



## Northside English Genres

Respect, Pride, Inclusion, Challenge, Creativity, Resilience

Purposes for writing:		
Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To entertain and inform	To entertain, inform and persuade	To entertain, inform, persuade and discuss

All English units will follow the writing process:

- stimulus for writing
- exploring examples of genre
- identifying key features (including those that provide cohesion across the text)
- teaching of grammar and punctuation that fits the purpose of the text
- discussion and decision of purpose and audience for written pieces
- modelled, collaborative and independent writing
- proof-reading for improvements using Purple Pen throughout the process

Within all genres, shorter pieces of writing (e.g postcards, diary entries, character profiles, short paragraphs) may be planned and used to build to the longer piece.

	Autumn 1: <b>Respect</b>			Autumn 2: <b>Pride</b>		
Genre	Narrative	Non-Narrative	Poetry	Narrative	Non-Narrative	Poetry
Theme	Narrative Settings	Instructions	Poems on a theme	Play scripts	Recount	Modern Poetry
Year 1	<p><b>Stories with familiar settings (recap on Reception objectives)</b>  <b>Key features:</b> beginning, middle and end. Repeated vocabulary.  <b>Grammar:</b> write letters and some sentences with full stops and capital letters.  <b>Punctuation:</b> full stops and capital letters.  <b>Writing outcome:</b>  <b>Oral re-tellings, character descriptions and setting descriptions.</b></p>	<p><b>Steps for familiar process</b>  <b>Key features:</b> present tense. Numbers to tell you what comes first, next and last.  <b>Grammar:</b> write captions and short sentences using phonics.  <b>Punctuation:</b> Use finger spaces between words. Exclamation marks. Numbers for steps.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome: steps for completing a familiar process (brushing teeth, getting ready for bed,</b></p>	<p><b>Rhyming Couplets</b>  <b>Key features:</b> rhyming words at the end of sentences of well-known Rhymes. Shorter sentences.  <b>Grammar:</b> Use full sentences including someone doing something e.g. Jack and Jill went up the hill.  <b>Punctuation:</b> use capital letters for days of the week. Use simple past tense.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing Outcome: whole</b></p>	<p><b>Characters Speaking</b>  <b>Key features:</b> characters speaking to each other.  <b>Grammar:</b> Use and to join words and sentences. Use more formal words like mother.  <b>Punctuation:</b> use capital letters for names of people and the personal pronoun 'I'. Use question marks.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing Outcome: write thought bubbles for characters having a</b></p>	<p><b>Recall factual events in school</b>  <b>Key features:</b> basic chronological order. Key events retold.  <b>Grammar:</b> use the simple past tense. Use 'and' to join words and sentences.  <b>Punctuation:</b> use full stops and capital letters at the start of sentences.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing Outcome:</b>  <b>Write sentences about a</b></p>	<p><b>Shape poems</b>  <b>Key features:</b> Use templates to create shape poems. Use phrases to describe the object of the poem.  <b>Grammar:</b> Use simple present tense. Write captions and short sentences.  <b>Punctuation:</b> Use exclamation marks.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing Outcome:</b>  <b>Write a group of words and phrases inside a shape to</b></p>

