including through the use of relative clauses and parenthesis.</p> <p>They will review the use of passive and active verb forms, considering how they contribute to meaning in biographical writing.</p> <p>Pupils will apply their learning to planning and writing a biography on their chosen 'visionary', 'bold' or 'exceptional' person.</p>	<p><b>Core text:</b> <i>Little Leaders - Vashti Harrison</i></p>	<ul style="list-style-type: none"> <li>• Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up')</li> <li>• Sometimes use the passive voice to present information to their reader in a different way (e.g. 'the window was broken' rather than 'I broke the window')</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (e.g. new paragraphs for a change in time or place) (Y4)</li> <li>• Use verb tenses correctly and consistently throughout a piece of writing (Y5)</li> <li>• Use a wide range of conjunctions to create multi-clause sentences (Y3)</li> <li>• Use expanded noun phrases to convey complicated information concisely (Y5)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (e.g. deliberate repetition; pronouns and pronoun references such as 'these', 'the old man'; adverbials such as 'a short time later', 'on the other hand') (Y6)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Discussion</b> (3 weeks)</p>	<p>In this unit, pupils will learn about discussions, broadening their knowledge of very formal speech and writing structures and vocabulary.</p> <p>They will build on their existing knowledge of debate and argument, learning about the structure, roles and rules of official formal discussions, and developing their knowledge of rhetorical devices.</p> <p>Pupils will apply their learning by creating written balanced arguments on important real-world topics of their choice, and participating in verbal debates with similar themes.</p>	<p><b>Core text:</b> <i>What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions - Michael Rosen &amp; Annemarie Young</i></p>	<ul style="list-style-type: none"> <li>Use language that reflects a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose (e.g. 'ask for' vs 'request'; 'go in' vs 'enter')</li> <li>Show a good understanding of very formal speech and writing structures (e.g. through the use of subjunctive forms)</li> <li>Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader (e.g. repeating particular words for emphasis; using emotive language to persuade)</li> <li>Make connections within and across paragraphs using a wide range of cohesive devices</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>Using capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2)</li> <li>Organise ideas into paragraphs around a theme (Y4)</li> <li>Use adverbs (e.g. perhaps, surely) and modal verbs e.g. should, might, will) to show how likely something is (Y5)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Narrative Non-fiction:</b> (2 weeks)</p>	<p>In this unit, pupils will explore narrative non-fiction as a dual-purpose writing genre, examining how factual information can be conveyed through story writing.</p> <p>Pupils will learn how to maintain the balance between using imagination to write entertaining narrative, and the ethical responsibility of staying true to the facts.</p> <p>They will create their own narrative non-fiction texts, choosing their own subject matter and audience, telling a story that both informs and entertains their reader.</p>	<p><b>Core text:</b> <i>Moth – An Evolution Story/ Fox – A Circle of Life Story – Isabel Thomas</i></p>	<ul style="list-style-type: none"> <li>Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> <li>Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked)</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms (i.e. statement, question, exclamation, command) (Y2)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences correctly (Y2)</li> <li>Use hyphens to avoid ambiguity (e.g. man-eating shark vs man eating shark) (Y6)</li> <li>Use expanded noun phrases to convey complicated information concisely (Y5)</li> <li>Make connections within and across paragraphs using a wide range of cohesive devices (Y6)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p style="text-align: center;"><b>Modern Retellings: Shakespeare</b> (3 weeks)</p>	<p>In this unit, pupils will become familiar with the works of William Shakespeare. They will explore retellings of some of his most famous comedy and tragedy plays, summarising their complex plots and examining recurring themes, settings and character attributes.</p> <p>Pupils will learn about, and experiment with, Shakespearean language, comparing extracts from his original works to modern-day speech and writing and examining their differing levels of formality. They will review the ways in which atmosphere can be built, and how dialogue can be used to advance a plot and to convey character.</p> <p>Pupils will apply their learning to planning and writing their own retelling of a Shakespeare classic.