

English

Intent

At Hyde Park Schools, all pupils are provided with access to a high-quality English curriculum that develops pupils' phonics, love of reading, writing and discussion. This ensures that they have the speaking, listening reading and writing skills for future success. The curriculum enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. Through exposure to a wide variety of genres, including fiction, poetry and non-fiction, all pupils will gain an understanding of how language works by looking at its patterns, structures, and origins. Through researching some of the biggest challenges readers may encounter, we have developed a bespoke list of 'Key pupils for each year group. These are a range of modern and classic literature that are read to the pupils or by the pupils to ensure all pupils, no matter their reading ability, have access to a diet of rich texts with increasingly complex themes, vocabulary, and plots appropriate for their age.

Implementation

We have a rigorous and coherently sequenced English curriculum that provides many purposeful opportunities for writing, reading and discussion. Within our writing lessons, a variety of quality texts are used to motivate and inspire our pupils. During the development stage, there is a strong focus on explicit writing instruction at sentence level to promote and teach the structure and grammar of the English language. These skills taught allow the pupils to transfer knowledge and make links in all curriculum areas. Furthermore, we believe it is fundamental that the process of writing is modelled and shared with our pupils frequently. Teachers in our schools 'think aloud' and provide opportunities for pupils to observe a proficient writer going through the process of putting ideas into a written form. Scaffolding is used to support pupils until they are competent and is gradually removed to allow pupils an opportunity to flourish creatively.

Spelling is taught through the No Nonsense Spelling programme. Pupils learn the strategies, knowledge and skills needed to spell independently. Lessons are based on a four-part cycle of revisiting prior learning, teaching, and practising new concepts, applying new learning, and assessing pupils' understanding.

Our Early Reading curriculum begins with a structured synthetic phonics programme, which aims to teach grapheme-phoneme correspondence and word reading, alongside reading accurately and fluently whilst developing comprehension skills. We tailor the schemes used in our schools to meet the needs of our pupils. In Hyde Park Schools, comprehension is used to develop pupils' understanding of the written word. This takes place in planned reading lessons. Pupils are taught key reading skills to understand and analyse what has been read. We provide a wealth of enrichment opportunities for pupils to develop their creativity and imagination through promotion of poetry and participation within national events such as World Book Day. This enables us to promote an awareness of reading and writing within the wider world.

At Hyde Park Schools, we believe that it is important, wherever possible to link to our locality and community. Our school is located in a very rich part of the United Kingdom, and we incorporate those rich links within the experiences our children have. Local visits or visitors to the school, with specific expertise, such as librarians, are also used where possible to engage the pupils in the learning they are receiving.

At Hyde Park Schools, opportunities for writing and reading are regularly used across foundation subjects to provide authentic and engaging opportunities to gather new knowledge. Furthermore, pupils are able to apply and demonstrate the skills that they have developed within their English lessons to meaningful and 'real world contexts.

Impact

Pupils follow a progression of National Curriculum objectives which we have aligned to and tailored to the needs of our pupils. These objectives are underpinned by a progression of non-procedural knowledge indicators in our Schools' Progression documents. These enable teachers and pupils to plan and track their own progress throughout the teaching and learning process.

Reading

At the start of their reading journey, pupils follow a progression outlined in Early Years Non-Statutory Development Matters indicators, leading to statutory ELG and KS1 in National Curriculum objectives. All pupils are assessed through Read Write Inc. half termly assessments. Initially, these will assess on Speed Sounds (GPC) and decoding for word reading, including nonsense words. As pupils continue to progress, they are also assessed with a Word Per Minute (WPM) assessment to determine overall fluency. Pupils are grouped following the assessments and receive appropriate RWI mentoring according to their needs identified through the RWI assessment.

All pupils across the Schools are formatively assessed weekly through a staff read of a book levelled appropriately for their individual needs. The pupils' knowledge and understanding of reading is also assessed termly through summative assessments. NFER assessments are used to support teachers in assessment judgements.



Writing


All year groups follow the school progression documents to plan the unit of learning. Within each unit, children are taught skills which build upon learning in previous units or year groups. As well as ongoing formative assessment, these learnt skills and knowledge outcomes are assessed every half term through independent writes; this piece of writing from each child will be assessed according to the criteria for the age-related expectations. We believe consistency is crucial. Therefore, we also ensure there are regular opportunities for moderations within and across our MAT in order to moderate written and reading outcomes and ensure consistency in assessment practice.

When pupils complete their journey at Hyde Park Schools, they will be enthusiastic, motivated and confident writers and readers who enjoy showcasing their developing knowledge and skills. They will recognise a range of genres and develop the practice of reading widely and often for both pleasure and


information. All pupils will be inspired by the literature, key poets and key reads they have been introduced to. They will have the skills to become lifelong writers and readers and have strategies to secure understanding of what they have read.

Progression

	Year 3					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Writing to Entertain How language is used to develop characters. Poetry Unit: Shape	Writing to Inform Personal recounts, impersonal recounts, information texts, and instructions.	Writing to Entertain Folk Tales and Fables from Around the World Poetry Unit: Acrostic	Writing to Inform Non chronological reports and leaflets, explanation texts, instructions	Writing to Persuade Adverts, posters, leaflets, letters to persuade	Writing to Entertain Modern Fairy Tale/Science Fiction Poetry Unit: Limerick
Key Text	Cinder Boy Firework Makers Daughter	Linked to History unit on Stone Age	The Village That Vanished Aesop's Fables	Linked to History unit on Ancient Egypt	Linked Geography unit The Rainforest	The Iron Man by Ted Hughes
Focus of Unit	Stories which involve a dream or quest: descriptive writing, writing in role, writing next episode, diaries, writing own quest story	Personal recounts, impersonal recounts, information texts, and instructions.	Descriptive writing, writing in role, writing next extract based on a prediction, writing own versions of fables	-Exploring the techniques used to make information writing clear and easily understood. Exploring the use of formal language in texts and impact on the reader.	Adverts, posters, leaflets, letters to persuade	Exploring the techniques used by the author to create and sustain excitement and tension in a story. Experimenting with language to create vivid mental picture
 Enquiry Questions	How do writers develop characters? What impact does this have on the reader?	How do we make information writing engaging to readers?	Why are stories such a powerful way to teach us what is right and wrong?	Why do we need to use different techniques to make information clear? What impact does this have on the reader?	How can persuasive language be used to change the opinion of others?	How do writers generate suspense and excitement in their writing?
 Key Vocabulary	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue,	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label,	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue,	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings,	fronted adverbials, persuade, convince, argument, urge, opinion, emotive language, conclusion, evidence, reason, quote, statistics,	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, suspense,

	flashback, imaginary, infer, characteristics, suspense, dialogue Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery	caption, subheadings, headings, layout,	flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery	headings, layout, formal, informal,		dialogue, moral, values, themes, tension, build-up, emotive language Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery
 Skills	<ul style="list-style-type: none"> To be able to use a range of simple adjectives and expanded noun phrases to create a vivid picture for the reader. To be able to use some powerful verbs and simple adverbs to show not tell how a character feels. To be able to expand ideas to explain character's motives and feeling. Use some multi clause sentences which include simple subordinate 	<ul style="list-style-type: none"> Be able to use factual adjectives and expanded noun phrases to make writing more specific. Use appropriate historical vocabulary in information texts. Be able to expand on ideas in sentences using a wider range of simple co-ordinating and subordinating conjunctions. Link ideas between sentences using different adverbials. Write consistently in 1st/2nd/3rd 	<ul style="list-style-type: none"> Recognise the main features of folk tales and fables studied: themes, problems, story language, and typical characters. Experiment with different sentence starters and descriptive language to engage the reader. Write in role as a character and be able to express their thoughts and feelings. Use dialogue to express how a character feels. Write a different or version of an 	<ul style="list-style-type: none"> To be able to use factual adjectival phrases, simple expanded noun phrases and some technical vocabulary to so make meaning clear to the reader. To be able to expand on simple ideas to create some multi clause sentences which give the reader more information and give the why and how. Use different sentence starters to engage the reader, including questions. 	<ul style="list-style-type: none"> To be able to use a range of simple persuasive techniques. To be able to use simple persuasive and phrases. To use simple emotive words to engage the reader. Begin to vary sentence length, including the use of short punch sentences in adverts and posters. Use multi-clause sentences to expand ideas and to give reasons for views. 	<ul style="list-style-type: none"> To use a range of simple sentence starters which express time, place and manner and help create excitement and suspense. To be able to expand on ideas in sentences giving the characters motives and feelings. Use a range of simple coordinating and subordinating conjunctions to link ideas in sentences. To be able to select and use a wider range of adjectives expand noun phrases, powerful verbs and adverbs to create excitement and tension in their writing. Begin to vary sentence length to help create suspense. Organise their writing into paragraphs. To listen to and discuss a wide range of poetry. To discuss words and phrases which capture the

