



July

Literacy Policy  
September 2021-July 2022

2021

To be revised in July 2024

Herrick Primary  
School

**July 2021**

With the introduction of our Reading and Writing units being merged, teachers have a more flexible approach to how they manage their time and area of focus for these core subjects. We have ensured that there is progression within and across all revised reading and writing units.

## Contents

Years 2-6 Literacy Sequence

Year 1 Literacy Sequence

Writing Grids

How we Plan and Teach

Years 1-6 Overview of Literacy Units

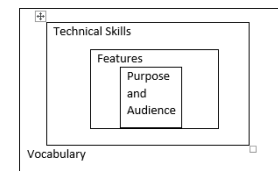
Years 1-6 Literacy Overviews

Years 1-6 Literacy Features, Technical Skills and Vocabulary

## Years 2-Year 6 Literacy Sequence

Hook-can be used at different points/stages of the sequence

Grid can be used at different points and added to.

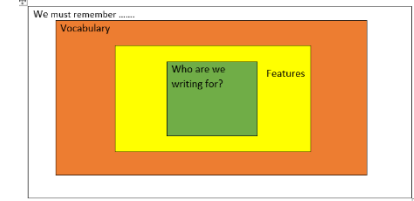


Teaching Sequence			What session involves
Reading as a Reader (Comprehension)		Learning: Comprehension	Share a range of poems with literal questions Shape Poems/Calligrams/Onomatopoeia
Reading as a Writer (analysis of text)		Learning: Writing for effect	Spend more time focussing on layout and features & Vocabulary.
Developing ideas-word banks, role play, mind maps	M E R G E	Learning: Developing ideas	Choose your theme: Weather/thunderstorm is fine. Share images, sound effects, clips to generate ideas.
Capturing ideas/Short pieces of writing to embed skills		Learning: Sentence structure	Session on Onomatopoeia- what thunderstorm words can they think of : Whoosh, Gush, Swish, Bhooshhhhh, pitter patter, clitter, clatter, pitter-patters, drip-drops, and rat-a-tats on the tin roof, <b>Splish. Splash.</b> Squirt. What is difference between long and short sentences?,, Practise a range of short sentences
AFL-Sentences making sense		Learning: Do our sentences make sense?	Teacher to use generic example from children's work for children to unpick and correct common errors in writing: misspelt words, words/letters missed out, missing capitals full stops, words in wrong order.
Planning <b>Different Drafts-Practise</b>		Learning: Planning	<b>I, We, You approach</b> I-show how you are playing around with words to form short sentences/two/three-word phrases We-Children work in pairs You-Have a go at playing around with words
Teacher input Shared Writing		Learning: Writing Shape Poems/Calligrams using Onomatopoeia	Shared Writing Model- The wind went gush- describe the rain Scribe-How would you describe the rain? Use onomatopoeia Supported Composition- what can you hear outside? Show how you would transfer to a shape poem layout/calligram-you may need to have 2 examples prepared.
Writing-independently Orally rehearse		Writing a diary	Give less able outline of cloud, thunderstorm, or rain drop to write around.
Editing and proof reading		Learning: Editing	Peer Assess and focus on presentation
Publishing			Create a class poetry book.

## Year 1 Adapted Sequence Term 1 & Term 2 only

Hook-can be used at different points/stages of the sequence added to.

Simplified Grid can be used at different points and



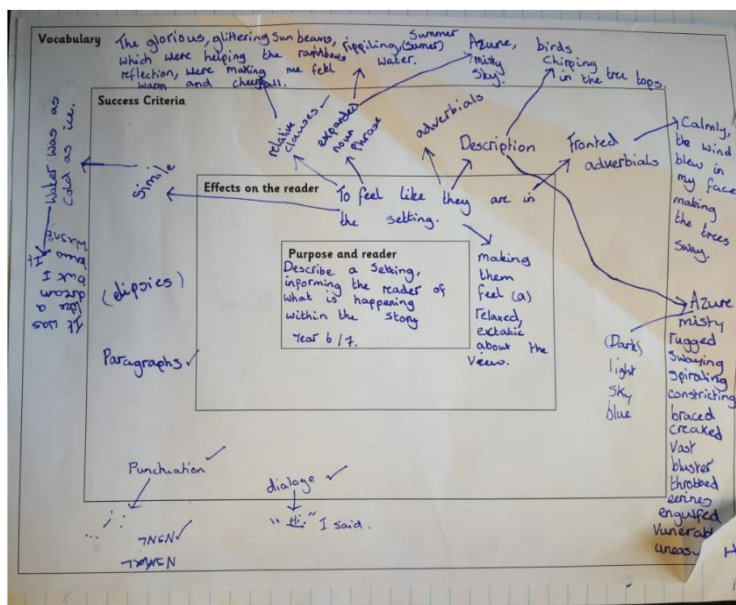
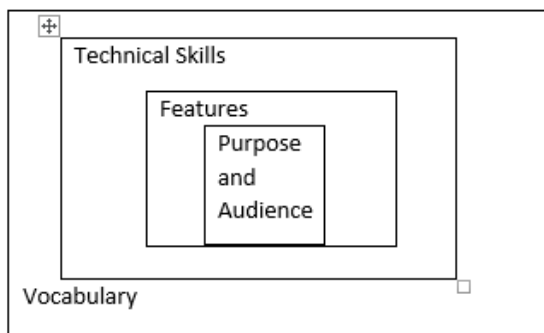
Teaching Sequence			What session involves		
Share a text-linked to reading or as a stimuli for ideas	M E R G E	Keep adding to grid	Learning: Summarising	This can be linked to a reading unit. Check children understand text through discussion if not linked to reading.	What should the books look like?
Developing ideas-word banks, role play, mind maps			Learning: Developing ideas	Generate ideas through role play, pictures, mind maps, picture maps and create word bank to support chosen theme.	
Capturing ideas/Short pieces of writing to embed skills		Share Hook where appropriate	Learning: Sentence structure	Teaching of specific skills: <b>example</b> function of full stop use of adjective Flexibility- Practise short sentences (this can be differentiated for different ability groups.) Can relate to text type and theme or model using unrelated theme to practise skill.	Image of book with mind mapping-can be photos of whole class or group work.
AFL-Sentences making sense			Learning: Do our sentences make sense?	Teacher to use generic example from children's work for children to unpick and correct common errors in writing: misspelt words, words/letters missed out, missing capitals full stops, words in wrong order.	
Share teacher example			Learning: What makes it good?	Children can annotate teacher examples of what good looks like before they begin writing.	
Planning		Learning: Planning	Teacher to model one for whole class with children contributing		
Talk for Writing Shared Writing		Assessment for Learning	Learning: Writing a diary	Depending on the theme and text type, teacher decides to do Talk for Writing or Shared Writing	Photo of planning
Writing in pairs Orally rehearse			Writing a diary	Children are free to refer to word banks whole class planning sheets and previous sentences. GDS-can work independently.	Piece of writing highlighted and edited by child and corrected by teacher in red.
Editing and proof reading	Learning: Editing		Teachers can mark yellow for good and orange for errors which child is encouraged to correct using pen. All errors corrected by teacher in red.		

