



Writing To Entertain			Writing To Inform			Writing to Persuade		
Text Type	Text Features	Other Style Ideas	Text Type	Text Features	Other Style Ideas	Text Type	Text Features	Other Style Ideas
<p>Stories</p> <p>Descriptions</p> <p>Poetry</p> <p>Characters/settings</p>	<p>Detailed description</p> <p>Use paragraphs to organize in time sequence</p>	<p>Opportunities for comparing different forms of past tense (progressive and simple)</p>	<p>Explanation</p> <p>Recount</p> <p>Letter</p> <p>Biography</p> <p>Newspaper article</p>	<p>Paragraphs used to group related ideas</p> <p>Subheadings to label content</p>	<p>May be built around a key image. Use techniques to highlight key words (bold, underline, etc.)</p>	<p>Advertising</p> <p>Letter</p> <p>Speech</p> <p>Poster</p>	<p>Use of 2nd person</p> <p>Planned repetition</p> <p>Facts &amp; Statistics</p> <p>Adjectives for positive description</p>	<p>Link to oracy, esp. for speeches</p> <p>Use of colour and images, esp. for advertising</p>
<p><b>Grammar and Punctuation</b></p> <p>Use fronted adverbials to show how/when an event occurs, <i>Without a sound... After a moment...</i></p> <p>Use expanded noun phrases to add detail &amp; description ... <i>the dark gloomy cupboard under the stairs...</i></p> <p>Use subordinate clauses to add detail or context <i>Although Theseus was scared, he prepared to enter the maze.</i></p> <p>Use nouns &amp; pronouns for clarity and cohesion <i>They crept into Minos's great labyrinth. Inside the maze....</i></p>			<p><b>Grammar and Punctuation</b></p> <p>Use subordinating conjunctions to join clauses, including as openers, <i>Although they have a fierce reputation, the Vikings weren't all bad.</i></p> <p>Use expanded noun phrases to inform, <i>A tall dark-haired man was seen leaving the scene.</i></p> <p>Use commas to separate adjectives in a list, <i>You will need flour, eggs, sugar and water.</i></p> <p>Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i></p> <p>Begin to use present perfect tense to place events in time, <i>This week we have visited the Science Museum.</i></p>			<p><b>Grammar and Sentences</b></p> <p>Use imperative verbs to convey urgency, <i>Buy it today! Listen very carefully....</i></p> <p>Use rhetorical questions to engage the reader, <i>Do you want to have an amazing day out?</i></p> <p>Use noun phrases to add detail and description, <i>Our fantastic resort has amazing facilities for everyone</i></p> <p>Use relative clauses to provide additional enticement <i>Our hotel, which has 3 swimming pools, overlooks a beautiful beach</i></p>		
<p><b>Adverbials</b></p> <p>Soon Meanwhile As... The next day... Later... Carefully Without a thought...</p>			<p><b>Adverbials</b></p> <p>First Firstly Before After Later Soon Also In addition However</p>			<p><b>Adverbials</b></p> <p>Firstly Also In addition However On the other hand Therefore In conclusion</p>		
<p><b>Conjunctions</b></p> <p>if when because while as until whenever once</p>			<p><b>Conjunctions</b></p> <p>when before after while because if</p>			<p><b>Conjunctions</b></p> <p>if because unless so and but even if when</p>		

Punctuation Content	Punctuation Content	Punctuation Content
<ul style="list-style-type: none"> <li>Use full punctuation for direct speech, including punctuation within and before inverted commas, Mum asked, "Will you be home for tea?"</li> <li>Secure use of apostrophes for possession, including for plural nouns.</li> <li>Use commas after fronted adverbials and subordinate clauses</li> <li>May begin to use dashes for emphasis</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate four main punctuation marks ( . , ! ? ) Use capital letters for proper nouns</li> <li>Use commas to mark fronted adverbials <i>After lunch, we went into the museum</i></li> <li>Use commas to mark subordinate clauses <i>When he was a boy, Dahl did not like reading.</i></li> <li>Use inverted commas for direct speech</li> <li>Use bullet points to list items</li> </ul>	<p>Ensure use of capital letters for proper nouns Use ? ! for rhetorical / exclamatory sentences Use commas to mark relative clauses</p> <p>Use commas to make fronted adverbials and subordinate clauses: <i>After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll be coming back for more!</i></p>