	<p>clauses which are linked by subordinating and coordinating conjunctions to expand ideas.</p> <ul style="list-style-type: none"> • Begin to vary sentence starters use adverbials of time, place, and manner. • To listen to and discuss a wide range of poetry. • To discuss words and phrases which capture the reader's interest and imagination. • To recognise different forms of poetry. • To prepare poems to read aloud and perform. 	<p>person and use past and present tense correctly.</p>	<p>Aesop fable studied.</p> <ul style="list-style-type: none"> • Write their own fable based on their understanding of their purpose. • Punctuate work correctly including use of speech marks and commas. • Evaluate their work against the success criteria and say what aspects are good and what they need to work on. • Be able to check writing for meaning and be able to identify and correct simple punctuation and grammar errors. • To be able to make some simple revisions. • To listen to and discuss a wide range of poetry. • To discuss words and phrases which 	<ul style="list-style-type: none"> • To be able to write consistently in the present tense and in the second and third person. • Make simple links between paragraphs using a range of simple adverbial phrases of time, sequence, & to 	<ul style="list-style-type: none"> • Begin to use a wider range of subordinating conjunctions to link clauses. • Use simple adverbials to link ideas between sentences. 	<p>reader's interest and imagination.</p> <ul style="list-style-type: none"> • To recognise different forms of poetry. • To prepare poems to read aloud and perform.
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			<p>capture the reader's interest and imagination.</p> <ul style="list-style-type: none"> To recognise different forms of poetry. To prepare poems to read aloud and perform. 			
 <p>Knowledge Outcomes</p>	<ul style="list-style-type: none"> Construct sentences, which express actions, motives and feeling of characters and begin to include dialogue in their writing. Begin to create suspense and excitement through using different sentence openers and selective use of vocabulary. Know where and how to punctuate their writing and begin to use speech marks. Be able to check writing for meaning and be able to 	<ul style="list-style-type: none"> Identify the structural and language used in personal and impersonal recounts and explain the purpose of some of the feature. Compare an impersonal and personal recount of the same event and explain how the language is different and the overall tone of the writing. Write a personal recount using emotive language and impersonal recounts using more formal language. <p>INSTRUCTIONS</p>	<ul style="list-style-type: none"> Recognise the main features of folk tales and fables studied: themes, problems, story language, and typical characters. Experiment with different sentence starters and descriptive language to engage the reader. Write in role as a character and be able to express their thoughts and feelings. Use dialogue to express how a character feels. Write a different or version of an 	<ul style="list-style-type: none"> Identify and explain the purposes of the structural and language features of non-chronological explanation, explanations, and instruction texts. Identify and explain how the features of these texts are similar and different in terms of structure and use of language. Use flow diagrams and other organisational devices to plan their own texts. 	<ul style="list-style-type: none"> Identify the structural and language features of posters and advertisements which promotes an event or persuades you to do something and be able to explain the impact on the reader. Select and use persuasive language, when designing and writing their posters/ adverts to engage the reader. Identify the different purposes of a letters: to recount, 	<ul style="list-style-type: none"> Identify the techniques used by writers to engage readers at the start of a story and the impact they have on the reader. Explain how a writer creates excitement and tension in a story, through the use of descriptive and expressive language. Use the techniques identified in their own writing. Explain characters behaviours and feelings and how they change over the course of a story. Describe how characters behave, e.g., fair or unreasonable, brave or foolish and explain their relationships with other characters. Interweave actions/motives/feelings in their story writing.

	<p>identify and correct simple punctuation and grammar errors.</p> <ul style="list-style-type: none"> To be able to make some simple revisions. <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> To further understand poetry tools. Write a poem using powerful words and phrases to capture the reader's imagination. (Shape poems) 	<ul style="list-style-type: none"> To use headings and subheadings when writing. Improve basic instructions to make them more precise and easier to follow. Write a set of instructions applying the structural and language features. Know how to use commas in lists and after frontal adverbials. Be able to check writing for meaning and be able to identify and correct simple punctuation and grammar errors. To be able to make some simple revisions 	<p>Aesop fable studied.</p> <ul style="list-style-type: none"> Write their own fable based on their understanding of their purpose. Punctuate work correctly including use of speech marks and commas. Evaluate their work against the success criteria and say what aspects are good and what they need to work on. Be able to check writing for meaning and be able to identify and correct simple punctuation and grammar errors. To be able to make some simple revisions. <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> To begin using more advanced 	<ul style="list-style-type: none"> Sort statements around an information text into: Facts and Opinion. Write different types of explanations and instructions texts based on the ones they have examined and demonstrate their skills in applying the features. Begin to recognise the difference between spoken and written language. Write in a more formal tone and begin to use more formal words and phrases. Check writing for meaning and be able to identify and correct simple punctuation and grammar errors. 	<p>explain, apologise, enquire, complain, invite, congratulate.</p> <ul style="list-style-type: none"> Identify and explain the structural and language features of letters to persuade. Begin to recognise the difference between formal and informal language when writing letter. Use persuasive words and phrases to express simple viewpoints in their informal and formal letters. Recognise how leaflets can explain, give information, and persuade, identifying the key structural and language features and their purpose. 	<ul style="list-style-type: none"> Explain how dialogue moves the story forward and use it effectively in their stories to explain characters' motives or feelings. Write the next episode to given extract from the story Begin to use paragraphs to distinguish between time, place, and mood in their stories. Using inverted commas to punctuate direct speech more consistently. Check writing for meaning and be able to identify and correct simple punctuation and grammar errors. Evaluate their work against the success criteria and say what aspects are good and what they need to work on. <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> To talk about types of poems they have studied so far. To begin using more advanced poetry tools in their writing. To explain their choice of poetry tool.
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			<p>poetry tools in their writing.</p> <ul style="list-style-type: none"> • To explain their choice of poetry tool. • To write an acrostic poem, using powerful language to prepare for performance. 	<ul style="list-style-type: none"> • Evaluate their work against the success criteria and say what aspects are good and what they need to work on. 	<ul style="list-style-type: none"> • Write leaflets to inform and persuade using more formal and geographical language. • Write in the correct tense and be able to identify and correct simple errors in their work and make some simple revisions. • Evaluate their work against the success criteria and say what aspects are good and what they need to work on. • Be able to check writing for meaning and be able to identify and correct simple punctuation and grammar errors. • To be able to make some 	<ul style="list-style-type: none"> • Explore use of rhyming couplets and how humour is used. • To analyse and identify the features of a limerick. • To write a limerick.
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					simple revisions.	
Independent Writing	To write a character profile for a dream or quest.	To write an impersonal recount linked to learning in History.	To write their own fable.	To write a non-chronological report.	To write a persuasive letter linked to their learning in Geography.	To write another adventure for The Iron Man.

	Year 4					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Writing to inform Non-chronological Reports, leaflets, Instructions and Explanations	Writing to entertain Myths and Legends Poetry Unit: Ballads	Writing to entertain Mystery and Suspense stories Poetry Unit-Syllabic	Writing to inform Diaries, newspaper reports, historical information texts	Writing to entertain Stories and Poems from Imaginary Worlds Poetry Unit: Imagery	Writing to inform Letters to persuade or complain, article to express a viewpoint, Leaflets to inform and persuade, Posters to promote a place or event
Key Text	Linked to History unit Romans and Celts Research	1001 Arabian Nights	The Travelling Cat and the Egyptian Goddess	Linked to History unit Anglo Saxons Research	The Lion, the Witch, and the Wardrobe.	Linked to History unit Vikings Research
Focus of Unit	Exploring the different ways language is used in non-fiction writing Matching the correct language and tone to the purpose of the written text.	Exploring themes and structures within traditional fiction.	Exploring the relationship between Topher and the cat Ka Exploring how the author creates and sustains excitement and tension in a story.	Exploring impersonal style of writing in a range of texts and understanding how it is different from personal recounts Exploring techniques used in different types of texts and impact on the reader.	Exploring how writers use language to create imaginary worlds and to engage the reader. -Recognise and explain techniques used by the writer to influence the reader's response to the characters.	Exploring the power of persuasive language in a range of texts and how it can influence the reader Exploring techniques used to convince somebody about something.