## Writing Grids

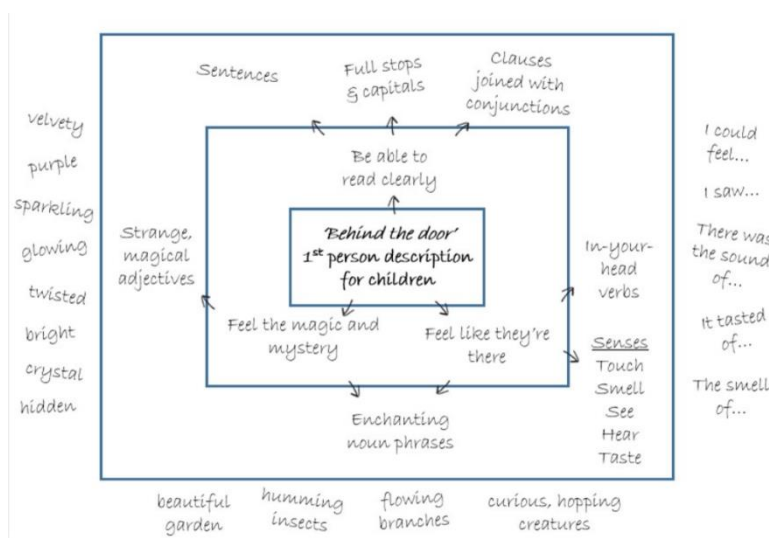
Writing Grids are **flexible** and the Criteria can change depending on the features, technical skills and vocabulary required and the needs of the learners and age of the children.

The grid may be constructed as whole class and developed over different sessions as children can pick out examples from reading material or children may wish to add to one independently. The criteria for each box can also be discussed with children as and when appropriate.

### Examples



<https://jamesdurrant.blog/2019/01/24/re-thinking-success-criteria-a-simple-device-to-support-pupils-writing>



## How we Plan and Teach

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2 Spellings
Short Description Short Pieces of Writing first 2 weeks	<b>Funfair</b>	Fair/odd words Adjectives Adverbs Appropriate Verbs	Capital Letters and Full Steps, Spellings, Extended Sentences, Commas in Lists, Conjunctions.	Rides: <b>twirling</b> teacups, <b>rocking</b> rollercoaster, <b>ghoulish/scary</b> ghost, train, <b>twisted</b> , <b>bumped</b> cars; Food: <b>slicky</b> toffee, <b>apple</b> , cotton candy, floss, sweets, buns, <b>mummy</b> , <b>marshy</b> peas, <b>chunky</b> chips, crowds, <b>cheering</b> , <b>laughing</b> , <b>enjoying</b> , <b>excited</b>
Short Description Short Pieces of Writing first 2 weeks	<b>Giant Description</b>	Giant words Adjectives Adverbs Similes	Capital Letters and Full Steps, Spellings, Extended Sentences, Conjunctions.	Similar: as tall as, <b>large</b> as a, as big as, <b>Bigger</b> than, <b>larger</b> than, <b>taller</b> than, <b>huge</b> , <b>large</b> , <b>gigantic</b> , <b>gigantic</b> ; big facial features: <b>spoggy</b> eyes, <b>bulging</b> eyes, <b>beady</b> eyes, bulbous nose, <b>crooked</b> nose, <b>hairy</b> nostrils, <b>crooked</b> teeth, lips the size of a melon, <b>stubby</b> chin, hands as big as.
Story Setting Short Pieces of Writing first 2 weeks	<b>Haunted House</b>	Haunted House words Adjectives Adverbs Appropriate Verbs	Capital Letters and Full Steps, Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional. Extended Sentences CEW: past, move, eye, cold, behind, floor	Spiral staircase, eerie sound, shadows <b>lurking</b> , who lived here? Smell of rotten eggs, stale milk smell, <b>sweating</b> and <b>shivering</b> , dark corners, <b>moody</b> walls, footprints leading to <b>rookings</b> , rats <b>stomping</b> , bats <b>flapping</b> , doors <b>creaking</b> .
Letter Description	<b>The Tunnel</b>	Description-adjectives, conjunctions Letter-address, dear, yours sincerely	Capital Letters and Full Steps, Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional. Extended Sentences	Scary, creepy, eerie, scared, frightened, strange, figures, imagining, worried, petrified, shaky legs, sweating Thank <b>you</b> , My dear gorilla, exciting time, wonderful night, visit to the zoo, I thought, I felt, I wondered, it was a pleasure <b>Screen</b> , <b>fright</b> , <b>quicker</b> , <b>fear</b> , <b>edge</b> , <b>wring</b>
Diary	<b>Hermelin</b>	Diary-past tense, <b>goooo</b> ender, personal feelings, time connectives	Capital Letters and Full Steps, Marks, Conjunctions, Write simple, coherent narratives	I felt upset, this morning, later, then, after that, as soon as, poster, advertisement, shocked, Hermelin wonderful, felt good Cried, today, read
Instructions	<b>Magical Potion</b>	How to <b>make</b> ... title, You Will Need Liar with Bullet Points, Imperative verb, Short Sentences, Handy Hints, Health and Safety advice.	Capital Letters and Full Steps Coordination and Subordinating Conjunctions, Contractions CEW: after, half, plant, gold.	How to make a Fabulous Potion to Fly, you will need, bat's wings, feather from a unicorn, precious stone, <b>gem</b> from Mount Zambor, tail of a rare ancient golden leopards egg, first next, <b>hurdly</b> , after that, In a few minutes, cut, sprinkle, chop, throw, chant, stir, <b>bubbling</b> cauldron, check, <b>abracadabra</b> , wave wand, <b>magic</b> beans.
Character description	<b>The Twits</b>	Adjectives Appearance Personality	Capital Letters and Full Steps, Extended Sentences, Commas in Lists, GD5 Suffixes and apostrophes for possession and contraction, Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about a fictional character. Write in the style of Roald Dahl i.e. specific use of vocabulary and phraseology CEW: bulge, move, eye, nostril, behind, plainness, clothes, brother, sister.	<b>Really</b> unkempt beard, <b>hairy</b> jungle around his mouth, the Twits, worms, spaghetti, <b>smelly</b> , <b>smelly</b> , <b>smelly</b> , rotten eggs, <b>moody</b> , Food, <b>hairy</b> , bristles, horrible, <b>horrendously</b> ugly, warts, unkind, glass eye morsel, ugly thoughts
Letter of Complaint	<b>Why are fairy tales so silly?</b>	Dear/Address/Yours Sincerely/ Introduce argument/Main points	Capital Letters and Full Steps, Extended Sentences, Commas in Lists, GD5 Suffixes and apostrophes for possession and contraction, Past tense, Question Marks, Conjunctions,	Why are fairy tales so silly? Weak princesses, handsome princes save the day, frightened, over the top, ridiculous, women are evil ugly witches, females have silly names such as Sleeping Beauty, Cinderella, Beauty and Snow White <b>Think</b> , <b>point</b>

-Teachers reduce cognitive load by focusing on selected features and technical skills that are appropriate for their class at certain points during the year.

-Children cannot be expected to secure ALL features and technical skills in one piece of writing and teachers assess and identify what children need to further develop.

-As the year progresses and text types are repeated, teachers can select key features and specific technical skills from those listed that they would like children to practise.

There is flexibility in **how** we order and teach the reading and writing sequence:

- 1) Novel study with short pieces of writing in between.
- 2) Reading Comprehension followed by writing task/s related to text content.
- 3) Reading tasks followed by writing task/s that uses the text/extract as a stimulus for writing.