LKS2	Year A			Year B		
	Forests	Voyages of discovery	Marvellous Mountains	Out of Africa	Festival of Britain	Dig, dig, dig
<b>Narrative</b>	<p>Contemporary stories -</p> <p>Description of the pit and the discarded objects that can be seen at the bottom of it</p> <p>What happens to Stig after the end of the story? Where does he go next? Will he ever meet Barney again?</p> <p>Developing settings to create atmosphere -Developing scene changes to move story on</p>	<p>Adventure stories - planning stories with story mountains.</p> <p>Starting to develop more detailed story structure with dilemma and resolution</p>	<p>Write stories to read to the Yetis.</p> <p>Own simple stories based on those read or own experiences</p>	<p>Traditional Tales - Compare different traditional stories - Egyptian Cinderella/ African Tales</p> <p>Rewrite a traditional story in a different time/setting.</p> <p>Creating atmosphere in setting using description -Creating imaginary worlds</p>	<p>Write science fiction stories set in the future.</p> <p>-Using first and third person consistently -Creating tension and suspense</p>	<p>Historical stories based around a coal mine in Durham. - Look at local folk songs (see poetry)</p> <p>Character profiles of Joseph, John and George (Trimdon Grange Explosion)</p> <p>Developing character (including feelings, behaviour and relationships -Using dialogue to develop character</p>
<b>Non Fiction</b> <small>(Link to all science investigations: Non-chronological reports)</small>	<p>Research retrieving information from non-fiction books - Palaeolithic, Mesolithic Neolithic life - Two page spread</p> <p>Writing a non-chron. report from simple factual or fictional stimulus</p>	<p>Non- chronological reports - Roman life</p> <p>Adding further detail to inform – e.g. providing examples and citing specifics to support the general statements made</p>	<p>Fact file on the mountain ranges of the world.</p> <p>Considering how layout can help reader navigate the text</p>	<p>Two page Spread of Ancient Egyptians way of life.</p> <p>Who was Howard Carter?</p> <p>Creating notes and use planning tools to organise ideas</p>	<p>The life of St. Cuthbert. Non - chronological report on life as an Anglo-Saxon</p> <p>Writing paragraphs around specific aspects of subjects -Using general vocabulary to introduce the subjects of the report</p>	<p>Jobs for children down the pit - Two page spread</p> <p>Considering how layout can help reader navigate the text</p>
<b>Persuasion</b>		<p>Speech made by Boudicca rally her troops</p> <p>Using simple techniques of persuasion – e.g. emotive language and use of hyperbole</p>	<p>Leaflet persuading people to help the Yetis. (reference to refugees)</p> <p>Writing to persuade someone to select/ do something</p>		<p>Poster advertising The Festival of Britain.</p> <p>Why should people from Northern Europe come to live in Northumberland?</p> <p>Sequencing information effectively in order to make links between points made</p>	<p>Write a letter to a pit owner asking for better pay and conditions for children working in the mines.</p> <p>Design a poster advertising jobs in the mine.</p> <p>Planning how to present ideas cohesively</p>

<b>Discussion</b> (oral) (balanced argument)	Should people hunt today? -  Participating in discussions based on fictional and real events, listening and recalling the differing points of view	Reasons for and against Boudicca to rebel against the Romans.  Presenting two sides of an argument in an objective way – facts only	Should people climb Everest?  How should we treat newcomers to this country? _inspired by the Yetis traveling to a new country in the class reader		What will school look like in the future?  Introducing the issue to be discussed	Should children have been made to work down the mines? Who would be for? Who would be against?  Participating in discussions based on fictional and real events, listening and recalling the differing points of view
<b>Instructions</b>  (Link to all DT)	How to wash a Woolly Mammoth  Writing instructions using both practical activities and notional activities				How to dye fabrics using natural ingredients.  Writing instructions for more complex procedures where additional information supports the reader effectively -Selecting vocabulary for clarity	
<b>Recount</b> (To do after a trip or visitor)	Diary entry from Barney's point of view  Writing based on own experiences and that of others (both real and fictional)			Diary entry of Howard Carter  Letter writing: from the perspective of one of Howard Carter's workers writing home to England.  Adopting style and tone to suit the purpose		Diary entry of a child working in the mines.  Sentences are more complex in order to engage the reader / provide more detailed information
<b>Explanation</b>		What is it like to live close to a volcano?  Writing explanations using causal language of events and characters' motivation from class texts	Newspaper report about Edmund Hillary reaching the top of Everest.  Newspaper report: about the Yetis in our Class reader.  Writing simple explanations of factual events and processes using causal language	Newspaper report on the discovery of Tutankhamun's tomb.  How have humans evolved over time?  Writing cohesive factual explanations with diagrams / captions to add information	What do humans need to stay healthy?  Using diagrams / charts to support written explanations	Explore the effects of the Trimdon Coal Disaster Where did these people all live? What does that tell you? Who did they leave behind? How do you think the families left behind supported themselves?  Newspaper article on the Trimdon Grange Explosion  Creating plans to organise writing
<b>Poetry</b>	Nonsense poems	Poetry using our senses based on Pompeii - similes	Personification Poem - mountains	Haiku Poems	Kenning poems	Free verse poems  The Collier Lass Deep Down in the Coal Mine Collaborative poem based on the lives of the characters in these folk songs.  Basket Full of Coal Dust Bonnie Pit Laddie The Trapper Girl