 Enquiry Questions	Why and how do we adapt our writing for different purposes?	How does traditional fiction teach us morals? Are morals important?	What makes a story gripping and how does the writer sustain the excitement throughout the story?	When and why do we need to use more formal language in our writing?	How do writers create mood and atmosphere in fantasy stories?	Which are the most persuasive techniques? Explain why.
 Key Vocabulary	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings, headings, layout, formal, informal, audience, purpose for writing, logical, sequential, extract, technical language	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes, traditional, modern day, Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes, tension, build-up, emotive language, direct speech, interweave, cohesion, Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings, headings, layout, formal, informal, audience, purpose for writing, logical, sequential, extract, technical language	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, mood, atmosphere, tension, impact, Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery	fronted adverbials, persuade, convince, argument, urge, opinion, emotive language, conclusion, evidence, reason, quote, statistics, effective, viewpoint, perspective, logical,
 Skills	<ul style="list-style-type: none"> Organise writing in a logical and sequential way which makes meaning clear to the reader. Use a wider range of factual descriptive language and expanded nouns to make 	<ul style="list-style-type: none"> Use a range of adjectives, expanded noun phrases to make descriptions more vivid. Use a range of powerful verbs and adverbs to show not tell the characters feelings. Begin to use different sentence starters to engage the reader which now include using: 'ing' starter, (Running frantically) descriptive starter, (Dark menacing clouds) feeling started with 'ed'. (Terrified). 	<ul style="list-style-type: none"> Interweave actions/ reactions/feelings/ motives of the characters. Interweave dialogue and narrative to move the plot forward and to layout direct speech correctly. Use different sentence starters to create excitement 	<ul style="list-style-type: none"> Organise writing in a logical and sequential way which makes meaning clear to the reader. Use factual descriptive language and historical vocabulary to make meaning specific in their writing. Use formal and 	<ul style="list-style-type: none"> Use a range of adjectives, expanded noun phrases to make descriptions more vivid Use a range of powerful verbs and adverbs to show not tell the characters feelings. Use a wider range of sentence 	<ul style="list-style-type: none"> Expand on ideas giving reasons for viewpoints expressed. Order the information and ideas in writing in a logical way, using a range of subordinating and coordinating conjunctions

	<p>explanations clear and specific and some technical language which is defined if needed.</p> <ul style="list-style-type: none"> • Use formal and impersonal language. • Construct a range of simple and multi clause sentences to expand on ideas. • Begin to use a wider range different sentence starters to engage the reader: generalisers, adverbs, adverbial phrases). • Using causal conjunctions to link ideas within sentences. • Construct simple 	<ul style="list-style-type: none"> • Interweave characters actions, motives, and feelings. • Use a range of coordinating and subordinating conjunctions to link actions/motives/feelings. • To listen to and discuss a wide range of poetry. • To discuss words and phrases which capture the reader's interest and imagination. • To recognise different forms of poetry. • To prepare poems to read aloud and perform. 	<p>including adverbials of place, manner, time, expanded nouns and feeling.</p> <ul style="list-style-type: none"> • Know how to vary sentence length in their writing to create suspense and tension. • Use a range of powerful verbs and adverbs to show not tell the characters feelings. • To listen to and discuss a wide range of poetry. • To discuss words and phrases which capture the reader's interest and imagination. • To recognise different forms of poetry. • To prepare poems to read aloud and perform. 	<p>impersonal language.</p> <ul style="list-style-type: none"> • Use a range of sentence openers to engage the reader and link ideas between sentences including generalisers such as 'most' 'many' 'the majority' and time adverbials to connect information between sentences. • Expand on ideas by constructing a range of multi clause sentences which are link by a range of subordinating and coordinating conjunctions. • Write in 1st and 3rd person, using past and 	<p>starters to create tension and excitement including adverbials of place, manner, time, expanded nouns and feeling.</p> <ul style="list-style-type: none"> • Interweave characters actions, reactions, and motives using a range of subordinating and coordinating conjunction to link clauses within sentences. • Vary sentence length to create tension. • Interweave dialogue into narrative effectively and layout direct speech correctly. • To listen to and discuss a wide 	<p>to connect ideas within sentences.</p> <ul style="list-style-type: none"> • Use a range of adverbial phrases to link ideas between sentences and paragraphs. • Use persuasive and emotive phrases to engage the reader. • Use other persuasive techniques: e.g., alliteration, use of questions, repetition, imperative verbs personal appeal, and boastful language.
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	<p>paragraphs which open with the topic sentence and are linked by different adverbials.</p> <ul style="list-style-type: none"> • Use correct tense and verb form consistently. 			<p>present tense consistently.</p>	<p>range of poetry.</p> <ul style="list-style-type: none"> • To discuss words and phrases which capture the reader's interest and imagination. • To recognise different forms of poetry. • To prepare poems to read aloud and perform. 	
 <p>Knowledge</p>	<ul style="list-style-type: none"> • Read and analyse explanatory, instruction and non-chronological texts including leaflets to identify their key structural and language features, explain the purpose of the features and look at the impact certain language features have on the reader. • Distinguish between explanatory texts, reports and 	<ul style="list-style-type: none"> • Identify the themes in the stories they study. • Analyse and compare extracts from stories and be able to explain how choices of vocabulary and grammar can change and enhance meaning. • Use language features identified in their text analysis in their own writing. • Analyse the characters of King Shahryar and Scheherazade and be able to write a character profile of one of them. • Infer characters' feelings, thoughts and motives from their action and dialogue in stories read. • Write in role as one of the key characters being able to justify actions taken and express how they feel and 	<ul style="list-style-type: none"> • Make a range of inferences based on the title, cover and blurb of the story. • Recognise the features of mystery stories and the techniques the author uses to keep the reader engaged. • Explore and comment on the issues and dilemma's characters face and how they overcome them. • Infer characters motives and feelings and be able to comment on how the key 	<ul style="list-style-type: none"> • Identify the structural and language features of impersonal recounts and newspaper reports and explain their purpose and explain similarities and differences between the two types of texts. • Recognise how a personal recount differs from an impersonal recount and explain why. • Identify the structural and 	<ul style="list-style-type: none"> • Identify how settings influence events and incidents in stories and how they affect characters behaviour in stories in imaginary worlds. • Identify expressive and descriptive language in the story and be able to explain impact on the reader; how it is used to create moods, build tension, describe characters 	<ul style="list-style-type: none"> • Identify the structural and language features of a range of persuasive texts: leaflets, articles, letters, adverts/posters and explain their purpose. • Explain the impact of authors' use of persuasive language on the reader. • Distinguish between texts which try to persuade and those that simply inform, whilst recognising that