		making a jam sandwich-if they have had experience in doing this themselves).	class poem linked to topic.	conversation.	visitor or assembly or event they have taken part in at school.	describe the object.
Year 2	<p><b>Stories with familiar settings (recap on Year 1 objectives)</b></p> <p><b>Key features:</b> main characters, setting, beginning, middle and end.</p> <p><b>Grammar:</b> use 'and' to link two main ideas (co-ordinating conjunctions).</p> <p><b>Punctuation:</b> use finger spaces, use full stops to end sentences and capital letters to begin sentences.</p> <p><b>Writing outcome:</b> re-telling of story/parts of a story with familiar setting. Character role play and descriptions.</p>	<p><b>Simple ordered instructions for familiar process</b></p> <p><b>Key features:</b> title as a question 'How do you make a jam sandwich?' Numbered steps. Use of images.</p> <p><b>Grammar:</b> Use commands. Use adjectives.</p> <p><b>Punctuation:</b> Use question marks and exclamation marks. Full stops and capital letters.</p> <p><i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> written instructions for something they have had experience doing in class.</p>	<p><b>Sound poems</b></p> <p><b>Key features:</b> Poems using onomatopoeia.</p> <p><b>Grammar:</b> use noun phrases (using adjectives). Use past progressive tense e.g. Pigeons were flying through the hall.</p> <p><b>Punctuation:</b> use apostrophes for contracted forms. Use exclamation marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write individual sound poems (possible link to Fire of London topic-sizzle, spit)</p>	<p><b>Play Scripts with characters' names</b></p> <p><b>Key features:</b> Use characters' names followed by what they say.</p> <p><b>Grammar:</b> Use co-ordinating conjunctions (or, so &amp; but) to link clauses. Use the simple present tense and present progressive tense. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Punctuation:</b> Use question marks. Use exclamation sentences. Use a colon after a name to introduce speech.</p> <p><b>Writing outcome:</b> Class playscript.</p>	<p><b>Recount of a local visit in first person</b></p> <p><b>Key features:</b> Use first person to recount key events in chronological order.</p> <p><b>Grammar:</b> use simple past tense. Use adverbials to suggest time.</p> <p><b>Punctuation:</b> use apostrophes for omission/to mark contractions. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a recount of a local visit to go in the school newsletter.</p>	<p><b>Acrostics</b></p> <p><b>Key features:</b> Use full sentences and adverbs.</p> <p><b>Grammar:</b> Use sentences with different forms (statements and questions)</p> <p><b>Punctuation:</b> Use full stops and capital letters. Use question marks.</p> <p><i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write an acrostic poem based on topic.</p>
Year 3	<p><b>Stories with imaginary settings (recap on Year 2 objectives)</b></p> <p><b>Key features:</b> differentiate between past and present tense. Structure of story including descriptions.</p> <p><b>Grammar:</b> co-ordinating conjunctions and noun phrases. Use adjectives to describe nouns.</p> <p><b>Punctuation:</b> exclamation sentences. Apostrophes for omission.</p> <p><b>Writing outcome:</b> setting descriptions, character development, plans for and composition for retelling of stories read.</p>	<p><b>Instructions for others to follow</b></p> <p><b>Key features:</b> Use of time adverbials to show when instructions should be completed. Use sub-headings for equipment and method.</p> <p><b>Grammar:</b> use time adverbials (first, second, third, finally). Use commands and questions. Use powerful verbs.</p> <p><b>Punctuation:</b> Use commas for lists. Use question marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Written instructions for year 1 to follow.</p>	<p><b>Rhyming poems following a familiar structure</b></p> <p><b>Key features:</b> Quatrain with ABAB rhyme scheme.</p> <p><b>Grammar:</b> Use adverbs to describe verbs. Use 'a', 'an' and 'the' articles in noun phrases.</p> <p><b>Punctuation:</b> Use exclamation marks. Use apostrophes for singular possession. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write own quatrain based on topic.</p>	<p><b>Known stories as play scripts</b></p> <p><b>Key features:</b> scripts including basic stage directions.</p> <p><b>Grammar:</b> Use nouns and pronouns appropriately. Use FANBOYS conjunctions.</p> <p><b>Punctuation:</b> Full stops, capital and colons. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a scene/event from TT as a playscript.</p>	<p><b>Recount of an event in school or on a trip</b></p> <p><b>Key features:</b> Use paragraphs to organise ideas around a theme.</p> <p><b>Grammar:</b> Use ISAWAWBUB conjunctions for subordination. Use correct past tense including the progressive. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Punctuation:</b> Use full stops and capital letters.</p> <p><b>Writing outcome:</b> Write a recount to publish on Teams.</p>	<p><b>Calligrams</b></p> <p><b>Key features:</b> Write words, phrases and poems which are a visual representation of the subject matter.</p> <p><b>Grammar:</b> Use powerful verbs. Use adjectives to describe nouns.</p> <p><b>Punctuation:</b> Use question marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a variety of calligrams based on topic.</p>
Year 4	<p><b>Stories with imaginary settings</b></p>	<p><b>Instructions for others to follow</b></p>	<p><b>Poems following a particular structure about</b></p>	<p><b>Play script of familiar story for radio</b></p>	<p><b>Recount of an event from the Terrific Text</b></p>	<p><b>Simile Poems</b></p> <p><b>Key features:</b> include 'like'</p>

	<p><b>(recap on Year 3 objectives)</b>  <b>Key features:</b> detailed descriptions and paragraphs to organise in time sequence.  <b>Grammar:</b> Use 'an', 'a' and 'the' in noun phrases. Use an adverb to describe a verb and an adjective to describe a noun. Place events and ideas in order. Use some subordinating conjunctions (when and because).  <b>Punctuation:</b> use commas to list more than two items. Full stops and capital letters (start of sentences and proper nouns).  <b>Writing outcome:</b> Planning and writing own stories. Descriptions of places and people.</p>	<p><b>Key features:</b> varied and rich vocabulary for purpose. Organisational devices.  <b>Grammar:</b> Use determiners for noun phrases. Use pronouns to avoid repetition.  <b>Punctuation:</b> Use apostrophes for contracted forms. Use fronted adverbials using a comma.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> written instructions linked to fiction e.g. How to tame your pet dragon.</p>	<p><b>nature</b>  <b>Key features:</b> Haiku. Lines with syllables 5, 7, 5.  <b>Grammar:</b> Use syllables accurately. Use adjectives and adverbs. Use correct tense throughout a piece of writing.  <b>Punctuation:</b> Use capital letters to start lines. Use question and exclamation marks.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Create a class book of Haikus.</p>	<p><b>Key features:</b> scripts for performance including sound effects to create atmosphere.  <b>Grammar:</b> Use complex sentences (subordination). Write in first person.  <b>Punctuation:</b> Use commas for lists. Use colons to introduce speech.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> record a radio script for the school website.</p>	<p><b>Key features:</b> Write in the third person and avoiding writing a narrative.  <b>Grammar:</b> Use correct tense throughout a piece of writing. Use conjunctions and prepositions to express time.  <b>Punctuation:</b> Use apostrophes for singular possession. Use full stops and capital letters correctly.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Write a recount of an event(s) from TT, for the website.</p>	<p>and 'as' comparisons.  <b>Grammar:</b> Use the present progressive tense.  <b>Punctuation:</b> Use exclamation marks. Use full stops and capital letters.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Write a simile poem based on topic.</p>
Year 5	<p><b>Stories with historical settings (recap on Year 4 objectives)</b>  <b>Key features:</b> historical events in narrative. Structure of stories. Language used for effect.  <b>Grammar:</b> Use some subordinating conjunctions (until and unless). Use some co-ordinating conjunctions (but and for). Expanded noun phrases using different determiners.  <b>Punctuation:</b> commas after fronted adverbials. Full stops, capital letters and exclamation marks.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> planning and writing their own story using historical events from their topic or writing alternative chapters.</p>	<p><b>Instructions for more complex task</b>  <b>Key features:</b> use of imperative verbs. Structural devices including tips and use of numbers and/or adverbials of time. Subheadings for different stages. Bullet points for lists.  <b>Grammar:</b> Use modal verbs. Fronted adverbials for frequency and manner.  <b>Punctuation:</b> bullet points for a list. Brackets for additional information.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Write instructions for an element of space travel.</p>	<p><b>Poems with a different structures about Space</b>  <b>Key features:</b> Tankas five-line, 5/7/5/7/7 syllable count form.  <b>Grammar:</b> Use correct tense, consistently. Use noun phrases.  <b>Punctuation:</b> Use correct sentence demarcation. Use possessive apostrophe.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Tankas about Space to read to Year One.</p>	<p><b>Playscript as continuation of TT</b>  <b>Key features:</b> scripts including setting descriptions and adverbials for delivery.  <b>Grammar:</b> Use the present perfect tense. Use adverbials for manner.  <b>Punctuation:</b> Use dashes for additional information. Use brackets for stage directions. Use apostrophes for contracted forms.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> continuation of a chapter or story as a playscript.</p>	<p><b>Digital presentation of a visit</b>  <b>Key features:</b> Cohesive devices.  <b>Grammar:</b> Use the correct tense consistently throughout a text. Use fronted adverbials for frequency. Use relative clauses.  <b>Punctuation:</b> Use commas after fronted adverbials. Use commas to mark relative clauses.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Create a PowerPoint about a trip.</p>	<p><b> kennings</b>  <b>Key features:</b> compound words (noun+ noun and noun + verb). Use hyphens to join words.  <b>Grammar:</b> Use powerful nouns and verbs.  <b>Punctuation:</b> Use hyphens to join two words.  <i>Consolidation of previous term through application in writing and interventions if needed.</i>  <b>Writing outcome:</b> Write Viking Kennings.</p>