						Whole class performance of one of these poems.  Compare two of these poems.  Trimdon Grange Explosion
<b>Play script</b>  <b>Drama</b>	Play script about an argument between Barney and his sister Lou about it not being safe at the chalk pit	Re- enacting the battle of Colchester			Role play scenarios where the crops fail. How will people survive in Anglo - Saxon times - trade.	Role playing jobs in the mines
<b>Possible Texts</b>	Stone Age Boy How to Wash a Woolly Mammoth	The Rock Factory: A Story About Rocks and Stones Jacqui Bailey and Matthew Lilly A Rock Is Lively Dianna Hutts Aston & Sylvia Long The Street Beneath My Feet Charlotte Guillian & Yuval Zommer Ruthless Romans - Terry Deary	Journey to the River Sea One Dog and his Boy	Long Walk to Freedom: Illustrated Children's Edition Nelson Mandela , Chris Van Wyk & Paddy Bouma Tales from Africa Kathleen Arnott Africa Is Not a Country Mark Melnicove & Margy Burns Knight Awesome Egyptians - Terry Deary	The King Who Threw Away His Throne Terry Deary How To Be an Anglo-Saxon in 13 Easy Steps Scoular Anderson	
<b>Class Reader</b>	Stig of the Dump The Secrets of Stone Henge	Escape from Pompeii Firework Maker's Daughter	The Pebble in my Pocket: A History of Our Earth Meredith Hooper & Chris Coady The Abominables Eva Ibbotson	The Egyptian Cinderella The Scarab's Secret	Anglo Saxon Boy - Tony Bradman Freedom for Bron: The Boy Who Saved a Kingdom N. S. Blackman	The Season Ticket - Jonathon Tullock
<b>LKS2</b>	<b>Year C</b>			<b>Year D</b>		
	<b>Myths &amp; Legends</b>	<b>Explorers &amp; Journeys</b>	<b>Helpful Heroes</b>	<b>Our World, One World</b>	<b>Planes, trains &amp; automobiles</b>	<b>Coasts &amp; Castles</b>
<b>Narrative</b>	Fantasy stories  Creating characters - descriptions  Setting descriptions.  -Developing settings to create atmosphere -Developing scene changes to move story on	Dilemma stories - Solving a problem through a story.  Stories set in other cultures.  Using detailed story structure including problem/dilemma and resolution	Historical/Adventure stories - set in the Second World War.  Developing character (including feelings, behaviour and relationships -Using dialogue to develop character	Significant author.  Adventure stories - set in imaginary settings.  Creating imaginary worlds -Scene changes move story on -Paragraphs connected	Dilemma stories  -Starting to develop more detailed story structure with dilemma and resolution -Using first and third person for story-telling	Mystery stories -  Own versions of stories/chapter -Using detailed story structure including problem/dilemma and resolution
<b>Non Fiction</b>  <small>(Link to all science investigations: Non-chronological reports)</small>	Fact file on Greek Gods  Writing a non-chron. report from simple factual or fictional stimulus	Historical interpretations of Viking Kings  Adding further detail to inform – e.g. providing examples and	Two page spread - Living through the Blitz  Considering how layout can help reader navigate the text	Project book - how Mayans lived - food, design, transport, mathematical advances.	Source to mouth river report	The impact of climate change - the harm to our seas.  Adding further detail to inform – e.g. providing examples and

