



Writing To Entertain			Writing To Inform			Writing to Persuade			Writing to Discuss		
Text Type	Text Features	Other Style Ideas	Text Type	Text Features	Other Syle Ideas	Text Type	Text Features	Other Syle Ideas	Text Type	Text Features	Other Style Ideas
Narrative Descriptions Poetry Characters/settings	Detailed description Use paragraphs to organise in time sequence	Use a range of tenses to indicate changes in timing, sequence, etc.	Report Recount Biography Newspaper article Essay	Paragraphs used to group related ideas Heading/subheadings Use of technical vocabulary	May include a glossary Sections may contain more than one paragraph	Advertising Letter Speech Campaign	Use of 2nd person Personal pronouns Planned repetition Facts & Statistics Hyperbole	Link to oracy, esp. for speeches Use of colour and images, esp. for advertising	Balanced argument Newspaper article Review	Appropriate use of cohesive devices Use of subjunctive form where needed	Use paragraphs to structure arguments Maintain formal / impersonal tone
Grammar and Sentences Use subordinate clauses to add detail or context, including in varied positions. <i>Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.</i> Use relative clauses to add detail or context, <i>Amy grabbed the torch, which she'd strapped to her belt, quickly.</i> Use a wide range of sentence structures to add interest			Grammar and Sentences Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i> 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> Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i>			Grammar and Sentences Use imperative and modal verbs to convey urgency, <i>Buy it today! This product will transform your life..</i> Use adverbials to convey sense of certainty,, <i>Surely we can all agree...?</i> Use short sentences for emphasis <i>This has to stop! Vote for change!</i> Use of the subjunctive form for formal structure If I were you, I would...			Grammar and Sentences Use modal verbs to convey degrees of probability, <i>It could be argued... Some might say...</i> Use relative clauses to provide supporting detail <i>The rainforest, which covers almost a third of South America ...</i> Use adverbials to provide cohesion across the text, <i>Despite its flaws... On the other hand...</i> Use expanded noun phrases to describe in detail <i>The dramatic performance by the amateur group was...</i> Begin to use passive voice to maintain impersonal		

	Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land</i>		tone, <i>The film was made using CGI graphics</i>
Adverbials Meanwhile Later that day Silently Within moments All night Nearby Under the treetops Never before - ing openers -ed openers	Adverbials Meanwhile At first After Furthermore Despite As a result Consequently Due to For example	Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion	Adverbials Firstly Furthermore In addition However Nevertheless Therefore Consequently In conclusion
Conjunctions if when because while as until whenever once since although unless rather	Conjunctions when before after while because if although as	Conjunctions if because although unless since even if rather whereas in order to whenever whether	Conjunctions if because although unless since even if rather whereas in order to whenever whether
Punctuation Content <ul style="list-style-type: none"> Use brackets for incidentals, <i>Amy saw Katie (her best friend) standing outside.</i> Use dashes to emphasise additional information, <i>The girl was distraught - she cried for hours.</i> Use colons to add further detail in a new clause, <i>The girl was distraught: she cried for hours.</i> Use semi-colons to join related clauses, <i>Some think this is awful; others disagree.</i> 	Punctuation Content <ul style="list-style-type: none"> Use brackets or dashes to explain technical vocabulary Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons & semi-colons to mark clauses 	Punctuation Content <ul style="list-style-type: none"> Use ? ! for rhetorical / exclamatory sentences Use colons and semi-colons to list features, attractions or arguments Use brackets or dashes for parenthesis, including for emphasis <i>This is our chance—our only chance—to make a difference.</i> Use semi-colons for structure repetition, <i>Bring your friends; bring your children; bring the whole family!</i> 	Punctuation Content <ul style="list-style-type: none"> Use brackets or dashes for parenthesis, including for emphasis <i>This performance—the first by such a young gymnast—was a masterpiece!</i> Use semi-colons for to mark related clauses, <i>Some argue ... ; others say...</i> Use commas to mark relative clauses Use colons and semi-colons to punctuate complex lists