	<p>instructions while recognising that an information book might contain examples of all these forms of text or a combination of these forms.</p> <ul style="list-style-type: none"> • Explain how explanation and instruction texts are different. • Skim and scan a text for key information and be able to reduce a paragraph and summarise the key information in on or two sentences. • Identify formal impersonal language in texts and be able to change informal language into formal language. • Identify and explain how different sentence 	<p>respond to what is happening to them. (Can be done in the form of a diary.)</p> <ul style="list-style-type: none"> • Make predictions based on what they have read and use these predictions to write the next episode of the story. • Retell one of the stories in role as the key character. • Create their own Arabian Night story applying the features they have studied in their own story. • Organise their writing into paragraphs to show passage of time, location, and mood. • Identify the key features of a playscript, annotating a script identifying all the features on it and explaining their purpose. • Compare and contrast playscript extracts with the equivalent narrative text. • Understand use of dramatic conventions in playscript and apply in their own writing. • Convert a short narrative extract to a playscript. • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. <p>Carry out some simple revisions to improve an aspect of writing after</p>	<p>character changes over the course of the story.</p> <ul style="list-style-type: none"> • Write in role as one of the key characters being able to justify actions taken and express how they feel and respond to what is happening to them. • Express characters thoughts and feelings in a diary extract at different points in the story. • Explore how writers use action, description, and dialogue to develop characterisation. • Be able to interweave dialogue effectively with narrative in their writing. • Make predictions based on what they have read and use these predictions to write the next episode of the story. • Experiment with and use different 	<p>language features in personal diaries which chart a series of events and explain their value in a historical context.</p> <ul style="list-style-type: none"> • Explain in more detail the type and use of language in information texts: Topic sentences at the start of a paragraph, sentence openers that capture the reader's attention, key words and phrases that convey essential information, use of technical language, and apply these techniques in their own writing. • Distinguish between facts and opinions and know the need to use factual impersonal 	<p>emotions and be able to use it in their writing.</p> <ul style="list-style-type: none"> • Recognise and explain techniques used by the writer to influence the reader's response to the characters. • Compare and contrast characters and be able to write a character comparison. • Infer and explain characters motives for their actions and how it impacts on other characters; write in role as the character expressing their feelings and motives for actions taken. • Justify characters actions and be able to see things from 	<p>some texts might contain examples of each of these.</p> <ul style="list-style-type: none"> • Make comparisons between the different types of persuasive texts. • Explain how arguments are presented: ordering and linking points. • Explain how style and vocabulary are crucial in persuasive texts to convince the reader and be able to discuss the impact persuasive language has on the reader. • Use a range of adverbs and adverbial phrases to help structure a persuasive argument, e.g. 'If..., then'; 'on the other hand' 'furthermore', 'due to the fact' <p>both orally and in writing to assemble</p>
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	<p>starters are used to instruct sequence, list, give cause and exemplify.</p> <ul style="list-style-type: none"> Use causal conjunctions to explain something and being able to use factual, technical and impersonal language in their writing. Improve given instructions and other types of texts so they reflect language features identified in texts studied. Use different formats: spidergrams, flowcharts, and mindmaps, to extract information from a text and to plan their own information text, applying the features of a particular type. 	<p>conferencing with an adult and peers</p> <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> To discuss forms of poems they already know. To discuss poetry tools and how the author has used these. To explain the effect poetry tools used have on the reader. To look at ballads and write their own (could be based on 1001 Arabian Nights) 	<p>sentence starters, in their writing to create suspense and tension.</p> <ul style="list-style-type: none"> Organise their writing into paragraphs to show passage of time, location, and mood. Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. Carry out some simple revisions to improve an aspect of writing after conferencing with an adult and peers <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> To discuss forms of poetry they already know. To discuss poetry tools and how the author has used these. To explain the effect poetry tools used have on the reader. 	<p>language and begin to understand how language used in information is different from spoken language and is more formal.</p> <ul style="list-style-type: none"> Write in a formal and impersonal style, selecting and using the appropriate vocabulary and phrases. Apply structural and language features of texts studied in their own writing. Organise their writing into paragraphs. Use commas to separate subordinate clauses from the main clause (for example after fronted adverbials.) Proofread their work and identify and correct grammar, punctuation, 	<p>opposing characters point of view, retelling the same incident from two opposing views.</p> <ul style="list-style-type: none"> Identify and explain how different sentence starters are used to create excitement and tension. Experiment with word order in sentences and recognise the impact. Make predictions based on what has been read and use this to write the next episode. Use dialogue effectively, interweaving it with narrative. Organise their writing into paragraphs to show passage of time, 	<p>and sequence points in an article or letter.</p> <ul style="list-style-type: none"> Combine information and persuasion in a leaflet. Evaluate advertisements for their impact, appeal and honesty, and comment on how advertising techniques can influence the reader. (Exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words.) Design an advert or poster, making use of linguistic and other features learnt from reading examples. Proofread their work and identify and correct
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	<ul style="list-style-type: none"> • Apply the features of explanation, report and instruction writing in their own writing. • Use paragraphs to organise their writing. • Use punctuation accurately, including the use of commas to separate lists and begin to use commas to separate clauses. • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. • Carry out some simple revisions to improve an aspect of writing after conferencing with an adult and peers 		<ul style="list-style-type: none"> • To look at forms of syllabic poems (haiku, tanka, cinquain) and write one of their own. 	<p>and careless spelling errors.</p> <ul style="list-style-type: none"> • Carry out some simple revisions to improve an aspect of writing after conferencing with an adult and peers 	<p>location, and mood.</p> <ul style="list-style-type: none"> • Punctuate work correctly including the use of inverted commas to demarcate speech and begin to use commas to separate clauses. • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. • Carry out some simple revisions to improve an aspect of writing after conferencing with an adult and peers <p>POETRY Children will be able to:</p> <ul style="list-style-type: none"> • Comment on the use of similes, metaphors in poetry to create images 	<p>grammar, punctuation, and careless spelling errors.</p> <ul style="list-style-type: none"> • Carry out some simple revisions to improve an aspect of writing after conferencing with an adult and peers
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					<p>and atmosphere and explain the impact of these techniques on the reader.</p> <ul style="list-style-type: none"> • Discuss other techniques used by poets to create visual images for the reader. • Experiment with similes and metaphors to create their own poetry. 	
Independent Writing	To write a non-chronological report linked to learning in History.	Sherezade wants to include another story to become 1002 Arabian Nights. Write the next story for the book.	To write their own mystery or suspense story.	To write a historical report using more formal language based on learning in History.	To write the opening of a story with a focus on mood and atmosphere.	To write a viewpoint – raiders or traders?

	Year 5					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Writing To Entertain Exploring how characters change over time and why Poetry: Consolidation of previous learning	Writing to Inform Personal recounts, letters to inform, newspaper reports and non-chronological reports,	Writing To Entertain Fantasy story setting Poetry: Kenning	Writing to Inform Explanation texts, information texts in leaflet form and instruction texts	Writing To Entertain Myth and Magic Poetry: Epic Poem	Writing to Persuade Exploring the use of persuasive language in different context
Key Text	The boy in the back of the class	Linked to History unit Tudors Research	Floodland	Linked to History unit the Mayflower Research	Beowulf by Michael Morpurgo	Linked to History unit the Civil War Research
Focus of Unit	Exploring the real issues of growing up: maintaining friendships, overcoming prejudice, and dealing with feelings. Exploring how characters change over the course of the story and how the author conveys these changes through characters actions, words, thoughts, and feelings.	Identifying the audience for and purpose of information writing including historical texts. Exploring similarities and differences in structural and language features of texts studied Recognising the distinctive features of each type of text.	Exploring how the key character Zoe copes with human cruelties. Explore the predicaments she faces and how she overcomes them. Exploring how the author uses language to evoke the mood and atmosphere in the novel and build the tension and conflict between characters.	Exploring how language is used in different types of texts, the purpose and impact on the reader. - Exploring techniques used to make meaning clear to the reader. Recognising the distinctive features of each type of text	Explore what motivates and drives a character to fulfil a quest or go in search of an adventure. Examine what skills they need to demonstrate to be successful. -Explore the techniques used by the author to create and sustain excitement and tension in this epic story.	Exploring how persuasive language is used in different contexts and how effective or deceiving can be. Looking at techniques used by writers to influence or change a person's viewpoint.
 Enquiry Questions	How does writers convey the changes of characters?	How does the audience and purpose of a piece of writing determine its features?	How does the author influence and change our attitudes and feelings towards the main characters over the course of the story?	Why is choice of words important when writing a non-fiction text?	What makes Beowulf a true hero?	How is persuasive writing used to influence people's thoughts and actions?

 <p>Key Vocabulary</p>	<p>climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, dialogue, flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes, tension, build-up, emotive language, direct speech, interweave, cohesion, prejudice, justify Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery, simile, metaphor, personification, analogy, imagery,</p>	<p>Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings, headings, layout, formal, informal, audience, purpose for writing, logical, sequential, extract, technical language</p>	<p>Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, influence, attitude, atmosphere, predicament, conflict, tension Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery, simile, metaphor, personification, analogy, imagery,</p>	<p>Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings, headings, layout, formal, informal, audience, purpose for writing, logical, sequential, extract, technical language, formal language, impersonal, causal,</p>	<p>Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes, traditional, modern day, quest, characterisation Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery, simile, metaphor, personification, analogy, imagery,</p>	<p>fronted adverbials, persuade, convince, argument, urge, opinion, emotive language, conclusion, evidence, reason, quote, statistics, effective, viewpoint, perspective, logical, influence, deceiving</p>
 <p>Skills</p>	<ul style="list-style-type: none"> • Be able to express and justify a character's motives, feelings and their reactions to situations and other characters. • Be able to imply (show not tell) characters' feeling using powerful 	<ul style="list-style-type: none"> • Use multi-clause sentences effectively, including some relative clauses to expand on information and make the writing more cohesive. • Use a range of adverbial phrases to link ideas between sentences and to structure and link paragraphs. 	<ul style="list-style-type: none"> • To be able to select and use adjectives and expanded nouns phrases effectively and use their senses to describe a setting and create atmosphere and tension. • Be able to express and justify a character's 	<ul style="list-style-type: none"> • Use a range of expanded noun phrases and technical language to make writing detailed and clear. • Maintain a formal and impersonal style throughout the writing. • Use a variety of subordinating 	<ul style="list-style-type: none"> • To be able to select and use adjectives and expanded nouns phrases effectively and use their senses to describe a setting and create atmosphere and tension. • To be able to select and use powerful verbs, 	<ul style="list-style-type: none"> • Expand on ideas giving clear reasons for opinions expressed and back them up with evidence. • To be able to construct a range of multi-clause sentences to link reasons and evidence. • Use a variety of subordinating conjunctions to link adverbial clauses in sentences. (Time, manner, place, purpose, reason, condition.)

