
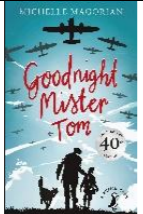




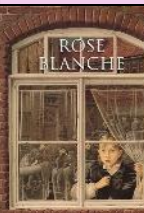





Writing to entertain		Writing to inform		Writing to persuade		Writing to discuss (UKS2)	
<ul style="list-style-type: none"> <li>Narrative</li> <li>Descriptions</li> <li>Diary</li> <li>Playscript</li> </ul>	<ul style="list-style-type: none"> <li>Poetry</li> <li>Character/Settings</li> <li>Journal</li> </ul>	<ul style="list-style-type: none"> <li>Report</li> <li>Recount</li> <li>Explanation</li> <li>Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>Biography</li> <li>Letter</li> <li>Interview</li> <li>Fact file</li> </ul>	<ul style="list-style-type: none"> <li>Advertising</li> <li>Letter</li> <li>Poster</li> </ul>	<ul style="list-style-type: none"> <li>Speech</li> <li>Campaign</li> <li>Leaflet</li> </ul>	<ul style="list-style-type: none"> <li>Balanced argument</li> <li>Newspaper article</li> <li>Review</li> </ul>	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Writing to entertain - poetry	Writing to entertain - narrative	Writing to persuade - formal letter	Writing to entertain - description	Writing to entertain - character description	Writing to entertain - diary entry
<b>Writing to entertain - description</b>  <p><b>The Final Year</b> by Matt Goodfellow <b>5 weeks</b></p> <p><b>Outcome 1:</b> Free verse poem <b>Audience:</b> Parents <b>Choice:</b> N/A</p> <p><b>Outcome 2:</b> Character description <b>Audience:</b> Readers of the book <b>Choice:</b> N/A</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Parenthesis</li> <li>Figurative language</li> <li>Formal/informal language</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Linked to 'Skellig' Y5</li> <li>Free-verse poetry</li> </ul>	<b>Writing to inform - non-chronological report</b>  <p><b>Goodnight Mr Tom</b> by Michelle Magorian <b>7 weeks</b></p> <p><b>Outcome 1:</b> Retell part of the narrative. <b>Audience:</b> Year 5 <b>Choice:</b> Choose three plot points.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Speech – correctly punctuated and used to move on speech or inform about a character.</li> </ul> <p><b>Outcome 2:</b> Create a non-chronological report <b>Audience:</b> KS2 children learning about WW2 <b>Choice:</b> Can be written about evacuation or WW2</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Colons to introduce a list</li> <li>Headings and sub-headings</li> <li>parenthesis</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>War</li> <li>Male protagonist</li> <li>Classic text</li> </ul>	<b>Writing to inform - informal letter</b> <b>Writing to entertain - narrative</b>  <p><b>Holes</b> by Louis Sachar <b>6 weeks</b></p> <p><b>Outcome 1:</b> Formal letter from Stanley to the judge proclaiming his innocence. 1 week only. <b>Audience:</b> Judge/Warden <b>Choice:</b> Choose the recipient of the letter.</p> <p><b>Outcome 2:</b> Show shifts in character thoughts through an informal letter. 1 week only. <b>Audience:</b> Families or friends at home. <b>Choice:</b> Choose the character you write as.</p> <p><b>Outcome 3:</b> Retell part of the narrative. <b>Audience:</b> Parents. <b>Choice:</b> Choose the section of the text to retell.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Levels of formality</li> <li>Apostrophes for possession</li> <li>Commas for clauses</li> <li>Subjunctive form</li> <li>Dialogue</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Modern classic</li> <li>?</li> </ul> <p>formal letter: formality, subjunctive form</p>	<b>Writing to discuss - balanced argument</b>  <p><b>CWild Boy</b> by Rob Lloyd Jones <b>5 weeks</b></p> <p><b>Outcome 1:</b> Write a character description. <b>Audience:</b> 10-11 year olds <b>Choice:</b> Write as Clarissa, Wild Boy or Sir Oswald</p> <p><b>Outcome 2:</b> Balanced argument <b>Audience:</b> Year 6 teachers <b>Choice:</b> Choice of three discussions (see learning journey).</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Adverbials of possibility</li> <li>Cohesion</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Mystery adventure</li> </ul>	 <p><b>Alma</b> by Literacy Shed <b>5 weeks (inc. SATs)</b></p> <p><b>Outcome 1:</b> Narrative <b>Audience:</b> Year 7 pupils <b>Choice:</b> Free range after</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Figurative language</li> <li>Cohesion</li> <li>Speech – correctly punctuation and used to move on action and to develop character</li> <li>active/passive voice</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Atmosphere</li> </ul>	 <p><b>Fake</b> by Ele Fountain <b>4 weeks (inc. performance)</b></p> <p><b>Outcome 1:</b> Diary Entry <b>Audience:</b> Year 5 <b>Choice:</b> Write about starting the new school and the technology used</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Cohesion</li> <li>Range of punctuation</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Distopian</li> <li>Illness in the family</li> </ul>
<b>Writing to entertain - diary</b>  <p><b>Rose Blanche</b> by Ian McEwan <b>3 weeks</b></p> <p><b>Outcome:</b> Rose's diary <b>Audience:</b> Rose <b>Choice:</b> Choose three points in the story.</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>Passive/active voice</li> <li>Sentence openers</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>War</li> <li>Female protagonist</li> <li>Illustrated text</li> </ul>	<b>Writing to inform - newspaper article</b>  <p><b>Human 2.0</b> By Patrick Kane <b>3 weeks</b></p> <p><b>Outcome 1:</b> ?</p> <p><b>Audience:</b> ? <b>Choice:</b> ?</p> <p><b>Grammatical features in this unit:</b></p> <ul style="list-style-type: none"> <li>?</li> <li>?</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>Non-fiction</li> </ul>				