Year 6	<p><b>Stories with historical settings (recap on Year 5 objectives)</b></p> <p><b>Key features:</b> different story openers. Building atmosphere and suspense.</p> <p><b>Grammar:</b> identifying different types of nouns. Expanded noun phrases using different determiners and multiple adjectives. Use FANBOYS and ISAWAWABUB in complex and compound sentences.</p> <p><b>Punctuation:</b> commas to clarify ambiguity. Full stops, capital letters, exclamation and question marks. Semi-colons to join main clauses. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> alternative versions of a story read. Diary entries and letters from the perspective of different characters.</p>	<p><b>Instructions for more complex task</b></p> <p><b>Key features:</b> imperative verbs, fronted adverbials and use of varied sentence structures and organisational devices.</p> <p><b>Grammar:</b> Use rhetorical devices. Use a variety of sentence lengths and types for desired effect. Use of prepositions.</p> <p><b>Punctuation:</b> colons to introduce lists and bullet points for a list. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Written instructions for building Anderson Shelters (History).</p>	<p><b>Free verse poems about World War Two</b></p> <p><b>Key features:</b> No rhyme. Enjambment. 'In Mrs. Tilscher's Class' by Carol Ann Duffy.</p> <p><b>Grammar:</b> Use passive and active voice. Use accurate tenses, consistently. Use a variety of clauses for effect.</p> <p><b>Punctuation:</b> Use capital letters at the start of a sentence and not a line. Use semi-colons to join two main clauses. Use dashes for additional information. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a free verse poem about World War Two from a character's perspective.</p>	<p><b>Playscript for TV show - Horrible Histories</b></p> <p><b>Key features:</b> Series of scenes. Full stage directions including scene setting. Comic content and atmosphere.</p> <p><b>Grammar:</b> Use modal verbs. Use changes in tense for effect. Use prepositions for place and time.</p> <p><b>Punctuation:</b> Use question and exclamation marks. Use apostrophes for contracted forms. Use commas for vocatives. Use brackets. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Horrible Histories tv show recorded and shared with other classes.</p>	<p><b>Digital presentation of a visit or event</b></p> <p><b>Key features:</b> written recount to be read out on iMovie. Write for parents to be able to view on Teams.</p> <p><b>Grammar:</b> Use conjunctions to express time, cause, manner and effect. Use a variety of sentence lengths.</p> <p><b>Punctuation:</b> Use full stops and capital letters. Use dashes to mark additional information. Use commas after fronted adverbials. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> create an iMovie of a visit or an event.</p>	<p><b>PWQPWQ (Phrase, Word, Question, Phrase, Word, Question)</b></p> <p><b>Key features:</b> use a mixture of words, phrases and questions for impact.</p> <p><b>Grammar:</b> Use modal verbs. Know the difference between phrases and clauses. Use noun phrases and prepositional phrases.</p> <p><b>Punctuation:</b> Use question marks. Use commas at the end of the first two lines. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a PWQPWQ poem based on topic.</p>
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	Spring 1: <b>Inclusion</b>			Spring 2: <b>Challenge</b>		
Genre	Narrative	Non-Narrative	Poetry	Narrative	Non-Narrative	Poetry
Theme	Traditional Tales	Letter Writing	Narrative Poetry	Stories from other cultures	Explanation	Classic Poetry Performances Poetry recital
Year 1	<p><b>Traditional Tales</b></p> <p><b>Key features:</b> main characters, setting, beginning, middle and end.</p> <p><b>Grammar:</b> use 'and' to link two main ideas (co-ordinating conjunction). Use simple past tense.</p> <p><b>Punctuation:</b> use finger spaces, use full stops to end sentences and capital letters to begin sentences. <i>Consolidation of previous</i></p>	<p><b>Thank you letter (To named audience within school)</b></p> <p><b>Key features:</b> use basic greetings and farewells.</p> <p><b>Grammar:</b> use more formal words when needed. Use simple present tense.</p> <p><b>Punctuation:</b> Use exclamation marks. Use capital letter for the 'I' pronoun. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p>	<p><b>Nursery Rhymes</b></p> <p><b>Key features:</b> beginning, middle and end with problem and resolution. Use rhyming words.</p> <p><b>Grammar:</b> Use 'and' to join ideas. Use repetition.</p> <p><b>Punctuation:</b> Use capital letters for proper nouns. Use capital letters at the start of lines. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p>	<p><b>Stories from other cultures- TBC based on cohort.</b></p> <p><b>Key features:</b> have a clear sequence of events.</p> <p><b>Grammar:</b> Use words to say when (e.g Today, yesterday, On Monday) something is happening and where it is happening (place (e.g here, outside, inside)).</p> <p><b>Punctuation:</b> use capital letters to start sentences and for proper nouns.</p>	<p><b>Arrow diagrams explaining known process</b></p> <p><b>Key features:</b> visual representation of stages to explain a simple process.</p> <p><b>Grammar:</b> Use simple present tense. Use 'and' to join words and sentences.</p> <p><b>Punctuation:</b> Use arrows to show sequence. Use capital letters and full stops in full sentences. <i>Consolidation of previous term through application in</i></p>	<p><b>Short classic verses</b></p> <p><b>Key Objectives:</b> Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p><b>Expression and pace.</b></p> <p>Learn to appreciate rhymes and poems.</p> <p>Poem types (inclusive of</p>