## Literacy Overview

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>	<b>TERM 1</b>	
Description x 3	Description	Instructions	Character Description	Narrative -Dialogue	Description	
Narrative	Letter	Narrative-Dialogue	Narrative-Dialogue	Diary	Diary	
Recount	Diary Entry	Narrative (short)x 2	Recount	Play script	Letter	
Short pieces of writing	Instructions	Poems	Descriptive Story setting	Magazine Article	Narrative	
	Character Description	Story setting	Persuasive Manifesto	Story Setting	Recount	
	Letter of Complaint	Interview	Story opening	Story opening	Non Chronological Report	
			Play script	Speech		
			Newspaper Report	Letter		
				Political Manifesto		
<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>	<b>TERM 2</b>	
Narrative	Persuasive Leaflet	Diary	Persuasive Leaflet	Description	Narrative	
Non-Chronological Report	Debate write up	Non-Chronological Report	Recount	Newspaper Report	Letter of Complaint	
List, Captions, Menus, Information leaflet	Narrative	Narrative-Dialogue	Letter of Complaint	Information Leaflet	Description	
Invitation, postcards, letters	Recount x 2	Description	Letter	Balanced Argument	Persuasive Leaflet	
	Letter of Complaint	Persuasive Leaflet	Narrative	Letter of Complaint	Balanced Argument	
		Recount	Poetry	Narrative		
<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>	<b>TERM 3</b>	
Narrative x2	Diary	Description	Character Description	Magazine article	Persuasive Leaflet	
Description	Descriptive story opening	Narrative-Dialogue	Newspaper Report	Letter of Complaint	Non Chronological Report	
Letter	Narrative	Diary	Poetry	Balanced Argument	Description	
Brochure to Inform	Poetry	Non Chronological Report	Persuasive Leaflet	Narrative-Dialogue x 2	Recount	
		Narrative	Recount	Information Leaflet	Balanced Argument	
		Poetry	Narrative	Letter	Poem	
				Recount		
				Poetry		
<b>Key</b>	Description	Story Opening Story Setting	Diary/Recount	Persuasive Writing	Letter Letter of Complaint	Balanced Argument
	Newspaper Report Report	Narrative	Non Chronological Explanation Text	Poetry	Information Writing Instructions	Plays/Interviews/ Speech/Manifesto

## Year 1 Reading & Literacy Overview

7 weeks	Understand the following terminology: Letter, capital letter. Word, singular, plural. Sentence. Punctuation, full stop. Understand how words can combine to make sentences. Use a capital letter for names of people, places, the days of the week, and the personal pronoun I. <span style="float: right;">2 weeks</span>			
	<b>Text Type</b>	<b>Book to be used as stimulus</b>		<b>Cross Curricular Links</b>
	It's Okay To Be Different		Short Piece of Writing-All About Me <span style="float: right;">1 week</span>	All About Me (History)
	The Feel-Good Book -Todd Parr		Short Piece of Writing-What makes me feel good/happy <span style="float: right;">1 week</span>	
	The Mixed-Up Chameleon - Eric Carle		Create a mixed up animal and practise similes when describing. <span style="float: right;">1 week</span>	
	Elmer		Literacy Activities focussing on role play <span style="float: right;">1 week</span>	
	Rainbow Fish		Description-Under the Sea <span style="float: right;">1 week</span>	
<b>Half Term</b>				
8 weeks	Cinderella, Snow White and the Seven Dwarves Hansel and Gretel		Sequencing and Retelling Stories traditional Tales Narrative-Explode a scene, act out and write OR Character Description <span style="float: right;">4 weeks</span>	
	The Gruffalo	<b>Little Red Riding Hood</b>	Description-The Woods <span style="float: right;">2 weeks</span>	
	<b>Birthdays Parties</b>	<b>Teddy's birthday- Anne Foundez</b>	Recount Birthday Celebration <span style="float: right;">2 weeks</span>	All About Me (History and PSHE)
<b>Christmas Break</b>				
6 weeks	Peace at Last Jill Murphy		Rewrite the story from Mr Bear's point of view-How was he feeling at each stage? <span style="float: right;">2 weeks</span>	
	If you were me and lived in Kenya- Carole P Roman		Non Chronological Report Kenya <span style="float: right;">3 weeks</span>	Geography- Kenya vs UK comparison Science- animals
<b>February Half Term</b>				
7 weeks	Eating the Alphabet- A-Z of fruit and vegetables-Lois Elhert 1000 things to eat		List, Captions, Menus and Invitations- Food and Dinner Party <span style="float: right;">2 weeks</span>	
	Non Fiction Toys	<b>The magical toy box- Melanie Joyce</b>	Information Leaflet- My favourite toys <span style="float: right;">2 weeks</span>	(History-toys)
	Amazing Grace- Mary Hoffman	<b>Amazing Grace- Mary Hoffman</b>	Grace uses props to act out some of her stories. Can you choose a story and make some props that might be needed to retell it? <span style="float: right;">1 week</span>	
	The Jolly Postman		Invitations, Postcards and Letters <span style="float: right;">2 weeks</span>	
<b>Easter Break</b>				
5 weeks	We are going on a Bear Hunt		<b>Narrative</b> -Write about journey focussing on prepositions <span style="float: right;">1 week</span>	
	Handa's surprise		<b>Rewrite the story</b> from Handa's point of view <span style="float: right;">1 week</span>	
	Not Now Bernard		<b>Description</b> –Monsters <span style="float: right;">1 week</span>	
	Dear Greenpeace -Simon James		<b>Letter/Emily's Diary/Information about Greenpeace</b>	
<b>May Half Term</b>				
5 weeks	Lucy and Tom at the seaside- Shirley Hughes		<b>Brochure</b> -Information Leaflet <b>Seaside</b>	Seaside (Geography)
	List & Alliterative Poems	<b>Poetry Books-range</b>	Seaside and Seasons	(Science- seasonal changes)
	Rhyming Poems	Performing Poems- Each Peach Pear Plum-Janet Ahllberg The Puffin Book of Fantastic First Poems – x3 Animal Poems p.1 A First Poetry Book – Seaside section p244 ,		



## Year 2 Reading & Literacy

Autumn 1.1				
7 weeks	Use expanded noun phrases Verbs, Adverbs and Prepositions Compound sentences using conjunctions.  Reading-How to use a Dictionary & How to use and Encyclopaedia		<b>New Learning</b> Using exclamation marks and question marks  Past/present tense <b>2 weeks</b>	
	<b>Text Type</b>	<b>Book to be used as stimulus</b>	<b>Theme</b>	<b>Cross Curricular Links</b>
	Antony Browne The Tunnel Gorilla Changes Voices in the Park		Description-explode a moment in the Tunnel and write about Rose's walk through the woods. Letter- Hannah thanks Gorilla and writes about her day out with Dad. <b>4 weeks</b>	
	Hermelin Minne Grey		Summary of the story Diary entries by distressed owners who have lost something <b>1 week</b>	
Half Term				
8 weeks	Recipe Books-Food Around the World		Instructions How to make a magical potion <b>1 week</b>	
	The Twits Roald Dahl		<b>Character Description.</b> Create a relative of Mr and Mrs Twit Explode a moment-Mr Twit's diary entry after he ate the wormy spaghetti <b>Description</b> of the Twit's house. <b>4 weeks</b>	
	Fairy Tales- Princess and the Pea Minnie Grey  Beauty and The Beast, Rapunzel, Sleeping Beauty & Rumpelstiltskin,		Letter of Complaint to Grimm Brothers- Why fairy tales are absurd Story Opening- Create my own fairy tale <b>3 weeks</b>	
Christmas Break				
6 weeks	London Charlotte Guillan	<b>Great Fire of London</b>	<b>Persuasive leaflet</b> about new London or a new attraction. <b>2 weeks</b>	History-The Great Fire
	Fantastic Mr Fox		Write up Debate-Animals versus Humans Diary-diff points of view <b>2 weeks</b>	
	The Tear Thief Carol Ann Duffy Poem-Sound collector		Narrative Continue the story of the Tear Thief <b>2 weeks</b>	
February Half Term				
7 weeks	Leila and the Secret of the rain-Conway/Dahy		Recount-explode a moment (the storm) <b>3 weeks</b>	
	<b>Non Fiction Books</b> Animal Encyclopaedia		<b>Recount</b> -Based on real life experience-school trip to Twycross Zoo <b>Letter of Complaint</b> Visit to the Zoo <b>4 weeks</b>	Linked to School Trip
Easter Break				
5 weeks	The Queen & Royal Family		<b>Diary</b> A day in the life of the queen <b>1 week</b>	History-Monarchs
	Aladdin Story Openings	Aladdin's Cave	<b>Story Opening</b> Aladdin's Cave <b>1 week</b>	
	The Wolf's Story-Toby Forward and Izhar Cohen		<b>Narrative</b> The Wolf's Version of the three little pigs' story <b>2 weeks</b>	
	Grammar, Punctuation and Spelling Revision and Testing Week			
Half Term				
5 weeks	Text Comparisons- Making Connections			Can link to any topic studied
	Poetry-Riddles, Limericks,  Classic Poetry Owl and Pussycat  Performing Poetry  Please Mrs Butler, Revolting Rhymes	Poetry-Fantasy <b>1 week</b>	Performing & writing poetry	