UKS2	Year A			Year B		
	Forests	Voyages of discovery	Marvellous Mountains	Out of Africa	Festival of Britain	Dig, dig, dig
Narrative	Contemporary Stories - Based at Skara Brae Developing characters by what they say and do, feel and react	Adventure stories - planning stories with story mountains. Using dialogue to advance plot	Journey Stories Using humour and dialogue to engage the reader	Conflict/dilemma stories - when two cultures don't get on. More complex story structure (e.g. flashback, story within a story, non-linear time sequence)	Write science fiction stories set in the future. Exploring narrative viewpoint	Historical stories based around a coal mine in Durham. - Look at local folk songs (see poetry) Creating atmosphere in setting using character feeling to imply mood Using expressive or figurative language Character profiles of Joseph, John and George (Trimdon Grange Explosion)
Non Fiction	Research retrieving information from non-fiction books - Palaeolithic, Mesolithic Neolithic life	Non- chronological reports - Roman life	Fact file on the mountain ranges of the world.	Two page Spread of Ancient Egyptians way of life.	The life of St. Cuthbert. Non - chronological report on life as an Anglo-Saxon	Jobs for children down the pit - Two page spread

(Link to all science investigations: Non-chronological reports)	Non-chron. reports are clearly organised and well structured -Using vocabulary specific to the discipline	Providing evidence to support the points made	Using passive form in more formal writing -Experimenting with layout and presentation of information to engage reader	Non-chron. reports are clearly organised and well structured -Using vocabulary specific to the discipline	Providing evidence to support the points made	Ensuring cohesion between paragraphs -Writing using a clear structure and layout features
Persuasion		Speech made by Boudicca rally her troops Use formal language		Campaign: to raise awareness of racism Adapting layout and style to suit audience and purpose	Poster advertising The Festival of Britain. Using a wider variety of persuasive devices and techniques <i>e.g. se slogans or catch phrases to capture reader interest</i> Why should people from Northern Europe come to live in Northumberland? Use informal language.	Write a letter to a pit owner asking for better pay and conditions for children working in the mines. Including examples to support argument Design a poster advertising jobs in the mine.
Discussion (balanced argument)	Write a balanced argument - Should people hunt today? After an opening statement, presenting a variety of viewpoints around an issue and concluding with a summary of the various viewpoints	Reasons for and against Boudicca to rebel against the Romans. Writing summarises all the viewpoints in an argument and is able to point out the strengths and weaknesses of those positions	Should people climb Everest? How should we treat newcomers to this country? _inspired by Ashley Uncle Sung's journey to flee from war. Able to produce a balanced and objective written report	Debate: Was the building of the Aswan High Dam a good idea? Researching issues leading to written balanced arguments	What will school look like in the future? Discussing issues leading to written balanced arguments	Should children have been made to work down the mines? Who would be for? Who would be against? Writing summarises all the viewpoints in an argument and is able to point out the strengths and weaknesses of those positions
Instructions (Link to all DT)	How to wash a Woolly Mammoth Experimenting with the level of formality used for different audiences and purposes				How to dye fabrics using natural ingredients. Succinct, clear and cohesive instructions for both simple and complex procedures, supported by diagrams as appropriate	
Recount (To do after a trip or visitor)	Newspaper Report - based on Stone Age Tablet Andrew Langley adopting appropriate level of formality and register	Boudicca autobiography -		Eyewitness account of the opening of Tutankahmun's tomb. Experimenting with tense changes <i>-e.g. anecdotal storytelling may be in present tense</i> - and techniques <i>-e.g. flashbacks</i> Biography of Cleopatra	Autobiography of St. Cuthbert	Diary entry of a child working in the mines. Adopting correct level of formality and style to suit audience and purpose