	<p>verbs and adverbs.</p> <ul style="list-style-type: none"> • Vary sentence length for dramatic effect using a range of single and multi-clause sentences. • Use a wider range of adverbial phrases and other sentence starters to link ideas between sentences and to engage the reader. • Interweave dialogue effectively to help depict characters and the way they relate to each other. • Use paragraphs effectively to help control 	<ul style="list-style-type: none"> • Select and use a range of appropriate expanded noun phrases to make sentences more precise and detailed. • Write consistently in an impersonal style using formal language. • Write consistently either in 1st or 3rd person using the correct verb tense. 	<p>motives, feelings and their reactions to situations and other characters.</p> <ul style="list-style-type: none"> • To show not tell a character's feelings through their actions using powerful verbs and adverbs effectively. • To be able to select use a wider range of adverbial sentence starters and some adjectival sentence starters to engage the reader vary the mood and tension in their writing. • To be able to vary sentence length, 	<p>conjunctions clauses in sentences.</p> <ul style="list-style-type: none"> • Link ideas between sentences and across paragraphs using a range of sentence starters which include generalizers, additional information, emphasis, cause, and effect. • Vary sentence length in instructional writing using short punchy sentences for effect. 	<p>adverbs effectively, to create and sustain pace and excitement in their writing.</p> <ul style="list-style-type: none"> • To be able to vary sentence length, interweaving short and longer sentences for dramatic effect. • To be able to select use a wider range of adverbial sentence starters and some adjectival sentence starters to engage the reader vary the mood and tension in their writing. • To imply a character's 	<ul style="list-style-type: none"> • Use relative clauses to give additional information using a range of relative pronouns. • Use a range of persuasive and emotive language and other techniques to argue a point of view convincingly. • Use of modal verbs to indicate a degree of certainty. • Organise writing consistently in paragraphs using a range of logical adverbs to link ideas between paragraphs. (Consequently, Furthermore, In addition, Understandably)
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	<p>the pace of their writing.</p> <p>Poetry</p> <ul style="list-style-type: none"> • To look at poems from other cultures. • To learn a wider range of poetry by heart. • To be able to discuss and evaluate language use. • To understand devices in poetry such as simile, metaphor, personification, analogy, imagery, etc 		<p>interweaving short and longer sentences for dramatic effect</p> <ul style="list-style-type: none"> • Interweave dialogue effectively to help depict characters and the way they relate to each other <p>Poetry</p> <ul style="list-style-type: none"> • To look at poems from other cultures. • To learn a wider range of poetry by heart. • To be able to discuss and evaluate language use. • To understand devices in poetry such as simile, metaphor, personification, analogy, imagery, etc 		<p>feelings through their actions and be able to describe their reactions to situations and other characters.</p> <ul style="list-style-type: none"> • To be able to use parenthesis effectively with the correct punctuation. <p>Poetry –</p> <ul style="list-style-type: none"> • To look at poems from other cultures. • To learn a wider range of poetry by heart. • To be able to discuss and evaluate language use. • To understand devices in poetry such as simile, metaphor, personification, analogy, imagery, etc 	
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Knowledge