### Year 3 Reading & Literacy Overview

Autumn 1.1				
7 weeks	<b>Grammar &amp; Punctuation-</b> Nouns, Adjectives, Verbs, Adverbs & Prepositions, I can use conjunctions-and, but, because, when, if, I can use apostrophes., I can use the correct tense., I can use speech marks correctly. <b>2 weeks-Purpose of Grammar-Reinforce &amp; New teaching: speech marks</b>			
	Text	Book to be used as stimulus	Outcomes	Cross Curricular Links
	George's Marvellous Medicine Roald Dahl		-Instructions-How to make a marvellous Medicine -Conversation between George and his parents when they return home <b>3 weeks</b>	
	Traditional Tale-different versions of Cinderella	<b>Egyptian Cinderella</b>	Story in historical setting -Explode a moment-include dialogue Ancient Egyptian Cinderella -The Godmother prepares Cinderella for the ball <b>2 weeks</b>	History (Egypt)
Half Term				
8 weeks	Text Type	Book to be used as stimulus	Theme	Cross Curricular Links
	Poetry	<b>Poetry Books</b>	Shape Poems/Calligrams/Onomatopoeia (washing machine/The Sea/Weather) <b>2 weeks</b>	Geography
	The Lost Thing-Sean Tan	<b>Picture Books Alice in Wonderland The Wizard of Oz</b>	Story setting in an imaginary world ? Description of imaginary world <b>4 weeks</b>	
	Legend of the Loch Ness		Narrative -Eyewitness account OR Interview-People who saw Nessie <b>2 weeks</b>	
Christmas Holidays				
6 weeks	Diary of a Killer Cat-Anne Robinson		Diary in the role of a household pet witnessing a disaster dinner party or wedding <b>2 weeks</b>	
	Forgotten Beasts Matt Sewell		Non-Chronological Report about newly discovered creatures <b>3 weeks</b>	
February Half Term				
7 weeks	<b>Charlie and the Chocolate Factory</b>	<b>1000 things to Eat</b>	Dialogue between the Oompa Loopas about the children Description of new Willy Wonka Sweet/Bar <b>4 weeks</b>	History (Cadbury)
	Poem-Chocolate Cake M. Rosen		Missing Chapter <b>2 weeks</b>	
			Recount-Real life experience: trip to Cadbury World <b>1 week</b>	
Easter Break				
5 weeks	<b>Lady Daisy Dick King Smith</b>		<b>Description</b> -day in the life of rich and poor Victorian child. <b>1 week</b>	History (Victorians)
	Poem The Bully Asleep		<b>Dialogue</b> -Bullying/dealing with conflict <b>Diary entry</b> - Ned's Dilemma <b>2 weeks</b>	PHSCE
	Mythical Beasts		<b>Non-Chronological Report</b> - He Man and Shera Fantasy Characters <b>2 weeks</b>	
Grammar, Punctuation and Spelling Revision and Test Week				
Half Term				
5 weeks	<b>Traditional Tales-Modern Versions</b>	<b>Mixed Up Fairy Tales-Hilary Robinson</b>	<b>Narrative</b> Write a story that reverses the traditional gender roles. <b>2 ½ weeks</b>	
	Nature Trail by Benjamin Zephaniah I Remember I Remember by Thomas Hood Anthology 4 Storytime – conversation poem Free verse: Peace And Quiet By Nadya Phillips <b>Splishy, Sploshy Mud</b> By Ava F. Kent		Narrative Poems about the academic year Friendship Poems	Poetry linked to Reading Unit

## Year 4 Reading & Literacy Overview

Autumn 1.1				
7 weeks	<b>Grammar &amp; Punctuation</b> -Word Classes, I can use conjunctions, I can use apostrophes., I can use the correct tense, I can use speech marks correctly- consolidate previous year group requirements.			
	<b>Reading Comprehension</b>	<b>Book to be used as stimulus</b>	<b>Text Type/Theme</b>	<b>Cross Curricular Links</b>
	Dahl Extracts Matilda <b>James and the Giant Peach</b> Witches		Character Description Conversation between characters Sponge and Spiker, Matilda and her parents, Trunchbull and Miss Honey <span style="color: red;">3 weeks</span>	
	Grandpa Chatterji Jamila Gavin- Anthology 5	India-non fiction	Recount of Sanjay and Neeta arriving in India-Journey through Dehli on a tempo to Grandpa's house	
Half Term				
8 Weeks	Room 13 Robert Swindell		Descriptive Story Setting Entering a Haunted House <span style="color: red;">2 weeks</span>	
	Accidental Prime Minister Tom Laughlin		Persuasive Speech Imagine you are standing for election for your School Council <span style="color: red;">1 ½ weeks</span>	British Values
	The Demon Headmaster-Gillian Cross	The Demon Headmaster-Gillian Cross	<b>Story opening</b> Child arriving at a new strange school <b>Playscript</b> Explode a moment <b>Part of Newspaper Report/Flash/Broadcast Or Introduce/Eyewitness</b> of what happened at Herrick Primary School using Demon Head as stimulus <span style="color: red;">4 weeks</span>	
Christmas Break				
6 Weeks	Non-Fiction Balanced Diet Healthy Eating		Review- customer sharing their experience Recount-Inspector's Report Letter of Complaint-terrible experience at café <span style="color: red;">6 weeks</span>	Science (Healthy Eating)
February Half Term				
7 weeks  <span style="color: red;">Vaisakhi</span>	The Fallen Elephant Dancing Bear	The Fallen Elephant Dancing Bear	Letter from an animal's point of view <span style="color: red;">1 ½ weeks</span>	
	Non-Fiction The Romans		<b>Narrative</b> Romulus and Remus-Explode a Moment Conversation between brothers. <span style="color: red;">2 ½ weeks</span>	History (Romans)
	Poetry-free verse, onamaotpeia		Free Verse Onomatopoeia <span style="color: red;">3 weeks</span>	
Easter Break				
	Billionaire Boy David Walliams	Manfred the Baddie??? Explanation	<b>Character Descriptions</b> —Dad's new 'gold digging friends and snobbish new Neighbours <span style="color: red;">1 week</span>	PSHCE
	The Iron Man Ted Hughes		<b>Newspaper Report</b> - Iron Man's Arrival <span style="color: red;">2 weeks</span>	
	Poetry The Magic Box		<b>Poem</b> in the style of the Magic Box <span style="color: red;">1 week</span>	
Grammar and Punctuation Revision and Test Week				
Half Term				
5 weeks	Cities Around the World	London Book	<b>Persuasive Leaflet</b> London <b>Recount</b> of the Trip <span style="color: red;">2 weeks</span>	Linked to school trip to London
	Short Story-Myths and Legends Robin Hood	Robin Hood	<b>Dialogue</b> between Robin Hood and Sherriff, Marian or Friar Tuck <b>OR Short Story</b> <b>include dialogue</b> <span style="color: red;">2 weeks</span>	Linked to School Trip to Sherwood Forest
	Anthology 4 Poetry Wish, Wish, Wish – lit poem I Know Someone – none rhyming poem Free Verse: Bedtime Blues By <a href="#">Michele Meleen</a> & The Playground By <a href="#">Michele Meleen</a>			