Explanation		<p>What is it like to live close to a volcano?</p> <p>Using an informal style</p>	<p>Newspaper report about Edmund Hillary reaching the top of Everest.</p> <p>Newspaper report: Ashley and Uncle Sung's journey</p> <p>Adopting correct level of formality and style to suit audience and purpose</p>	<p>Newspaper report on the discovery of Tutankhamun's tomb.</p> <p>Essay: How have humans evolved over time?</p> <p>Developing written explanations to include hypothetical language, modals and passive verbs</p>	<p>What do humans need to stay healthy?</p> <p>Writing cohesive and clear explanations of more complex processes and events</p> <p>Selecting the most effective mode of conveying information (through text / pictorially)</p>	<p>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?</p> <p>Organising writing logically in order to aid the reader</p> <p>Newspaper article on the Trimdon Grange Explosion</p>
Poetry	Simile Poems	Poetry using our senses based on a volcanic eruption	Personification Poem - mountains	Narrative poems - The Highwayman Alfred Noyes & Charles Keeping		<p>Free verse poems</p> <p>The Collier Lass Deep Down in the Coal Mine Collaborative poem based on the lives of the characters in these folk songs.</p> <p>Basket Full of Coal Dust Bonnie Pit Laddie The Trapper Girl Whole class performance of one of these poems.</p> <p>Compare two of these poems.</p> <p>Trimdon Grange Explosion</p>
Play script Drama		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
Possible Texts	<p>Stone Age Boy</p> <p>How to Wash a Woolly Mammoth</p> <p>Stone Age Tablet</p> <p>Andrew Langley</p>	<p>The Rock Factory: A Story About Rocks and Stones</p> <p>Jacqui Bailey and Matthew Lilly</p> <p>A Rock Is Lively</p> <p>Dianna Hutts Aston & Sylvia Long</p> <p>The Street Beneath My Feet</p> <p>Charlotte Guillian & Yuval Zommer</p>	<p>Journey to the River Sea</p> <p>One Dog and his Boy</p> <p>Earth Shattering Events</p> <p>Sophie Williams & Robin Jacobs</p>	<p>Long Walk to Freedom: Illustrated Children's Edition</p> <p>Nelson Mandela , Chris Van Wyk & Paddy Bouma</p> <p>Tales from Africa</p> <p>Kathleen Arnott</p> <p>Africa Is Not a Country</p> <p>Mark Melnicove & Margy Burns Knight</p>	<p>The King Who Threw Away His Throne</p> <p>Terry Deary</p> <p>How To Be an Anglo-Saxon in 13 Easy Steps</p> <p>Scoular Anderson</p>	<p>Skellig and My Name Is Mina by David Almond (Set in the North)</p> <p>You Wouldn't Want to Be a 19th-Century Coal Miner in England!: A Dangerous Job</p> <p>You'd Rather Not Have by John Malam</p>
Class Reader	Boy with a Bronze Axe - Kathleen Fidler	The Roman Quests - Escape from Rome - Caroline Lawrence	King of the Cloud Forests Michael Morpurgo	Journey to Jo'burg Beverley Naidoo	Beowulf Michael Morpurgo	Street Child- Berlie Doherty
UKS2	Year C			Year D		