	<p><i>term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a short re-telling of a traditional tale (imitation).</p>	<p><b>Writing outcome:</b> Write a letter of thanks to a class who have performed an assembly or a visitor who has been in.</p>	<p><b>Writing outcome: write own nursery rhyme.</b></p>	<p><i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: Write a re-telling of story from another culture with an alternative ending (innovation).</b></p>	<p><i>writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Create an arrow diagram for the sequence of a process (an experience or something they know e.g school day).</p>	<p>but not restricted to): Take part in Northside Poetry Recital-with all learning the same poem.</p> <p><b>Outcome:</b> Performance poetry-small group performances.</p>
Year 2	<p><b><u>Traditional Tales with alternative endings</u></b> <b>Key features:</b> explore different endings and write an alternative ending to a story. <b>Grammar:</b> use adjectives to describe nouns and adverbs to describe verbs. Use co-ordinating conjunctions. <b>Punctuation:</b> Use apostrophes for possession. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write an alternative ending to a traditional tale (innovation).</p>	<p><b><u>Letter to a friend (To named audience in school)</u></b> <b>Key features:</b> use some features of standard English. Write school's address in the top right-hand corner. <b>Grammar:</b> use subordinating conjunctions (if, that and because). <b>Punctuation:</b> Use question marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a letter to a friend to send.</p>	<p><b><u>Ballads</u></b> <b>Key features:</b> dramatic event developing through poem to a dramatic end. Use rhyme. <b>Grammar:</b> Use conjunctions for co-ordination and subordination. Use past tense including the progressive. <b>Punctuation:</b> use apostrophes for contracted form and possession. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a ballad based on topic e.g The Great Fire of London.</b></p>	<p><b><u>Stories from other cultures- TBC based on cohort.</u></b> <b>Key features:</b> use descriptions of settings from a different culture-based on class text (TT). <b>Grammar:</b> Use correct tense including the progressive form. Use adverbials for place. <b>Punctuation:</b> Use question and exclamation marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write own story from another culture (invention).</b></p>	<p><b><u>Flowcharts explaining known process</u></b> <b>Key features:</b> use variety of flowchart templates to explain a process. <b>Grammar:</b> Use cause and effect conjunctions (so, but and or, when). <b>Punctuation:</b> use full stops and capital letters. Use apostrophes correctly. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: Create a flowchart for the sequence of a process (cross-curricular link to foundation subjects).</b></p>	<p><b><u>Classical poetry</u></b> Performance poetry-small group performances. <b>Key Objectives:</b> Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p><b>Expression, pace and volume.</b></p> <p>Continue to build up a repertoire of poems learnt by heart, appreciating these and with appropriate intonation to make the meaning clear. Poem types (inclusive of but not restricted to): <b>Outcome:</b> Take part in Northside Poetry Recital-children to choose poems from a selection chosen by the teacher.</p>
Year 3	<p><b><u>Fables</u></b> <b>Key features:</b> Use animals to teach morals. <b>Grammar:</b> Use subordinating conjunctions. Use a reporting clause at the end of the sentence e.g. she said/said Jackie/Sarah said. <b>Punctuation:</b> Use speech punctuation. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p>	<p><b><u>Letter to persuade (To named audience inside of school)</u></b> <b>Key features:</b> write school's address. Write to a member of staff to request something. Use formal register. <b>Grammar:</b> Use paragraphs. Use present tense including the progressive. <b>Punctuation:</b> Use commas for lists. Recap on capital letters, full stops and endings of sentences. <i>Consolidation of previous</i></p>	<p><b><u>Nonsense Narrative poetry</u></b> <b>Key features:</b> made up words which sound like real words. Rhyme. Use some short extracts from 'Jabberwocky'. <b>Grammar:</b> use prepositions. Use adverbs. <b>Punctuation:</b> use capitals at the beginning of lines. Use exclamation marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p>	<p><b><u>Stories from other cultures- TBC based on cohort.</u></b> <b>Key features:</b> use story mountain idea to include problem and resolution. <b>Grammar:</b> use complex and compound sentences. <b>Punctuation:</b> Use apostrophes for omission and possession. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a</b></p>	<p><b><u>Explanation-linked to topic</u></b> <b>Key features:</b> information page on subject linked to topic. Use subheadings. <b>Grammar:</b> use present tense including progressive. Use nouns and pronouns appropriately. <b>Punctuation:</b> Use commas for lists. Use apostrophes for singular possession. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p>	<p><b><u>Humorous verse</u></b> <b>Key Objectives:</b> Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Expression, pace, intonation and volume.</b></p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through</p>