## Year 5 Reading & Literacy Overview

Autumn 1.1				
7 weeks Harvest Assemblies	<b>Grammar &amp; Punctuation-</b> Word Classes-Prepositions and Adverbs, past/present tense, speech marks, use inverted commas, commas in a speech and commas after fronted adverbials, brackets, dashes or commas to indicate parenthesis. <b>2 weeks</b>			
	<b>Comprehension Text</b>	<b>Book to be used as stimulus</b>	<b>Theme</b>	<b>Cross Curricular Links</b>
	The Lion, the Witch and the Wardrobe C S Lewis	<b>The Lion, the Witch and the Wardrobe</b>	Dialogue between Aslan and the White Witch OR Description-Entering a fantasy world Aslan or White Witch biography <b>3 weeks</b>	
	There's a boy in the girl's bathroom Louis Sachar		Diary from different character's point of view Playscript between Carla and Bradley Dialogue between different characters Magazine article-why schools need counsellors <b>2 weeks</b>	
Half Term				
8 Weeks	Wreck of the Zanzibar Michael Morpurgo		Setting description Describe journey first trip leaving Bryher Story Opening Trip to Bryher <b>3 1/2 weeks</b>	
	Myths & Legends The 12 Labours of Heracles	<b>The 12 Labours of Heracles</b>	Narrative Heracles Thirteenth Labour <b>2 1/2 weeks</b>	
	I am Malala Barack Obama's letter for his daughters		Speech about Equality <b>OR</b> Letter to Malala/Obama Political Manifesto-My vision of the world <b>2 weeks</b>	
Christmas Break				
6 weeks	Non-Fiction Texts Atlases Lots Mark Martin	An atlas of imaginary places Mia Cassany	<b>Descriptive &amp; Fantasy Writing 2 1/2 weeks</b> <b>OR Descriptive settings-unit from writing course</b>	Geography (World Map)
	<b>Non Fiction SPACE</b>	<b>Extracts related to Moon Landing</b>	Newspaper Report Moon Landing <b>2 1/2 weeks</b> Astronaut's Diary-optional	Science (Earth, Sun and Moon)
February Half Term				
7 weeks	<b>Native American Indians</b> <b>Aborigines</b>		Information leaflet- NAI/Aborigine's beliefs Balanced Argument-finders/keepers of land Letter of Empathy-Australian National Sorry Day <b>5 weeks</b>	RE NAI & Aborigines
	The Highway Man & Haikus & Cinquains	<b>Willow Pattern Story/Ron &amp; Hermione-H.Potter</b>	Short Story about star crossed lovers Or Play Script <b>1 week</b>	Reading Units
Easter Break				
5 weeks	If the World was a village		<b>Magazine article</b> -Fairness and Equality <b>Letter of Complaint</b> - Complaint to Nike about their use of sweat shop workers <b>Balanced Argument</b> -Do sweat shops help the poor? <b>4 weeks</b>	Geography (Fashion)
	Kick Mitch Johnson			Geography (Fashion)
Grammar, Punctuation and Spelling and Reading Revision Test Week				
Half Term				
5 weeks	The Island Armin Greder The Arrival Sean Tan		<b>-Dialogue</b> - what characters are thinking or saying. <b>-Information leaflet/ manual</b> to help travellers get around, buy food, deal with all the machines and other details of day-to-day life? <b>Letter</b> to family-What does the traveller write on the origami bird? What does his daughter reply? <b>2 weeks</b>	PSHCE
	Charlotte's Web Wind in the Willows Extracts		<b>Dialogue</b> between Animals & <b>Book Review</b> <b>1 week</b>	Reading Units
	Harry Potter Extracts		<b>Recount</b> of Trip <b>1 week</b>	Linked to school trip
	Poetry- Mercy, Story Telling by Edgar Guest, Good Books by Edgar Guest, Reading Aloud by Amy LV, Magic by Shel Silverstein, ick by Shel Silverstein I Opened a Book by Julie Donaldson			

## Year 6 Reading & Literacy Overview

Autumn 1.1				
7 weeks	Text Type	Book to be used as stimulus	Theme	Cross Curricular Links
	Recipe Books <b>Identifying genre</b>		Description- Imaginary recipe for a genre story <span style="float: right;">1 week</span>	
	Carries' War Nina Bawden		Diary entry- different character's point of view Or evacuated child Letter home to mum from Carrie and Nick Explode a scene-conversation between Mrs Gotobed and Mr Evans and/or Carrie and Albert after the kiss Responding as an agony aunt <span style="float: right;">4 weeks</span>	History (WW2)
	Anne Frank's Diary War Horse <b>Rose Blanche Ian McEwan</b> <b>Poem-Flanders Field</b>	<b>My Secret War Diary-Flossie Albright</b>	Recount-A day in the life of a child during WW2 OR Magazine article of a 1940s family. Recount-day trip to Newarke Houses <span style="float: right;">2 weeks</span>	
Half Term				
8 weeks	<b>Now or Never-Bali Rai</b>		Non Chron Report -imaginary celebrities in history Speech-fight against discrimination Diary-migrant experience <span style="float: right;">3 weeks</span>	History (Britain Since the 1930s)
	Dr Barnado			
	A Story Like the Wind-Gill Lewis		Description- Short write Journey on the sea <span style="float: right;">2 ½ weeks</span>	
	Harry Potter Character Extracts		Non-Chron Report -Create your own Witches, Warlocks and Wizards for new Harry Potter series <span style="float: right;">2 ½ weeks</span>	
Christmas Break				
6 weeks	<b>Fantastic Beasts</b>		Narrative-Monster in School <span style="float: right;">2 ½ weeks</span>	
	Journey to Joburg Beverley Naidoo		-Letter of Complaint to publishing company for withholding story from public -Description of segregated Africa OR -Mammi's letter to her children <span style="float: right;">3½ weeks</span>	
February Half Term				
7 weeks Easter Faith Assembly	<b>Persuasive Texts/Brochures</b>		Persuasive Leaflet-Theme Park <span style="float: right;">2 ½ weeks</span>	
	Animals in Danger		<b>Balanced argument/ Write up from debate-</b> Or Should animals be kept in zoos? <span style="float: right;">2 ½ weeks</span>	
Easter Break				
5 weeks	Non-fiction- The Great Barrier Reef (The Wonder Garden)		<b>Persuasive Leaflet-</b> Advertising a place to tourists. <span style="float: right;">1 week</span>	
	How to train your dragon	Tell Me a Dragon	<b>Non Chronological Report-</b> Mythical Dragon <span style="float: right;">1 week</span>	
	Secret Garden Frances Burnett The Selfish Giant -Oscar Wilde		<b>Description</b> of the Secret Garden <span style="float: right;">1 week</span>	
	<b>Sherlock Holmes for chdn</b>		<b>Recount</b> Whodunnit -who poisoned Lady Montague? <span style="float: right;">1 week</span>	
	Revision Period and Testing			
Half Term				
5 weeks	Non-Fiction PSHCE Well Being		<b>Balanced argument/Write up from debate-</b> Is well being an excuse for attention? <span style="float: right;">2 weeks</span>	
	Poetry Free Verse, Narrative The Spider and the Fly	Range of Poetry Books	<b>Poem</b> Free Verse, Narrative <span style="float: right;">2 weeks</span>	