	Myths & Legends	Explorers & Journeys	Helpful Heroes	Our World, One World	Planes, trains & automobiles	Coasts & Castles
Narrative	<p>Fantasy stories</p> <p>Creating characters - descriptions</p> <p>Developing characters by what they say and do</p> <p>Setting descriptions.</p>	<p>Dilemma stories - Solving a problem through a story.</p> <p>Stories set in other cultures.</p> <p>Developing characters with different perspectives in story events</p>	<p>Historical/Adventure stories - set in the Second World War.</p> <p>Creating atmosphere in setting using character feeling to imply mood</p>	<p>Dilemma stories based on The Great Kapok Tree Lynne Cherry</p> <p>Traditional tales based inspired by Mayan folktales</p> <p>Using paragraphs to vary pace and emphasis</p>	<p>Contemporary stories</p> <p>Developing characters by what they say and do, feel and react</p>	<p>Mystery stories -</p> <p>Exploring narrative viewpoint</p>
Non Fiction <small>(Link to all science investigations: Non-chronological reports)</small>	<p>Fact file on Greek Gods</p> <p>Choosing to write a non chron. report to provide information – from both factual and fictional stimulus</p>	<p>Historical interpretations of Viking Kings</p> <p>Providing evidence to support the points made</p>	<p>Two page spread - Living through the Blitz</p> <p>Experimenting with layout and presentation of information to engage reader</p>	<p>Project book - how Mayans lived - food, design, transport, mathematical advances.</p> <p>-Using vocabulary specific to the discipline -Adopting the appropriate level of formality</p>	<p>Source to mouth river report</p> <p>-Ensuring cohesion between paragraphs -Writing using a clear structure and layout features</p>	<p>The impact of climate change - the harm to our seas.</p> <p>-Using passive form in more formal writing</p>
Persuasion	<p>Job advert for a Spartan soldier.</p> <p>-Using a wider variety of persuasive devices and techniques e.g. <i>se slogans or catch phrases to capture reader interest</i></p>	<p>Why should the Vikings come to England?</p> <p>-Using a range of persuasive devices e.g. <i>deliberate use of ambiguity, disguising opinion, selecting phrases and vocabulary to persuade</i></p>	<p>Poster persuading parents to evacuate their children</p> <p>-Adapting layout and style to suit audience and purpose</p>	<p>Is chocolate good for us?</p> <p>-Introducing the notion of debate by presenting alternative arguments and countering these</p>		
Discussion <small>(oral) (balanced argument)</small>	<p>Would you prefer to go to school now or in Ancient Greek times?</p> <p>After an opening statement, presenting a variety of viewpoints around an issue and concluding with a summary of the various viewpoints</p>		<p>Should children be evacuated?</p> <p>-Discussing and /or researching issues leading to written balanced arguments</p>		<p>How should refugees be treated?</p> <p>-Writing summarises all the viewpoints in an argument and is able to point out the strengths and weaknesses of those positions</p>	<p>How can we stop flooding?</p> <p>Able to produce a balanced and objective written report</p>
Instructions <small>(Link to all DT)</small>		<p>How to make Viking Sandals.</p> <p>Succinct, clear and cohesive instructions for both simple and complex procedures, supported by diagrams as appropriate</p>		<p>Chocolate recipes</p> <p>Using appropriate disciplinary vocabulary</p>	<p>How does a water wheel work?</p> <p>Writing succinct instructions based on a concrete idea</p>	<p>Design your own lighthouse (based on the book How does a Lighthouse Work?)</p> <p>Experimenting with the level of formality used for different audiences and purposes</p>
Recount			<p>Diary of an evacuee</p> <p>Adopting correct level of formality and style to suit audience and purpose</p>	<p>Biography of Roald Dahl</p> <p>Writing a wider variety of styles of recounts –<i>eyewitness accounts, police reports,</i></p>	<p>Letter home from a refugee.</p> <p>Writing for a range of purposes adopting appropriate level of formality and register</p>	<p>Newspaper article - climate change</p>

				<i>biography and autobiography – based on real and fictional events and characters</i>		Adopting correct level of formality and style to suit audience and purpose
Explanation	City comparisons Tactics of Greek soldiers Scientific investigation reports <i>Writing cohesive and clear explanations of more complex processes and events</i>	Comparisons - our way of live with Viking children <i>-Selecting the most effective mode of conveying information (through text / pictorially)</i>	Newspaper report - Why did War breakout? <i>Developing written explanations to include hypothetical language, modals and passive verbs</i>	Comparing how Mayans live today to ancient times. <i>-Selecting vocabulary appropriate to the discipline -Organising writing logically in order to aid the reader</i>	Erosion, transportation and deposition - explanation using diagrams. <i>Selecting the most effective mode of conveying information (through text / pictorially)</i>	Coastal erosion - explanation using diagrams Advantages and disadvantages of coastal defense. <i>Using impersonal tone and more formal style -Selecting vocabulary for clarity, using disciplinary vocabulary when appropriate</i>
Poetry	Nonsense poems	Kenning poetry	Sonnets	Repeated patterns	Free verse	Free verse
Play Scripts Drama		A journey on a Viking Long Ship and invasion	Role play an air raid in the Blitz			
Possible Texts	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 The Great Kapok Tree Lynne Cherry	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
Class Reader	The Girl of Ink and Stars Kiren Millward Hargrave	The Railway Children E. Nesbitt	Goodnight Mister Tom - Michelle Magorian	Middleworld (Jaguar Stones) J&P Voelkel Mayan Folktales	The Day War Came Nicola Davies & Rebecca Cobb	Song of the Dolphin Boy Elizabeth Laird