	<p><b>Writing outcome:</b> Write a short fable based on Aesop's fables.</p>	<p><i>term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a letter of persuasion to someone in school e.g Headteacher or subject lead to request something.</p>	<p><b>Writing outcome:</b> write a class nonsense poem based on topic (use consequences game format).</p>	<p>story from another culture with an appropriate problem and resolution.</p>	<p><b>Writing outcome:</b> write an information page explaining one process.</p>	<p>intonation, tone, volume and action. <b>Outcome:</b> Choose a poem and take part in Northside Poetry Recital.</p>
Year 4	<p><b>Myths</b> <b>Key features:</b> mythical creature as a hero or villain. <b>Grammar:</b> Use compound sentences (co-ordinating conjunctions). Choose and use nouns correctly. Use pronouns to avoid repetition. <b>Punctuation:</b> Use speech punctuation with reporting clause at the start and end of sentences. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a myth including own mythical.</p>	<p><b>Letter to persuade (To named audience outside of school)</b> <b>Key features:</b> write the address of recipient as well own address. Formal greeting and farewell. Cohesive devices. <b>Grammar:</b> Use lists of three. Use rhetorical devices. Use connectives to link ideas across paragraphs. <b>Punctuation:</b> Use question marks and exclamation marks. Use commas in list. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a persuasive letter to the local council regarding local issues.</p>	<p><b>Nonsense Narrative poetry</b> <b>Key features:</b> nonsense words within a far-fetched narrative. Use 'How Doth the Crocodile' and 'The Owl and the Pussycat' as stimulus. <b>Grammar:</b> Use appropriate determiners for noun phrases. Use fronted adverbials. <b>Punctuation:</b> Use speech punctuation. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a nonsense poem, individually.</p>	<p><b>Stories from other cultures- TBC based on cohort.</b> <b>Key features:</b> include a moral dilemma. <b>Grammar:</b> Use complex sentences (subordinating conjunctions) and recap on compound sentences. Use fronted adverbials followed by a comma. <b>Punctuation:</b> Use a comma after fronted adverbials. Use apostrophes for omission and possessions (including plurals). <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a story from another culture with a moral dilemma.</p>	<p><b>Explanations-linked to topic</b> <b>Key features:</b> information leaflet about more than one process. Write in third person. <b>Grammar:</b> Write in third person. Use present perfect tense. <b>Punctuation:</b> Use commas for lists. Use exclamation marks. Use accurate full stops and capital letters. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> create an information leaflet explaining more than one process.</p>	<p><b>Humorous verse</b> <b>Key Objectives:</b> Read new words with increasing confidence and accuracy to develop range of vocabulary.</p> <p><b>Expression, pace, smoothness, intonation and volume.</b></p> <p>Re-read and rehearse poems and plays for presentation and performance.</p> <p><b>Outcome:</b> Choose, rehearse and read poems as part of Northside Poetry Recital.</p>
Year 5	<p><b>Creation Myths</b> <b>Key features:</b> setting descriptions. Explanation of how the world was created. <b>Grammar:</b> Use active and passive voice. Use adverbs to indicate degrees of possibility. <b>Punctuation:</b> Use semi-colons. Use speech punctuation. Use full stops, questions and exclamation marks. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b></p>	<p><b>Letter to complain based on fiction text-TT</b> <b>Key features:</b> cohesive devices and register appropriate to audience. Build an argument through paragraphing. <b>Grammar:</b> Use relative clauses. Use accurate tense throughout text. <b>Punctuation:</b> Use dashes and commas to mark additional information. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a letter of fictional complaint.</p>	<p><b>Classic Narrative Poetry</b> Blank verse-iambic pentameter-Shakespeare. <b>Key features:</b> 5 stressed and unstressed syllables per line. <b>Grammar:</b> Recap on syllables. Use accurate tenses. <b>Punctuation:</b> Use direct speech. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a stanza using iambic pentameter.</p>	<p><b>Stories from other cultures- TBC based on cohort.</b> <b>Key features:</b> create contrasting atmospheres. <b>Grammar:</b> Use passive voice. Use dashes for additional information added to a main clause. <b>Punctuation:</b> Use dashes. Use colons to express a reason. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write extracts of known story with contrasting atmospheres.</p>	<p><b>Explanation linked to another curriculum area</b> <b>Key features:</b> write in an impersonal style and in chronological order. <b>Grammar:</b> Use fronted adverbials (including adverbs of time). Use present perfect tense. Use appropriate conjunctions. <b>Punctuation:</b> Use colons to open a list. <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write an explanation of a complex process.</p>	<p><b>Cautionary Tales</b> <b>Key Objectives:</b> Read most words effortlessly and work out unfamiliar words with increasing automaticity. Group words together accurately. <b>Expression, pace, smoothness, punctuation, intonation and volume.</b></p> <p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, so that the meaning is clear to the audience. <b>Outcomes:</b></p>