### Term 2 Cross Curricular Writing

Playscripts		Interview with movie star about their upcoming film.	Linked to Art (Vintage Posters)
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### 3.2 Cross Curricular Writing

Newspaper Report		Climate Change	Geography
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**Year 1**

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard <b>Y1/Y2 Spellings</b>
<b>Term 1</b>				
Character description Short piece of writing	<b>All about me</b>	Adjectives Appearance Personality Hobbies Likes/Dislikes	Capital Letters and Full Stops. Ordering sentences. Phonetically correct spellings. Adjectives. Use joining words like 'and' <b>CEW: eyes, me, my, I</b>	Special, unique, eyes, <b>hair</b> , nose, smile, skin colour. Adjectives to describe appearance and personality- brown, blue, spiky, long, curly, straight, friendly, kind etc.
Biography Short piece of writing	<b>What makes me feel good/happy</b>	I like.... I am happy when... I love to... I enjoy...	Capital Letters, Full Stop, Nouns, Verbs, Ordering sentences. Phonetically correct spellings. Adjectives. Use joining words like 'and'	Playing, painting, craft work, skipping, friends, eating sweets, reading books, love rain/snow/sunshine
Non Chron Report Short piece of writing	<b>Mixed up animal</b>	What does it look like Face, Body Size, Colour	Capital Letters, Full Stop, Nouns, Verbs, Ordering sentences. Phonetically correct spellings. Adjectives. Use joining words like 'and' Similes	Like and egg, as big as a..., giant, short, plump, round, thick, furry, hairy, shiny, different colours.
Description Short piece of writing	<b>Under the Sea</b>	Sea Creatures What does the sea look like? What else is under the sea?	Capital Letters, Full Stop, Nouns, Verbs, Ordering sentences. Phonetically correct spellings. Adjectives. Use joining words like 'and' Similes	Sparkly sea, shiny sea, silver sea, fish, octopus, seaweed, magic, fun, big and small, whale, shark, jellyfish, colourful fish, shells, plants, bubbles, school of fish
Traditional tales	<b>Hansel and Gretal</b>	Use of once upon a time & and they lived happily every after, Sequencing Story, Key Famous Phrases if applicable.	Capital letters, Full stops, Simple sentences. Phonetically correct spellings. Adjectives. Finger spaces. <b>CEW: father, he, she, house</b>	Hansel, Gretel, Forest, gingerbread house, pebbles, <b>breadcrumbs</b> , birds, evil witch, cauldron, fatten up, stepmother, father, treasure chest, cage, oven. Adjectives to describe gingerbread house- sweet, sticky, colourful etc.
Traditional tales	<b>Little Red Riding Hood</b>	Use of once upon a time & and they lived happily every after, Sequencing Story, Key Famous Phrases: "What big ears you have" etc.	Capital letters, Full stops, Ordering sentences. Phonetically correct spellings. Adjectives. Joining words. Finger spaces. Story language. <b>CEW: house, grass, she, he, eyes</b>	Little Red Riding Hood, Mother, Wolf, grandma, flowers, path, woods, grass, basket, food, house, bed, dressing gown, glasses, big ears, big eyes, big teeth, woodcutter.
Traditional tales	<b>Cinderella</b>	Use of once upon a time & and they lived happily every after, Sequencing Story.	Capital letters, Full stops, Ordering sentences. Phonetically correct spellings. Adjectives. Joining words. Finger spaces. Story language. <b>CEW: love, beautiful, pretty</b>	Glass slipper, ball, dance, prince, love, ugly sisters, Fairy Godmother, evil stepmother, magic, pumpkin, horse and carriage, crown, dress. Adjectives to describe characters- kind, evil, beautiful, friendly, pretty etc.
Traditional tales	<b>Snow white</b>	Use of once upon a time & and they lived happily every after, Sequencing Story, Key Famous Phrases: "Mirror, Mirror on the wall" etc.	Capital letters and full stops. Ordering sentences. Phonetically correct spellings. Adjectives. Joining words. Finger spaces. Story language. <b>CEW: once, beautiful, after, he, she</b>	Once upon a time, Snow white, beautiful, mirror, fairest, jealous, huntsman, forest, cottage, seven dwarves, handsome prince, journey, evil witch, potion, poison apple, kiss, Sleepy, Sneazy, Grumpy, Dopey, Happy, Doc, Bashful, rescue, kingdom, happily ever after.



Story Setting	Little Red Riding Hood	Woodland Words Adjectives to describe what you can see, hear and felt.	Capital letters and full stops Spelling of words must be phonetically correct Sentence structure Conjunctions and & but, High frequency words, finger spaces. CEW: the, one, wild, grass, plant	See- tall trees, large branches, hedges, bushes and a path, woodland animals, pines, cones etc Hear: crunchy leaves, owl hooting, footsteps. Felt: soft wind, wet leaves, furry animals.
Recount based on real events <i>Menu. List, Captions- Fruit and Veg</i>	Birthday	Time Connectives First Person Personal Feelings Chronological order	Capital letters, full stops, conjunctions and adjectives, question mark and exclamation marks.  CEW: friends, was, they, we, I	Birthday, party, invitations, friends, family, cake, balloons, banner, decorations, delicious food, presents, birthday cards, fizzy pop, sweets, surprise, celebration, music, games, enjoy, gift bags.
<b>Term 2</b>				
Narrative	Peace at Last	Past tense, personal feelings	Capital letters, full stops, conjunctions and adjectives, question mark and exclamation marks.	Tired, sleepy, upset, annoyed, fed up, drip drip, tick tock, thud thud, meow, bark, tossed and turned
Non-chronological report	Kenya	Heading and subheadings Kenya Words Adjectives Factual Information	Capital Letters and Full Stops. Ordering sentences. Phonetically correct spellings. Exclamation marks, Question marks Conjunctions CEW: to, where,	Kenya, animals, places to visit, food to eat, Nairobi, Big Five- rhino, elephant, leopard, buffalo, lion, food, ugali, Sukuma wiki, mandazi, safari, Lake Tana, Sumburu National Reserve, Mount Kenya,
List, Caption, Menus, Invitation	Food	Invitation Layout Captions Adjectives	Adjectives, Exclamation marks, Capital letters and full stops. Finger spaces	Tasty, Yummy, Wonderful, Cool, Fantastic, Wow, Lovely, Nice, Sweet, Fresh, You are invited to, Why not try...?
Information Leaflet	Toys	Title, headings, subheadings, factual information, 'did you know' section.	Capitals and full stops, finger spaces, Question marks and exclamation marks. CEW: climb, to, come, the	Rag dolls, plastic dolls, soldiers, teddy bears, building blocks, jack-in-the- box, puppets, toy cars, board game, sleep, bedroom, toy box, toys come to life, sneak, play, stairs, living room, dance, kitchen, eat, food, drinks, climb, ladder, hide, sleep.
<i>Amazing Grace-speaking, Listening and acting unit. Story Telling role play.</i>				
Invitation, Postcards and letters	Jolly postman	Invitations- event, date, time of event, place who it is to and from Postcards- address on right side, short message, who it is to and from, stamp Letters- address and date on right, Dear..., Yours faithfully/sincerely	Capital letters for names of people, places, date and beginning of sentences. Spellings  CEW: Mrs, Mr, to, I, you	Baby Bear, Mr Bear, Mrs Bear, Goldilocks, wolf, Cinderella, post office, post box, Jolly Postman, stamps, letters, envelopes, postcards, invitations.
<b>Term 3</b>				
Short story	Bear hunt	Beginning, middle and end. Characters Action Prepositions for this story	Capital letters and full stops. Finger spaces CEW: beautiful, we, go, to	Bear hunt, not scared, beautiful day, we can't go over it, we can't go under it, we have to go through it, wavy grass, swishy swashy, deep, cold river, splosh, splash, thick, oozy mud, squelch, squerch, big, dark forest, stumble, trip, swirling, whirling snowstorm, whooo, hoooo, narrow, gloomy cave, tiptoe, shiny, wet nose, goggly eyes.