		<i>citing specifics to support the general statements made</i>		Creating notes and use planning tools to organise ideas	-Using general vocabulary to introduce the subjects of the report	<i>citing specifics to support the general statements made</i>
<b>Persuasion</b>	Job advert for a Spartan soldier.  Using rhetorical questions	Why should the Vikings come to England?  Recording own opinions and providing justification for these	Poster persuading parents to evacuate their children  Using simple techniques of persuasion – <i>e.g. emotive language and use of hyperbole</i>	Is chocolate good for us?  Arguing for a standpoint based on own experiences and opinions  Presenting different points of view		
<b>Discussion</b> <i>(oral)</i> <i>(balanced argument)</i>	Would you prefer to go to school now or in Ancient Greek times?  Writing paragraphs presenting the differing viewpoints		Should children be evacuated?  Introducing the issue to be discussed		How should refugees be treated?  Participating in discussions based on fictional and real events, listening and recalling the differing points of view	How can we stop flooding?  Writing paragraphs presenting the differing viewpoints
<b>Instructions</b> <i>(Link to all DT)</i>		How to make Viking Sandals.  Using the correct tense and person		Chocolate recipes  Editing and refining instructions to ensure clarity	How does a water wheel work?  Writing instructions for more complex procedures where additional information supports the reader effectively	Design your own lighthouse (based on the book How does a Lighthouse Work?)  Writing instructions using both practical activities and notional activities -Beginning to include organisational devices
<b>Recount</b> <i>(To do after a trip or visitor)</i>			Diary of an evacuee  Writing is sequenced -Paragraphing is introduced -Writing a variety of styles of recounts – <i>diaries, newspaper reports, letters</i>	Biography of Roald Dahl  Sentences are more complex in order to engage the reader / provide more detailed information	Letter home from a refugee.  Adopting style and tone to suit the purpose	Newspaper article - climate change  Links are made between paragraphs to give a sense of cohesion
<b>Explanation</b>	City comparisons  Tactics of Greek soldiers  Scientific investigation reports  Writing cohesive factual explanations with diagrams / captions to add information	Comparisons - our way of live with Viking children  -Including more complex sentences to provide clarification and/ or add further detail as appropriate	Newspaper report - Why did War breakout?  Creating plans to organise writing	Comparing how Mayans live today to ancient times.  Using diagrams / charts to support written explanations	Erosion, transportation and deposition - explanation using diagrams.  Writing cohesive factual explanations with diagrams / captions to add information	Coastal erosion - explanation using diagrams  Advantages and disadvantages of coastal defense.  Including more complex sentences to provide clarification and/ or add further detail as appropriate
<b>Poetry</b>	Haiku Poems	Kenning poetry	Repeated pattern poems based on the sounds of the Blitz.	Chocolate acrostic poems	Repetition poems based on sounds of the railways.	Free verse
<b>Play Scripts</b> <b>Drama</b>		A journey on a Viking Long Ship and invasion	Role play an air raid in the Blitz			

<b>Possible Texts</b>	So You Think You've Got it Bad? A Kid's Life in Ancient Greece Chae Strathie & Marisa Morea The Orchard Book of Greek Myths Geraldine McCaughrean A Visitor's Guide to Ancient Greece Lesley Sims Greek Gods & Heroes Sylvie Baussier & Almasty	The Saga of Erik the Viking Terry Jones & Michael Foreman How to Train Your Dragon Cressida Cowell Viking Longship Mick Manning & Brita Granstrom Vikings in 30 Seconds Philip Steele Viking Boy Tony Bradman	My Secret War Diary, by Flossie Albright Marcia Williams Excerpts from Diary of Anne Frank	Avoid Being a Mayan Soothsayer - Rupert Matthews	Gervelie's Journey: A Refugee Diary Anthony Robinson, Annemarie Young & June Allan  Who are Refugees and Migrants? What Makes People Leave their Homes? And Other Big Question Michael Rosen & Annemarie Young The Silence Seeker Ben Morley & Carl Pearce The Day War Came Nicola Davies & Rebecca Cobb	Wind in the Willows - Kenneth Grahame  Why Water's Worth It Lori Harrison  How Does a Lighthouse Work? Roman Belyaev
<b>Class Reader</b>	Who Let the Gods Out? Maz Evans	The Boy Who Biked the World Alastair Humphreys	I am David - Anne Holm	Willy Wonka and the Chocolate Factory - Roald Dahl  The Chocolate Tree: A Mayan Folktale - Linda Lowery	The Boy at the Back of the Class Onjali Q. Rauf	The Secret of Spiggy Holes Enid Blyton