	write own creation myths.					Choose and learn two poems to recite in the Northside Poetry Recital.
Year 6	<p><b>Classic Tales (Alice in Wonderland)</b>  <b>Key features:</b> standard English. Dialogue to advance the action.  <b>Grammar:</b> Use subjunctive form. Use adverbials.  <b>Punctuation:</b> Use speech punctuation including interrupted speech. Use commas to punctuate adverbials.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write an extract in the style of Lewis Carroll.</p>	<p><b>Letter to an editor to state opinion.</b>  <b>Key features:</b> formal register. Layout of formal letter. Paragraphing for different aspects of argument. Write from own viewpoint.  <b>Grammar:</b> Use changes in tenses. Use modal verbs-likelihood, ability and permission.  <b>Punctuation:</b> use commas for relative clauses. Use colons to express a reason.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b>  Write letter to First News.</p>	<p><b>Classic Narrative Poetry</b>  Metaphor poems-The Highwayman  <b>Key features:</b> Use of metaphors. Repeating structures in verses.  <b>Grammar:</b> Use adverbs to express time, cause, manner and effect.  <b>Punctuation:</b> use hyphens to create compound adjectives.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a class narrative poem with metaphors.</p>	<p><b>Stories from other cultures-TBC based on cohort.</b>  <b>Key features:</b> use dialogue to advance the action.  <b>Grammar:</b> Use active and passive voice. Use different sentence lengths for effect.  <b>Punctuation:</b> Use speech punctuation, accurately. Use semi-colons to join main clauses.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a story from another culture using speech to advance the action.</p>	<p><b>Balanced argument</b>  <b>Key features:</b> explanation of different perspectives on an issue. Include a conclusion to summarise.  <b>Grammar:</b> Use modal verbs and adverbs to indicate degrees of possibility. Use connectives between sentences and paragraphs.  <b>Punctuation:</b> Use colons to express reasons. Use commas for items in a list.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a balanced argument-linked to topic/foundation subjects.</p>	<p><b>Cautionary Tales</b>  <b>Key Objectives:</b>  Read words effortlessly, with automaticity and fluency.</p> <ul style="list-style-type: none"> <li>• Expression after commas and ellipses.</li> <li>• Clear reading of dialogue</li> </ul> <p><b>Expression, pace, phrasing, intonation and volume.</b>  Learn a wider range of poetry by heart.</p> <p><b>Outcomes: Choose and learn two poems (classic and modern) to recite in the Northside Poetry Recital with the aim to participate in the Poetry By Heart competition.</b></p>

	Summer 1: Creativity			Summer 2: Resilience		
Genre	Narrative	Non-Narrative	Poetry	Narrative	Non-Narrative	Poetry
Theme	Narrative Storyline	Reports	Riddles and Humorous Verse	Adventure Stories	Biography/Autobiography	Significant Children's poets
Year 1	<p><b>Classic fairy story</b>  <b>Key features:</b> recap on structure of story. Focus good and evil characters and plot.  <b>Grammar:</b> Use simple past tense. Use adjectives.  <b>Punctuation:</b> Use question marks. Use capital letters for proper nouns. Use I pronoun.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b>  (Invention) write own story</p>	<p><b>Information leaflet</b>  <b>Key features:</b> use a writing frame to create sections of information. Include images.  <b>Grammar:</b> use co-ordinating conjunctions-'and'. Use simple present tense.  <b>Punctuation:</b> Use capital letters for proper nouns. Use exclamation marks.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b></p>	<p><b>Tongue Twisters-basic alliteration</b>  <b>Key features:</b> use alliteration and rhyme.  <b>Grammar:</b> simple present and simple past tense.  <b>Punctuation:</b> use capital letters for proper nouns. Use the 'I' pronoun with a capital letter.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a collection of tongue twisters based on topic.</p>	<p><b>Stories with problems</b>  <b>Key features:</b> problem and solution in a familiar story.  <b>Grammar and Punctuation:</b> Class teachers to recap year 1 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> short narrative with a problem being solved.</p>	<p><b>Personal experiences</b>  <b>Key features:</b> write about events on a trip. Use who, what, where and when.  <b>Grammar and Punctuation:</b> Class teachers to recap year 1 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a short account of a personal experience.</p>	<p><b>Additional lines to verse/poem Ahlberg</b>  <b>Key features:</b> rhyming words for a children's poem. Innovation from repeated patterns.  <b>Grammar and Punctuation:</b> Class teachers to recap year 1 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p>