Short Story	Handa's Surprise	Beginning, middle and end. Characters Action	Capital letters, full stops, Full sentences with an adjective Phonetically correct spellings, Finger spaces, Question & exclamation mark	Surprised, Shocked, delicious fruit, took my fruit, helped themselves to my fruit, yummy fruit, and didn't know, where did it go?
Descriptive writing	Monsters	Adjectives Appearance Personality Simile	Capital letters, full stops, Full sentences with an adjective Phonetically correct spellings, Finger spaces & conjunctions CEW: he, she, eyes	Monster, evil, greedy, adjectives to describe the monster's appearance and personality- sharp teeth, pointy claws, long horns, green eyes, grumpy, friendly, kind, thoughtful
Letter/Diary	Dear Greenpeace	Letter-Address/Yours Sincerely/Dear Diary-chron order, personal feelings, some time connectives	Capital letters, full stops, Full sentences with an adjective Phonetically correct spellings, Finger spaces & conjunctions	Worries, feel sorry for, care about, what can be done? Terrible, sad, how to look after, reply, read about, looking after, how big will it get?
Brochures	Seaside	Heading and sub headings. Seaside words Persuasive adjectives, verbs and adverbs	Capital Letters and Full Stops. Ordering sentences. Phonetically correct spellings. Conjunctions CEW; beautiful, what, go, where, do Star, morning, shore, sunny	Where to go, what to do, what to see, places to stay, hotels, beautiful sunsets, fun activities, sand and sea, coast, adventure, beach, donkey rides, pier, arcade, fun and games, cliff, lighthouse, sea creatures, rockpool, deckchairs, boat rides, surfing, collecting shells, funfair.
Poetry	Seaside and seasons	Adjectives Adverbs Similes Rhyme Seaside or Season words	Phonetically correct spellings. Vocabulary Layout CEW: water, people, beautiful	Seaside, shore, sand, sea, sandcastle, shells, sun, fun, beach, water, swimming, playing, autumn, winter, spring, summer, leaves, blossom, buds, flowers, sun, hot, cold, snowy, rainy, sunny.
Poetry-rhyming poems				

## Year 2

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2 Spellings
Term 1				



Short Description Short Pieces of Writing first 2 weeks	<b>Funfair</b>	Funfair words Adjectives Adverbs Appropriate Verbs	Capital Letters and Full Stops. Spellings, Extended Sentences, Commas in Lists, Conjunctions.	Rides: <b>twirling</b> teacups, <b>rocking</b> rollercoaster, ghoulish/scary ghost, train, <b>twister</b> , <b>bumper</b> cars. Food: sickly toffee <b>apple</b> , cotton candy floss, sweets, buns, <b>minty mushy</b> peas, <b>chunky</b> chips, crowds, <b>cheering</b> , <b>laughing</b> , <b>enjoying</b> , <b>excited</b>
Short Description Short Pieces of Writing first 2 weeks	<b>Giant Description</b>	Giant words Adjectives Adverbs Similes	Capital Letters and Full Stops. Spellings, Extended Sentences, Conjunctions.	Similes: as tall as, <b>large</b> as a, as big as, <b>Bigger</b> than, <b>larger</b> than, <b>taller</b> than. <b>Huge</b> , <b>large</b> , <b>ginormous</b> , <b>gigantic</b> , big, facial features: goggly eyes, <b>bulging eyes</b> , <b>beady</b> eyes, bulbous nose, <b>crooked</b> nose, <b>hairy</b> nostrils, <b>crooked</b> teeth, lips the size of a melon, <b>stubby</b> chin, hands as big as,
Story Setting Short Pieces of Writing first 2 weeks	<b>Haunted House</b>	Haunted House words Adjectives Adverbs Appropriate Verbs	Capital Letters and Full Stops. Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional. Extended Sentences CEW: <b>past, move, eye, cold, behind, floor</b>	Spiral staircase, eerie sound, shadows <b>lurking</b> , who lived here? Smell of rotten eggs, stale milk smell, <b>sweating</b> and <b>shivering</b> , dark corners, <b>mouldy</b> walls, footprints leading to <b>nowhere</b> , rats <b>scurrying</b> , bats <b>hanging</b> , doors <b>creaking</b> .
Letter Description	<b>The Tunnel</b>	Description-adjectives, conjunctions  Letter-address, dear, yours sincerely	Capital Letters and Full Stops. Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional. Extended Sentences	Scary, creepy, eerie, scared, frightened, strange, figures, imagining, worried, petrified, shaky legs, sweating  Thank you , My dear gorilla, exciting time, wonderful night, visit to the zoo, I thought, I felt, I wondered, it was a pleasure <b>Scream, fright, quicker, fear, edge, wrong</b>
Diary	<b>Hermelin</b>	Diary-past tense, chron order, personal feelings, time connectives	Capital Letters and Full Stops. Marks, Conjunctions, Write simple, coherent narratives	I felt upset, this morning, later, then, after that, as soon as, poster, advertisement, shocked, Hermelin, wonderful, felt good Cried, today, read
Instructions	<b>Magical Potion</b>	How to make.. title, You Will Need List with Bullet Points, Imperative verb, Short Sentences, Handy Hints, Health and Safety advice.	Capital Letters and Full Stops Coordination and Subordinating Conjunctions, Contractions CEW: <b>after, half, plant, gold.</b>	How to make a Fabulous Potion to Fly, you will need, bat's wings, feather from a unicorn, precious stone, <b>gem</b> from Mount Zumba, tail of a rat, ancient golden leave, eagle's eggs, first, next, <b>thirdly</b> , after that, In a few minutes, cut, sprinkle, chop, throw, chant, stir, <b>bubbling</b> cauldron, check, abracadabra, wave wand, <b>magic</b> beans,
Character description	<b>The Twits</b>	Adjectives Appearance Personality	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, GDS Suffixes and apostrophes for possession and contraction, Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about a fictional character. Write in the style of Roald Dahl i.e. specific use of vocabulary and phraseology CEW: <b>bulge, move, eye, nostril, behind, plainness, clothes, brother, sister.</b>	<b>Bushy</b> unkempt beard, <b>hairy</b> jungle around his mouth, the Twits, worms, spaghetti, <b>smelly</b> , tricks, <b>beastly</b> , rotten eggs, <b>mouldy</b> , food, <b>hairy</b> , bristles, horrible, <b>horrendously</b> ugly, warts, unkind, glass eye morsel, ugly thoughts
Letter of Complaint	<b>Why are fairy tales so silly?</b>	Dear/Address/Yours Sincerely/ Introduce argument/Main points	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, GDS Suffixes and	Why are fairy tales so silly? Weak princesses, handsome princes save the day, farfetched, over the top, ridiculous, women are evil ugly