</p>	<p><b>Core text:</b> <i>Mr William Shakespeare's Plays - Marcia Williams'</i></p>	<ul style="list-style-type: none"> <li>Describe settings, characters and atmosphere in sufficient detail to create a vivid picture for the reader</li> <li>Use dialogue as a tool to convey character (i.e. demonstrate a character's personality or feelings through what they say) and advance the action (i.e. use speech to actually move the story forward not just to show what a character is saying)</li> <li>To understand the differences between informal and formal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences with different forms (Y2)</li> <li>Use capital letters, full stops, question marks and exclamation marks to demarcate most sentences correctly (Y2)</li> <li>Add specific detail to nouns using precise adjectives, nouns and preposition phrases (Y4)</li> <li>Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Journalism:</b> Critical literacy &amp; bias (3 weeks)</p>	<p>In this journalism unit, pupils will explore bias within news and the mass media, learning the importance of looking through a critical lens to question perspective and motivation for writing.</p> <p>Using news stories and headlines from multiple sources, they will learn to distinguish between fact, opinion and speculation, and to analyse the trustworthiness of stories and sources. They will learn to question whether all viewpoints are fairly represented within news and whether stories are designed to influence, rather than inform the reader.</p> <p>Pupils will apply their learning to creating their own informative, unbiased news reports, selecting interesting and relevant details that represent all viewpoints and provide fair and balanced facts.</p>	<p><b>NB Teachers will need to gather a wide selection of age-appropriate, current news articles from a variety of different sources.</b></p>	<ul style="list-style-type: none"> <li>• Develop critical literacy skills</li> <li>• Use language and structures that reflect a good understanding of the difference between informal and formal speech and writing, in line with the audience and purpose</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on the reader</li> <li>• Show an understanding of nuances of language in vocabulary choices (e.g. miniscule vs small; shuffled vs walked).</li> <li>• Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings)</li> </ul>	<ul style="list-style-type: none"> <li>• Organise ideas into paragraphs around a theme (Y4)</li> <li>• Use expanded noun phrases to convey complicated information concisely (Y5)</li> <li>• Use verb tenses consistently and correctly throughout a piece of writing (Y5)</li> <li>• Make connections within and across paragraphs using a wide range of cohesive devices (Y6)</li> <li>• Use relative pronouns to add an additional clause about a noun (Y5)</li> <li>• Use brackets, dashes and commas to add additional information, explanation or afterthought to a sentence without affecting its sense or meaning (Y5)</li> <li>• Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech (Y4)</li> </ul> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>





	Unit outcomes	Texts and stimulus	Writing objectives to be taught	Writing objectives to be explicitly reviewed
<p><b>Class Anthology:</b> (3 weeks)</p> <p><b>POETRY LINK</b></p>	<p>In this pupil-led unit, the class will share a variety of texts with the shared theme of 'hope'.</p> <p>Inspired by what they have read, and their own feelings and wider experiences, pupils will create a class anthology of short stories, poems, anecdotes and other texts, based on a shared theme of their choice.</p> <p>They will work both independently, and collaboratively with their peers, moved by their own thoughts and ideas as they reflect on their primary school journey, express who they are as individuals, and look ahead to their transition to Year 7.</p>	<p><b>Core text:</b> <i>Book of Hopes – Katherine Rundell</i></p>	<ul style="list-style-type: none"> <li>• Write a wide range of text types, identifying their own purpose and audience and making decisions about the content based on these</li> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader</li> </ul>	<p><b>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</b></p> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>
<p><b>Fact or Fiction:</b> (2 weeks)</p>	<p>In this final Year 6 non-fiction writing unit, pupils will apply their learning to this independent research and presentation project.</p> <p>Sharing a selection of 'History's Mysteries', they will review how content, language, grammar and layout can all contribute to meaning and to the impact on the reader.</p> <p>They will choose their own subject matter to research, making decisions about their writing purposes and how they will present their findings.</p>	<p><b>Core text:</b> <i>History's Mysteries - National Geographic Kids</i></p>	<ul style="list-style-type: none"> <li>• Make careful choices in vocabulary and grammar to enhance meaning and effect on their reader</li> <li>• Use a range of different layout devices to structure writing (e.g. columns, bullets, tables, headings)</li> </ul>	<p><b>During this writing unit, as pupils work independently, teachers should use the opportunity to meet the specific needs of the pupils in their class by explicitly reviewing any Key Stage One or Key Stage Two writing objectives not yet met, through one-to-one, group or whole class conferencing.</b></p> <p><b>Year 6 Writing composition objectives are built into every Writing Unit.</b></p>