	<b>in classic fairy tale style.</b>	<b>Create a leaflet with simple sentences linked to topic/science.</b>				<b>Writing outcome: write a few line/stanza to continue a poem.</b>
Year 2	<p><b><u>Modern fairy story</u></b>  <b>Key features:</b> modern twist with powerful female figures (Use Forgotten Fairy Tales of Brave and Brilliant Girls).  <b>Grammar:</b> Use adverbials to suggest time. Use adverbs to describe verbs. Use co-ordinating and subordinating conjunctions.  <b>Punctuation:</b> Begin to use inverted commas for speech. Refocus on capital letters and full stops.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a modern fairy story with some dialogue.</b></p>	<p><b><u>Newsletter</u></b>  <b>Key features:</b> write their own version of Northside's newsletter with events they have experienced in school. Use subheadings to arrange information.  <b>Grammar:</b> Use accurate tenses including the progressive. Use exclamations.  <b>Punctuation:</b> Use exclamation marks. Use full stops and capital letters. Use apostrophes for possession.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a newsletter page to be published on the website.</b></p>	<p><b><u>Riddles</u></b>  <b>Key features:</b> use questions. Include descriptions of an object or animal.  <b>Grammar:</b> use adjectives to describe nouns. Use the present tense. Use conjunctions for co-ordination.  <b>Punctuation:</b> Use question marks. Use apostrophes for the contracted form.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: Write riddles, based on topic, for others to solve</b></p>	<p><b><u>Stories involving a journey</u></b>  <b>Key features:</b> multiple setting. Interesting mode of transport e.g. magic carpet.  <b>Grammar and Punctuation:</b> Class teachers to recap year 2 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a graphic novel involving a character on journey.</b></p>	<p><b><u>Personal experiences including extended family</u></b>  <b>Key features:</b> write about a family event. Include information gathered from research with family members.  <b>Grammar and Punctuation:</b> Class teachers to recap year 2 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write an entry for a class memory book of family events.</b></p>	<p><b><u>Additional lines to verse/poem</u></b>  <b><u>A.A Milne</u></b>  <b>Key features:</b> description of character. Use familiar rhyme and rhythm.  <b>Grammar and Punctuation:</b> Class teachers to recap year 2 objectives and appropriate and plan to cover anything that has not yet been covered.  <b>Writing outcome: write a new verse to add to an A.A. Milne poem.</b></p>
Year 3	<p><b><u>Fantasy Fairy Tales</u></b>  <b>Key features:</b> other-worldly creatures e.g. dragons. Magical things happening with magical objects.  <b>Grammar:</b> use adverbs to describe verbs. Use powerful verbs. Use past progressive tense.  <b>Punctuation:</b> Use speech punctuation. Use question marks.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a fantasy fairy tale.</b></p>	<p><b><u>Magazine Article</u></b>  <b>Key features:</b> create a feature article related to Victorian topics with paragraphing, subheadings and built around a key image.  <b>Grammar:</b> use conjunctions. Use standard English. Use appropriate nouns and pronouns.  <b>Punctuation:</b> Use exclamation marks. Use commas for lists.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a feature article to create a class magazine.</b></p>	<p><b><u>Limericks</u></b>  <b>Key features:</b> Use rhyming words. Use 5 lines (ABBA). Use Edward Lear as inspiration.  <b>Grammar:</b> Use past tense including the progressive. Use articles for noun phrases. Use powerful verbs.  <b>Punctuation:</b> Use exclamation marks. Use commas at the ends of lines. Use capital letters at the start of lines.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>writing outcome: Create an anthology of limericks.</b></p>	<p><b><u>Stories with dilemmas</u></b>  <b>Key features:</b> choices that the character could make and their possible consequences.  <b>Grammar and Punctuation:</b> Class teachers to recap year 3 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a narrative with dilemmas and consequences.</b></p>	<p><b><u>Autobiography</u></b>  <b>Key features:</b> write in the first person, chronological order about their early memories and influences.  <b>Grammar and Punctuation:</b> Class teachers to recap year 3 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write an autobiographical account of their experiences in Key Stage One.</b></p>	<p><b><u>Poems with predictable and patterned language</u></b>  <b><u>R.L. Stevenson</u></b>  <b>Key features:</b> use rhythm of a train and rhyming couplets. Use of similes.  <b>Grammar and Punctuation:</b> Class teachers to recap year 3 objectives and appropriate and plan to cover anything that has not yet been covered.  <b>Writing outcome: write a poem with rhyming couplets and similes.</b></p>