<ul style="list-style-type: none">Identify overarching themes, events, characters, and plot structures in the story.Understand and explain the moral issues in the story.Discuss the author's use of language to describe the settings and characters.Make a range of inferences of the two key characters in the text based on what they know from reading the first few chapters and analysing character descriptions, actions, and dialogue,Compare and contrast characters and express on a viewpoint on them based on	<p>Newspapers</p> <ul style="list-style-type: none">Identify the structural and language features of newspaper reports and be able to explain the purpose of the features and the impact specific language features has on the reader.Explore the use of formal/impersonal language used in newspaper reports and be able to revise an extract where informal language has been used to create a more formal text.Be able to distinguish between direct and reported speech in newspaper reports and use both in newspaper reports.Understand how passive voice is used in	<ul style="list-style-type: none">Make a range of inferences from just looking at the front cover illustration of the novel without seeing the title and raise questions form studying the illustration.Identify form the opening chapters the clues which tell us the novel is set in the near or distant future.Make a range of inferences about the key character Zoe from the opening two chapters and be able to write in role as the character	<p>Explanation and non-chronological reports</p> <ul style="list-style-type: none">Compare and contrast the structural and language features used in different types of information texts, be able to explain the purpose of the features and impact of language features on the reader.Distinguish between explanatory text reports and non-chronological reports while recognising that an information text might contain examples of all both these forms of text or a combination of these forms.Locate specific information in a text quickly by skimming and scanning, using	<ul style="list-style-type: none">Understand Beowulf is one of the best-known pieces of literature from Anglo-Saxon times.Identify and explain how Michael Morpurgo the author conveys a sense of place in the following ways: setting description, and language through character's speech and the use of vocabulary).Annotate extracts from the story identifying the techniques and being able to explain the intended impact on the reader.Write a descriptive piece of writing applying	<ul style="list-style-type: none">Identify the key structural and language features in a range of persuasive texts and explain the purpose of the features and in particular how language is used to engage/persuade the reader and how effective it is.Recognise the difference between a personal and impersonal viewpoint.Distinguish between the different types of persuasive texts and their purposes and audience. Understand the audience will determine they type of persuasive text you may write.Understand and explain how language is used in different persuasive texts and explore how opinion can be disguised as fact.Create their own word banks of persuasive language /techniques used to engage the reader and use them in their writing: words that give emphasis, emotive phrases, emotive rhetorical questions, adverbs such as 'surely' 'possibly'.Write different types of persuasive texts, using the appropriate language and persuasive techniques
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	<p>what they have read so far.</p> <ul style="list-style-type: none"> • Enter into the feelings of a character through drama and to consider how this helps in understanding a character's inner feelings and motivations. • Use this to help them write in role as the key character. • Justify characters actions and be able to see things from opposing characters point of view. • Retell an incident from the story. • Use role-play to explore a key moment in the development of the plot and then write the scene showing 	<p>newspaper reports.</p> <ul style="list-style-type: none"> • Know when to change from past to present tense when writing newspaper reports. • Compare and contrast a personal and impersonal recount of the same event and identify similarities and differences. • Understand how adverbial phrases are used in different recount texts to link sentences and paragraphs. • Write in a formal and impersonal style when writing a newspaper report selecting and using the appropriate vocabulary and phrases. <p>Letters (Linked to History Unit on Tudors)</p> <ul style="list-style-type: none"> • Understand the purpose and 	<p>expressing her thoughts, fears and what she is going to do next.</p> <ul style="list-style-type: none"> • Analyse extracts to show how author builds up a visual picture of the island and the overall mood and atmosphere. • Use their skills of Inference and deduction to explore the other characters in the text and identify the different ways in which we are given an impression of a character without being told this directly. (Show not tell). 	<p>their knowledge and understanding of topic sentences to help them get the gist of what an information text contains.</p> <ul style="list-style-type: none"> • Make notes from a TV or film clip extracting key information and selecting the appropriate format to record their information. • Recognise the use of formal impersonal and precise language in information texts which explain a scientific process or explain about something in a leaflet: <p>- use of passive voice, - technical language, - use of words to make sequential, causal and logical connections)</p>	<p>techniques identified in their annotated extracts.</p> <ul style="list-style-type: none"> • Explain how characters are presented through action, description, and dialogue. • Write a character profile of Grendel explaining how the character is first introduced to the reader and how the author builds up an image of this character even before we meet him. • Explore the relationships between different characters and be able to imply their motives and feelings and understand their actions using dramatic 	<p>associated with that style of writing, writing in 1st/2nd/3rd person. This will include:</p> <ol style="list-style-type: none"> a. Writing a one-sided argument b. Writing a letter to persuade or complain c. Writing a speech to engage /inspire people/ get them to change their view <ul style="list-style-type: none"> • Writing a leaflet on Fair Trade which informs and persuades. • Identify and explain the structural and language features of discussion texts and how language use in these texts impacts on the reader. • Explain how they are different from persuasive texts. • Begin to use conditional language. • Distinguish between adverbial connectors which add more information at the start of a sentence and those which signal a different viewpoint. • Write a discussion text, applying the features of a balanced argument.
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	<p>not telling the boys feelings.</p> <ul style="list-style-type: none"> Ahmet's inner thoughts as the action unfolds. Reflect on the novel as a whole, to discuss responses and themes Write a summary of how the main character changes over the course of the novel and why. (Independent Writing Task). Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. Carry out revisions to improve aspects of their writing <p>Poetry Children will be able to:</p>	<p>audience for an informal letter which focuses on recounting experiences and feelings and be able to compare that with a formal letter which uses impersonal language.</p> <ul style="list-style-type: none"> Write a personal letter from Anne Boleyn to Henry which reflects on her life with him. Write the response from Henry in a formal tone informing her of her imminent death. <p>Non-Chronological Reports (Linked to history unit)</p> <ul style="list-style-type: none"> Identify the structural and language features of a historical text about Tudors and be able to explain the purpose of the features and impact of language features on the reader. Understand how topic sentences 	<ul style="list-style-type: none"> Analyse extracts from the text to show the range of Words and phrases used to aid description of characters including judicious choices around verbs and nouns as well as adjectives and adverbs. Discuss the relationships between characters in the text and be able to explain: which characters they most and least empathise with how the characters think and feel about each other They 	<ul style="list-style-type: none"> Plan explanation and information texts using flow charts, cyclical diagrams or mind maps to organise their ideas. Apply features of texts studied to their own writing and be able to combine the features of information and explanation in a leaflet. Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. Refine and revise their writing t to focus on clarity and to ensure language used is precise with the correct technical language where necessary <p>INSTRUCTION TEXTS Children will be able to:</p>	<p>techniques including role play and freeze frame.</p> <ul style="list-style-type: none"> Write in role as the characters being able to empathise with them and being able to retell an event from their point of view. Recap on the features of a personal diary and be able to write two diary extracts the first which conveys Write a character profile on Beowulf after reading the whole story being able to track how the character develops over the course of the story and be able to express a viewpoint about him. 	<ul style="list-style-type: none"> Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. Revise aspects of work to improve the content and clarity of the writing.
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	<ul style="list-style-type: none"> To write a poem in one of the forms already studied in previous years, concentrating on the use of poetic devices such as imagery, personification etc. To explain the impact poetic devices, have on the reader. To analyse and give feedback on their peers' poems. 	<p>help the reader get the gist of what an information text contains.</p> <ul style="list-style-type: none"> Recognise the use of formal impersonal language and use it orally and in writing by converting informal and subjective phrases into formal factual descriptive. Apply their knowledge of the structural and language features of non-chronological reports to write a report on how different life was for people at different levels of society living in Tudor times and the massive gulf between the life of the rich and poor (use notes from history lesson). Use punctuation accurately 	<p>will use information explored from the text to write a character comparison between Zoe and either Dooby or Munchkin.</p> <ul style="list-style-type: none"> Having read the first 5 chapters, reflect on the events that Zoe has endured so far. They will be able to consider her current predicament: she is trapped on the island, and she is not sure if she can trust Dooby. Write a letter to Zoe at this point in the story to advise her on how to handle the 	<ul style="list-style-type: none"> Identify and explain the structural and language features of instructional texts and be able to explain the purpose of these features and the impact on the reader. Identify how the features of explanation and instruction writing are the same/different. Write a comprehensive set of instructions which includes an introduction explaining why someone might be interested in following them and adding additional tips/suggestions. Proofread their work and identify and correct grammar, punctuation, 	<ul style="list-style-type: none"> Identify and edit out careless punctuation, grammar, and spelling errors. Revise, improving aspects of their writing. <p>Poetry Unit Children will be able to:</p> <ul style="list-style-type: none"> To understand and explain the features of an epic poem. To look at the form of epic poems and then to write an epic story telling poem of their own. Explain that a kenning is a descriptive technique used in Beowulf the poem in which you avoid actually stating the name of the thing you are describing. 	
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		<p>including use of commas to separate clauses and inverted commas when using direct speech in newspaper reports.</p> <ul style="list-style-type: none"> • Begin to use brackets, dashes, or commas to indicate parenthesis. • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. • Carry out revisions to improve aspects of their writing 	<p>situation she is faced with, what to do, who to speak to, being sensitive to and empathetic to her feelings.</p> <ul style="list-style-type: none"> • Explain what they have learnt about the character of Munchkin after reading Chapter 9 and discovering his secret hiding place. Children will refer to text to support their viewpoints considering the language used to describe Munchkin and how this evokes empathy both in the reader and in Zoe. 	<p>and careless spelling errors.</p> <ul style="list-style-type: none"> • Carry out revisions to improve aspects of their writing 	<ul style="list-style-type: none"> • Perform an extract from the poem. 	
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			<ul style="list-style-type: none">• Write in role as Munchkin expressing his feelings about Dooby and Zoe.• Use conscience alley to explore the question Should Zoe try to get off the island alone or risk going with Dooby being able to list the reasons for/against each alternative.• They will be able to write in role as Zoe exploring this dilemma.• Use freeze frame and thought tracking to represent the dramatic events of Chapter 11 as			
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the eels wait for the cats to arrive, as the eels surround the cats, then as the eels have to run from the horses.




Poetry

Children will be able to:

- To explain the impact poetic devices, have on the reader.
- Identify the examples of kennings in the poem and recognise there is usually a two-word description of an object- e.g., sharp stabber (knife).
- Identify alliteration used in the poem and explain why it is an effective technique.
- Explore how the poet builds a mental


			picture for the reader.			
Independent Writing	Write a summary of how Ahmet changes over the course of the novel and why.	To write a newspaper report.	To write an alternative ending to the story.	To write an explanatory report.	To write a story involving quest. Children will be given the opening to a story where the problem/quest is identified, and they will continue the story to a cliffhanger sentence.	To write a persuasive piece.

	Year 6					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit of work	Writing to Inform Impersonal recounts, Newspaper reports including discussion journalism, TV Broadcasts, non-chronological reports	Writing To Entertain Horror, Mystery, and Suspense. Poetry Unit: Poems from other culture	Writing To Entertain Fantasy novel with magic and realism Poetry Unit: Poems from other culture	Writing to Persuade Letters to persuade and letters to complain, persuasive speech, leaflets which informs and persuades, balanced argument	Writing to Inform Instructions, explanation texts, letters, leaflet about Fairtrade to inform and persuade (Some of writing to be linked to geography unit on International Trade)	Writing to Inform Autobiographies and biographies, newspaper reports, non-chronological reports
Key Text	Linked to Geography unit International Trade Research	Clockwork and A Christmas Carol	Skellig by David Almond	Linked to History unit WWII Research	Linked to Geography unit Climate Change Research	Linked to History unit Ancient & Modern Slavery Research
Focus of Unit	Exploring the language features and techniques used by writers when writing informatively	Exploring the language features and techniques used by writers to create tension, excitement, and suspense.	-To develop children's understanding of the story, characters, themes and language. Grammar and punctuation are embedded within the analysis of the language and structures used to tell the story; through activities that explore the effects these might have on the reader.	-Exploring how arguments are constructed -Exploring the range of techniques writers use to argue a viewpoint convincingly-Explore the impact of persuasive and emotionally charged language on the reader.	-Using a range of writing genres to convey information in a powerful, interesting, and sometimes emotional way -Use of precise language to explain processes accurately and clearly and to emotionally engage and persuade the reader.	-Exploring the distinctive style in autobiographies and biographies. -Exploring how to make these kinds of texts engaging for the reader.