Year 4	<p><b>Home-life Fairy Tales</b>  <b>Key features:</b> setting of a house, farm or orchard. Include a lesson about how not to treat people (e.g. The Enormous Turnip).  <b>Grammar:</b> Choose and use effective noun phrases with appropriate determiner.  <b>Punctuation:</b> Use speech punctuation for dialogue. Use exclamation marks. Use accurate apostrophes.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write own home-life fairy tale.</p>	<p><b>Magazine Article</b>  <b>Key features:</b> create an editor's front page-with opinions as well as information. Include rhetorical questions.  <b>Grammar:</b> Use accurate tenses including present perfect.  <b>Punctuation:</b> Use question marks. Use apostrophes for contracted forms.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write an editor's page for a magazine they have read.</p>	<p><b>Limericks</b>  <b>Key features:</b> limericks with morals. Link to RSHE. Use rhyming words. Use 5 lines (ABBA).  <b>Grammar:</b> <i>use complex and compound sentences.</i>  Use appropriate determiners and pronouns.  <b>Punctuation:</b> Use apostrophes for singular possession. Use full stops and capital letters for poetry.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write own limericks.</p>	<p><b>Stories with dilemmas</b>  <b>Key features:</b> choices to make and how the character changes as a result. Unexpected help to resolve the problem.  <b>Grammar and Punctuation:</b> Class teachers to recap year 4 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a narrative with dilemmas and changes in character</p>	<p><b>Autobiography</b>  <b>Key features:</b> include beliefs and values as well as hopes and plans for the future.  <b>Grammar and Punctuation:</b> Class teachers to recap year 4 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write an autobiographical piece about how they have changed since EYFS.</p>	<p><b>Poems with predictable and patterned language</b>  <b>Dahl</b>  <b>Key features:</b> use Rotten Rhymes as stimulus. Narrative style with rhyming.  <b>Grammar and Punctuation:</b> Class teachers to recap year 4 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a version of Rotten rhyme with a twist on a known fairy tale.</p>
Year 5	<p><b>Magical Realism</b>  <b>Key features:</b> Set in real-life with a touch of magical. Magical foreshadowing.  <b>Grammar:</b> Use modal verbs and adverbs to indicate degrees of possibility. Use fronted adverbials.  <b>Punctuation:</b> Use commas for lists. Use commas after fronted adverbials and to mark additional information.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a magical realism story.</p>	<p><b>Newspaper Report</b>  <b>Key features:</b> use paragraphs to group related ideas and technical vocabulary related to topic.  <b>Grammar:</b> Use passive and active voice. Use correct tense.  <b>Punctuation:</b> Use semi-colons to join main clauses. Use commas to clarify meaning.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> Write a newspaper report for the school website.</p>	<p><b>Humorous/Nonsense verse</b>  <b>Key features:</b> create absurd characters. Use nonce words. Use rhyme.  <b>Grammar:</b> Use adverbs. Use dashes for additional information.  <b>Punctuation:</b> Use exclamation marks. Use question marks. Use commas to clarify meaning.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write own nonsense poetry based on topic/Terrific Text.</p>	<p><b>Stories with cliff-hanger endings</b>  <b>Key features:</b> unresolved ending, precarious or difficult dilemma at the end or a shocking revelation.  <b>Grammar and Punctuation:</b> Class teachers to recap year 5 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write an adventure story with a cliff-hanger.</p>	<p><b>Biography of a contemporary figure</b>  <b>Key features:</b> summary of main events in someone's life including achievements.  <b>Grammar and Punctuation:</b> Class teachers to recap year 5 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a biography of a famous contemporary person.</p>	<p><b>Modern version of classic poem</b>  <b>Wordsworth -I Wandered Lonely as A Cloud.</b>  <b>Key features:</b> description of natural landscape. Regular rhyme and rhythm. Use of similes.  <b>Grammar and Punctuation:</b> Class teachers to recap year 5 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b> write a poem in the style of Wordsworth</p>
Year 6	<p><b>Traveller Tales</b>  <b>Extended narrative based on literary heritage</b>  <b>Dick Whittington-local link and Gulliver's Travels.</b>  <b>Key features:</b> use formal register. Main character on a journey to seek fortune with trials and tribulations.</p>	<p><b>Newspaper Report</b>  <b>Key features:</b> Include punning headlines, witness quotes and subheadings. Use underlining and italicising.  <b>Grammar:</b> Use modal verbs. Use correct tenses. Use conjunctions, adverbs</p>	<p><b>Humorous/Nonsense verse</b>  <b>Key features:</b> Use the Jabberwocky. Use rhythm.  <b>Grammar:</b> Use active and passive voice. Use a variety of sentence lengths.  <b>Punctuation:</b> Use exclamation marks. Use question marks. Use</p>	<p><b>Stories with flashbacks</b>  <b>Key features:</b> flashbacks in the middle of the story. Use it to help answer questions for the reader. Provide more information about something that's currently happening.  <b>Grammar and Punctuation:</b></p>	<p><b>Biography of a historical figure</b>  <b>Key features:</b> summary of main events in someone's life including achievements. Key influences. Use of passive voice.  <b>Grammar and Punctuation:</b></p>	<p><b>Modern Version of classic poem</b>  <b>Blake- A Poison Tree</b>  <b>Key features:</b> use quatrains. Use AABB rhyme scheme. Use extended metaphor.  <b>Grammar and Punctuation:</b> Class teachers to recap year 6 objectives and</p>

	<p>Character returns home with a skill or magical item.  <b>Grammar:</b> Use active and passive voice. Use a variety of sentence lengths influenced by different literary styles (write in the style of another author).  <b>Punctuation:</b> Use commas for different purposes, accurately.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b>  <b>Write an extended narrative based on GT and DW stories.</b></p>	<p>and preposition to express time and causes.  <b>Punctuation:</b> Use commas for relative clauses and adverbials. Use accurate speech punctuation.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome:</b>  <b>Write a newspaper article for the rest of the school to read.</b></p>	<p>commas to clarify meaning.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write own version of Jabberwocky.</b></p>	<p>Class teachers to recap year 6 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a narrative with a flashback.</b></p>	<p>Class teachers to recap year 6 objectives and appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write a biography of a famous person from history.</b></p>	<p>appropriate and plan to cover anything that has not yet been covered.  <i>Consolidation of previous term through application in writing and interventions if needed.</i></p> <p><b>Writing outcome: write in the style of Blake-a moral tale.</b></p>
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