			- Children apply what they have learnt to their own writing, making choices that affect the reader's thoughts and feelings.			
 Enquiry Questions	<i>Which type of information texts studied are the most accurate and reliable? why?</i>	<i>How do writers use language in their stories to create tension, excitement, and fear in the reader?</i>	<i>Do themes play an important role in story writing? Explain.</i>	<i>How cautious should we be of information texts which rely on persuasive techniques to hook us in?</i>	<i>How can our writing teach people about key issues?</i>	<i>Autobiographies and biographies. Which are the most engaging to read and why?</i>
 Key Vocabulary	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings, headings, layout, formal, informal, audience, purpose for writing, logical, sequential, extract, technical language, formal language, impersonal, causal, accuracy, formality, reliability	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes, tension, build-up, emotive language, direct speech, interweave, cohesion, gothic, horror, Victorian, mystery, Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery, simile, metaphor, personification, analogy, imagery,	Setting, climax, resolutions, problems, characters, prediction, motive, viewpoint, chapter, compare, plot, opinion, facts, dialogue, flashback, imaginary, infer, characteristics, suspense, dialogue, moral, values, themes, traditional, modern day, characterisation, magical realism, internal monologue, Poetry – rhyme, rhythm, rhyming pattern, line, verse, phrase, recite, intonation, alliteration, imagery, simile, metaphor, personification, analogy, imagery,	fronted adverbials, persuade, convince, argument, urge, opinion, emotive language, conclusion, evidence, reason, quote, statistics, effective, viewpoint, perspective, logical, influence, deceiving, flattery, hyperbole, rhetorical	Information, structure, non-fiction, non-chronological, chronological, recount, factual, diagram, label, caption, subheadings, headings, layout, formal, informal, audience, purpose for writing, logical, sequential, extract, technical language, formal language, impersonal, causal, emotion, engagement, issues, process	biography, autobiography, life story, retell, events, experiences, achievements, chronological order, timeline, date of birth, place of birth, family, parents, siblings, childhood, personality, education, adulthood, occupations, influences, challenges, strengths, aspirations, contribution, significance, legacy, recognition, date of death, place of death, cause of death
	<ul style="list-style-type: none"> Use a range of multi-clause sentences to elaborate on information 	<ul style="list-style-type: none"> Select and use a range of genre specific vocabulary effectively, which create and sustain suspense and 	<ul style="list-style-type: none"> Identify the audience for and purpose of the writing, selecting the appropriate 	<ul style="list-style-type: none"> Construct a range of multi-clause sentences to back up an argument with a clear reason which are 	<ul style="list-style-type: none"> Expand on ideas using a range of adverbial clauses to explain how and why. 	<ul style="list-style-type: none"> Use 1st, 2nd and 3rd person accurately maintaining the correct subject and verb agreement.

<p>Non- Procedural Knowledge (Skills)</p>	<p>including the use of relative clauses within main clauses to make meaning clearer.</p> <ul style="list-style-type: none"> • Use formal language, maintaining an impersonal style throughout the writing knowing when and where to use passive voice effectively. • Use a wide range of subordinating and coordinating conjunctions which effectively link ideas within sentences and are appropriate to the text. • Use a range of adverbial phrases to link ideas within and across paragraphs in a logical and 	<p>excitement in the writing.</p> <ul style="list-style-type: none"> • Interweave characters actions, reactions, motives, and feelings effectively. • Use powerful verbs and adverbs effectively to show not tell the characters feelings. • Use a range of sentence structures, which vary in length and interweave for order and effect, one word, short, and multi-clause sentences. • Select and use a range of adverbial and adjectival phrases as sentence starters to link ideas between sentences and paragraphs and which contribute to the mood and atmosphere of the writing. • Use parentheses as a tool for the narrator to express a viewpoint/comment. <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> • look at poems from other cultures. • learn a wider range of poetry by heart. 	<p>form and using other similar writing as a model for their own.</p> <ul style="list-style-type: none"> • Noting and developing initial ideas. • In writing narratives, considering how authors have developed characters and setting. • Selecting appropriate grammar and vocab to understand how such choices can change and enhance the meaning. • In narrative, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actions. • Assessing the effectiveness of their own and 	<p>elaborated on and have supporting evidence.</p> <ul style="list-style-type: none"> • Use relative clauses effectively to provide additional information to persuade/convince the reader. • Link clauses effectively within sentences which elaborate viewpoints using a range of coordinating and subordinating conjunctions. • Make effective links across and between paragraphs using a wider range of cohesive devices. • Use a range of persuasive language and devices to argue a case convincingly and engage the reader. • Use a wide range of adverbial phrases to link ideas in a balanced argument and to signal an opposing viewpoint. 	<ul style="list-style-type: none"> • Use a range of adverbial phrases to link ideas between sentences and to link paragraphs to make the writing logical and cohesive. • Use a range of expanded noun phrases and technical language to convey information concisely. • Use formal language, including passive verbs to maintain an impersonal style throughout the writing. • Know where and when to vary sentence length to suit the style of the writing. 	<ul style="list-style-type: none"> • Maintain an informal or formal style in their writing. • Know where and when to vary sentence length to suit the style of the writing. • Use a range of adverbial phrases to link ideas between sentences and to link paragraphs to make the writing logical and cohesive.
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	<p>coherent way.</p> <ul style="list-style-type: none"> Use 1st, and 3rd person accurately maintaining the correct subject and verb agreement. 	<ul style="list-style-type: none"> be able to discuss and evaluate language use. understand devices in poetry such as simile, metaphor, personification, analogy, imagery, 	<p>other's writing.</p> <ul style="list-style-type: none"> Use of expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. Use of commas to clarify meaning. Use of brackets, dashes, or commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. <p>Poetry Children will be able to:</p> <ul style="list-style-type: none"> look at poems from other cultures. learn a wider range of poetry by heart. 			
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			<ul style="list-style-type: none"> • be able to discuss and evaluate language use. • understand devices in poetry such as simile, metaphor, personification, analogy, imagery, 			
 Knowledge	<ul style="list-style-type: none"> • Identify and discuss the 5 fundamental 'W' questions that a newspaper report tries to answer and identify them in a newspaper report. • Compare two newspaper reports of the same incident and identify which one is the most reliable and why. • Explore how emotive language is used in sensationalist journalism. • Identify and explain how 	<ul style="list-style-type: none"> • Explore characteristics of mystery, ghost and horror stories: settings, characters, problems, complications, pace, use of cliffhangers, unresolved endings which leave the reader with unanswered questions, or predicting what might have happened. • Annotate a range of extracts to identify the range of techniques writers use to build up suspense in a story and be able to explain why they are effective and how they evoke a particular response in the reader. • Explore and categorise the 	<ul style="list-style-type: none"> • Internal monologue- to explore Michael's feelings (he is problem solving and therefore the purpose for the reader is to empathise at this point – same with the other monologues and diaries) • To write a personal narrative. • To explore Skellig's feelings. • To write an extra excerpt for Skellig. • To write a diary to portray Mina's feelings. 	<ul style="list-style-type: none"> • Explain how persuasive arguments are constructed in a range of texts and understand the importance of sequencing and linking point, elaborating on reasons and giving clear evidence, pre-empting or answering potential objections and appealing to the known views and feelings of the audience. • Recognise, explain and a wide range of persuasive techniques which hook the reader in and deliberately influence them including the use 	Instruction Writing <ul style="list-style-type: none"> • Identify the structural and language features of more complex instructions which set out to inform and amuse and be able to explain purpose of features and intended impact on the reader. • Write a comprehensive set of instructions: <ul style="list-style-type: none"> - writing an introduction explaining why someone might be interested in following them; - using questions to draw the reader in to thinking about the need to follow instructions; - adding specific comments, warnings, additional tips /reminders. 	<ul style="list-style-type: none"> • Explore the purpose and audience for autobiographies. • Understand why people write and read autobiographies. • Select an autobiography to annotate the structural and language features and state their purposes and be able to express a viewpoint on it. • Plan and write an extract from their own autobiography and be able to make events anecdotal in style and engage the reader • Compare and contrast an autobiography and biography of the same person to distinguish between these types if texts, recognising the effect

	<p>emotive language is used in sensationalist journalism</p> <ul style="list-style-type: none"> • Compare how a news story is covered in a newspaper and in a TV report and identify similarities and differences in the style of reporting. • Explore how tense is used in TV and newspaper reports and 1st and 2nd person and apply correctly in their report writing. • List the structural and language features of chronological and non-chronological reports and explain why they are necessary. • Compare and contrast 	<p>language used by writers to evoke mood and atmosphere in mystery & suspense and horror stories.</p> <ul style="list-style-type: none"> • Apply the techniques and language explored thorough analysis of texts to write: <ul style="list-style-type: none"> - A gripping opening to a story which will leave the reader wanting more. - To write the next episode to a story where the problem has been revealed. - Write in role as a character writing the next part of a story. - Write a gripping text to go with the film clip in the graveyard <ul style="list-style-type: none"> • Interweave narrative and dialogue effectively to help maintain the pace and tension in a story. • Having been given the final sentence in a story, the children will be able to write the prior three/four paragraphs which led to that final sentence. • Use a full range of punctuation accurately to demarcate sentences, 	<ul style="list-style-type: none"> • To explore the change in Michael's feelings to write a comparison between the Michael and Mina. <p>Poetry Children will:</p> <ul style="list-style-type: none"> • look at choral and performance poems (pantomms) and to write one of their own to perform to others either in a group or individually. 	<p>of modal verbs and hyperbole.</p> <ul style="list-style-type: none"> • Compare and contrast different persuasive texts and balanced arguments identifying which one is the most convincing and why. • Write a range of persuasive texts and be able to incorporate the features of persuasive texts in leaflets which inform, explain and set on to persuade or influence the reader. • Use persuasive phrases and emotive language effectively to emotionally engage the reader in their writing including letters. • Understand what is meant by the term 'balanced discussion and be able to compare and contrast the structural and language features of persuasive and 	<p>Explanation Texts</p> <ul style="list-style-type: none"> • Identify and explain through annotation the structural and language features of explanation texts noting features of impersonal style: <ul style="list-style-type: none"> - complex sentences: use of passive voice; - technical vocabulary; - hypothetical language (if only it might, its time - use of words/phrases to make sequential, causal, logical connections, • Understand where and when to use these features in their own writing. • Explain how paragraphs are structured in different ways in explanation texts to avoid repetition and to link the writing and make it more cohesive. • Plan explanation texts using diagrams/flow charts to help them organise their information' 	<p>on the reader of the choice between first and third person, distinguishing fact, opinion, and fiction, distinguishing between implicit and explicit points of view and how these can differ.</p> <ul style="list-style-type: none"> • Research a member of their immediate or extended person and use their notes to write an extract of their biography and be able to maintain an impersonal style of writing while engaging the reader.
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	<p>structural and language features of a range of report texts and comment on their suitability for purpose and their audience.</p> <ul style="list-style-type: none"> • Understand why formal and impersonal language is used in information texts and in reporting news. • Identify and explain the features of impersonal language, especially the use of passive voice and how it affects a sentence. • Use verb phrases accurately when writing in passive voice. • Apply the features of newspaper, TV reports, 	<p>including use of speech and parenthesis.</p> <ul style="list-style-type: none"> • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. • Carry out revisions to improve aspects of their writing <p>Poetry Children will:</p> <ul style="list-style-type: none"> • look at poetry from other cultures, black poets. • look at the narrative form and relate it to the work of Black poets and write a similar poem of their own. 		<p>balanced discussions.</p> <ul style="list-style-type: none"> • Plan a discussion text and list arguments for and against with reasons which are elaborated on with clear evidence. • Write a balanced report of a controversial issue using the structural and language features consistently. • Main an impersonal tone throughout the writing selecting and using formal phrases to express ideas clearly and succinctly. • Use a full range of punctuation accurately to demarcate sentences, including use of parenthesis. • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. 	<ul style="list-style-type: none"> • Write a scientific explanation applying the structural and language features and using appropriate technical language. • Apply the geographical understanding to write an explanation of the sugar trade applying the appropriate structural and language features. • Refine/revise their report to focus on clarity and ensure it is written in an impersonal style with the appropriate use of technical language <p>Letters/Leaflets- which inform and persuade</p> <ul style="list-style-type: none"> • Recap on the structural and language features of letters and leaflets and explore how they are an effective way of informing people and how they can influence 	
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	<p>and non-chronological reports in their writing.</p> <ul style="list-style-type: none"> • Use semi-colon and colons used to mark the boundary between independent clauses. • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. • Carry out revisions to improve aspects of their writing 			<ul style="list-style-type: none"> • Carry out revisions to improve aspects of their writing 	<p>people to consider changing their actions/attitudes.</p> <ul style="list-style-type: none"> • Annotate letters and leaflets which inform and persuade and identify techniques used by the writer. • Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types and applying the structural and language features. <i>For example --- choose to write a leaflet on fair trade to inform and influence parents and the school community to buy fair trade products.</i> • Writing a letter to their local MP to inform/express concerns about an issue which is important to them. 	
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					<ul style="list-style-type: none"> • Proofread their work and identify and correct grammar, punctuation, and careless spelling errors. • Carry out revisions to improve aspects of their writing 	
Independent Writing	To write a newspaper report on Fair Trade.	To write the opening to a gothic story.	To write a fantasy novel.	To write a letter of complaint.	To write an informational leaflet.	To write a biography of their historical hero.

What is a Key Read?

A core list of texts which we believe children should be exposed to by the time they leave their current year group. The Hyde Park Key Reads include five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. In addition, all year groups have a short text/picture book to encourage and inspire a growth mindset as well as three key authors.

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Short Text/ Picture Book (Linked to resilience/growth mindset/PSHRE)	The Lion Inside <i>Rachel Bright</i>	How to Catch a Star <i>Oliver Jeffers</i>	After the Fall <i>Dan Santat</i>	Bears Don't Read <i>Emma Chichester Clark</i>	The Dot <i>Peter H. Reynolds</i>	Rosie Revere, Engineer <i>Andrea Beaty</i>	The Boy, the Mole, the Fox and the Horse <i>Charlie Mackesy</i>
Archaic Text	The Cat in the Hat (1957) <i>Dr Seuss</i>	The Tale of Peter Rabbit (1901) <i>Beatrix Potter</i>	The Magic Faraway Tree (1943) <i>Enid Blyton</i>	Charlotte's Web (1952) <i>E. B. White</i>	The Lion, the Witch and the Wardrobe (1950) <i>C.S.Lewis</i>	The Secret Garden (1911) <i>Frances Hodgson Burnett</i>	The Hobbit (1937) <i>J. R. R. Tolkien</i>
Non-Linear Time Sequences	The Three Little Wolves and the Big Bad Pig <i>Eugene Trivizas</i>	The Day the Crayons Quit <i>Drew Daywalt</i>	Voices in the Park <i>Anthony Browne</i>	The Proudest Blue <i>Ibtihaj Muhammad</i>	The Midnight Fox <i>Betsy Byars</i>	The 1000-Year- Old Boy <i>Ross Welford</i>	Holes <i>Louis Sachar</i>
Complexity of the Narrator	Owl Babies <i>Martin Waddell</i>	The Tiger Who Came to Tea <i>Judith Kerr</i>	Fantastic Mr Fox <i>Roald Dahl</i>	The World According to Humphrey <i>Betty G. Birney</i>	Witches <i>Roald Dahl</i>	The Boy at the Back of the Class <i>Onjali Q. Rauf</i>	Wonder <i>R. J. Palacio</i>
Links to the Curriculum	Dinosaurs & All That Rubbish (Spring 3) <i>Michael Foreman</i>	Look Up! (Summer 6) <i>Nathan Bryon</i>	The Lighthouse Keeper's Lunch (Autumn 2) <i>David Armitage</i>	The Egyptian Cinderella (Spring 3) <i>Shirley Climo</i>	How to Train Your Dragon (Summer 5) <i>Cressida Cowell</i>	My Friend Walter (Spring 3) <i>Michael Morpurgo</i>	Anna at War (Spring 3) <i>Helen Peters</i>
Must Read Authors	We're Going on a Bear Hunt <i>Michael Rosen</i> The Gruffalo <i>Julia Donaldson</i> Sally and the Limpet <i>Simon James</i>	The Owl who was Afraid of the Dark <i>Jill Tomlinson</i> Rabbit and Bear <i>Julian Gough and Jim Field</i>	Claude <i>Alex T. Smith</i> The Adventures of Paddington Bear <i>Michael Bond</i> Flat Stanley <i>Jeff Brown</i>	The Sheep Pig <i>Dick King Smith</i> Iron Man <i>Ted Hughes</i> Cliffhanger <i>Jacqueline Wilson</i>	Krinklekrax <i>Phillip Ridley</i> Operation Gadgetman <i>Malorie Blackman</i> Bill's New Frock <i>Anne Fine</i>	Journey to Jo'Burg <i>Beverley Naidoo</i> Secrets of the Sun King <i>Emma Carroll</i> Arctic Star <i>Tom Palmer</i>	Once <i>Morris Gleitzman</i> Welcome to Nowhere <i>Elizabeth Laird</i> The Terrible Thing That

		Funny Bones <i>Janet and Allen Alhberg</i>					Happened to Barnaby Brocket <i>John Boyne</i>
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