			apostrophes for possession and contraction, Past tense, Question Marks, Conjunctions,	witches, females have silly names such as Sleeping Beauty, Cinderella, Beauty and Snow White <b>Think, point</b>
<b>Term 2</b>				
Persuasive Leaflet	<b>London</b>	Persuasive words/phrases Adjectives London Words Exaggeration	Capital Letters, Commas in Lists, GDS Suffixes and apostrophes for possession Question Marks, Exclamation marks	Buckingham Palace, London Museums, The London Eye, Cruise on the River Thames, Madam Tussaud, London Parks, Double-decker red bus, Houses of Parliament. Love, <b>Nicest, food, family</b>
Debate Write Up	<b>Fantastic Mr Fox</b>	Main points with conjunctions	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, GDS Suffixes and apostrophes for possession and contraction, Past tense, Question Marks, Conjunctions,	Greedy, our right, so what if we..? Share, food, hungry, needy, steal, crime, don't ask, smug <b>Wrestle, wrong, always</b>
Character Description	<b>Magical Creature</b>	Adjectives Adverbs Personality Appearance	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, GDS Suffixes and apostrophes for possession and contraction, Past tense, Question Marks, Conjunctions	Magical, fairy, wings, invisible, disappear, nocturnal, special, dainty, transparent, collects tears/dreams/fears etc <b>Magic, shiny, gem, ice</b>
Leila and the Secret of the Rain-new unit from writing course				
Recount based on real events	<b>Real trip to TwyCross Zoo</b>	First Person, Time Connectives, Personal Feelings, Chronological order, Past tense	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, GDS Suffixes, Extended Sentences CEW: pretty, beautiful, grass, path, class, everybody	Got on the bus ready for an <b>exciting</b> journey, <b>fastened</b> seat belts, took register, <b>arrived</b> , <b>collected</b> tickets, read map, visited great gorillas, silly monkeys, fabulous flamingos, cool penguins, reptile hut was <b>creepy</b> , <b>slimey</b> snakes, <b>scary</b> animals, <b>giant giraffe</b> , Did you know that....? First, Next, After that, Later, In the afternoon, After lunch, <b>returned</b> to bus, <b>carried</b> clipboards, <b>animals</b> .
Letter of Complaint	<b>Disaster Trip to the Zoo</b>	Address and Date on Right, Dear Sir/Madam, Explain what you are writing about, Use persuasive words, End with Demand and Threat.	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Coordination and Subordinating Conjunctions, Apostrophe for possession CEW: after, path, who, cold, steak, busy, again	I am writing to you, <b>Firstly</b> , <b>Secondly</b> , Furthermore, <b>dirty</b> tables, poor service, unacceptable behaviour from staff, swore, didn't listen, <b>chatting</b> on mobile, litter everywhere, cages not secure, animals nowhere to be seen, <b>parked</b> further away, <b>overcharged</b> for ticket, didn't use my voucher, I will call the newspaper offices, <b>television</b> , want refund and letter of apology, train your staff.
<b>Term 3</b>				
Diary	<b>Queen's Diary</b>	First Person, Time Connectives, Personal Feelings, Chronological order, Past tense	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, GDS Suffixes, Extended Sentences CEW: pretty, beautiful, Mr and Mrs, bath, clothes	Buckingham Palace, Maid ran my bath for me, Phillip joined me for breakfast, Church Service, Prime Minister, Swans, Concert, Ribbon Ceremony, Red Box, Afternoon tea, Cruise of River Thames, Royal Family names, corgis, crowds were <b>cheering</b> and <b>clapping</b> , bouquet of flowers, Morning Papers, <b>Firstly</b> , <b>Secondly</b> , Early in the morning, After That, Later, As Soon as, Moments Later, Feelings: Bored, Frustrated, Fed up, Sheer Joy, exhilarated

Story opening	Aladdin's cave	Adjectives Alliteration Cliff Hanger Treasure words  Prepositions-for this specific piece of writing	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Commas in Lists, GDS Suffixes and apostrophes for possession and contraction Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional. Extended Sentences CEW: magic, climb, shiny, gold, poor, treasure, carefully, floor, cold, pretty, beautiful.	Cave of wonders, staircase, entrance, passage, red rubies, cool crystals, gold coins, dazzling diamonds, gemstones, sapphires, beautiful beads, bracelets, necklaces, rusty old lamp, magic carpet floating, prepositions: above, under, over, underneath, behind
Story	The Wolf's Version	Beginning (Setting/Characters), Middle (Problem), End (Solution), Speech Marks. Action using Effective Verbs and Adverbs	Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Speech Marks , Past tense, Question Marks, Conjunctions, GDS Suffixes, Write simple, coherent narratives about experiences of others or fictional. Extended Sentences CEW: door, poor, climb, break, busy, eye	Woodland, picket fence, going about my business, collecting herbs and planting seeds, Mean and nasty pigs, bullying pigs, stuck up two trotters at me, Can you believe how rude they were? Now I am the innocent, heavy bricks, damp wooden sticks, flammable straw, bubbling boiling cauldron, dark and sooty chimney, ran wildly, plotted nastily, skipped merrily, built quickly, climbed quickly,
Poetry	100 Poems	Alliteration Adjectives Verses Simile	Spellings, Short sentences  CEW: hold, wild, water, mind, cold,	Bluest water, my box is fashioned from..., hinges, leaping spark, imaginary, rumbling belly, cowboy on a broomstick, wash ashore on a yellow beach, great high-rolling breakers
Poetry	Riddles	Rhyming Words Pattern Riddle rules	Each line starts with a capital letter, a comma usually at the end of each line,	What am I? There was an ....., appropriate rhyming words.
<b>Other Possible Units</b>				
Information Leaflet	Rubbish and recycling	Heading Sub Headings Factual Language Recycle Words	Lists, commas in lists, full stops, capital letters, bullet points, question marks, Coordination and Subordinating Conjunctions, contractions, simple sentences, exclamation marks. CEW: old, clothes, break, improve, quantity.	Recycling, refuse, reuse, reduce, landfill, waste, disposal, rubbish, plastics, environment, sustainability, biodegradable, pollutions, factories, regenerating, materials, Earth, global warming, compost, charities, environmentalists.
Non chronological reports	Chinese New Year	Headings, subheadings, paragraphs, formal language, introduction, facts	List, commas, Capital letters, full stops, extended sentences, Coordination and Subordinating Conjunctions, question marks, commas in lists. CEW: people, money, clothes, parents, enjoyment, busy,	Chinese New Year, lantern, zodiac, tradition, calendar, dragon, rat, ox, pig, dog, cockerel, monkey, tiger, horse, snake, goat, rabbit, emperor, New Year, fortune, red envelopes, celebrations, family, money, fireworks, feast, lion dance

Newspaper report	Great Fire of London	Catchy Headline Sub Headings Who, What, When, Where, Why Witnesses	Past tense, Capital Letters, Full stops, spellings, extended sentences, apostrophes, past tense, Coordination and Subordinating Conjunctions, conjunctions, question marks, commas in lists. CEW: great, sadness, hopeless, badly, break, fast.	Great Fire, London, Pudding lane, fireman, cart, wooden buildings, blazing fires, escaping, burning, rancid smoke, crashing building, crackling flames, eyewitnesses, thatched roof, narrow streets, rats scurrying, worried, people screaming, panic, bakery, buckets of water.
Book Reviews	Range of extracts	Personal Opinion I recommend this because.. Likes/Dislikes What surprised me What I would change	Capital letters, full stops, past tense, first person, extended sentences, conjunctions, apostrophes for contractions, commas. CEW: because, television.	Review, in my opinion, on one hand, however, I dislike, I like, links to this books, I think, because. Finally, the reasons for this are, similar to, I would recommend, I would change, rating, recommendation, fiction, non-fiction, emotions, surprising ending, expected, unexpected, plot, plot twist, characters, setting, genre, description.

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1,2 & 3 Spellings
<b>Term 1</b>				
Instructions Georges Marvellous Medicine	How to make a marvellous medicine	How to make... title, subheadings, You Will Need List with Bullet Points, Imperative verb, Short Sentences, Handy Hints, Health and Safety advice, chronological order, adverbs.	Capital Letters and Full Stops, contractions and apostrophes with possession. Simple organisational devices are used in non-fiction	How to make a marvellous medicine, You will need, potion, medicine, ingredients, , strange, magic, first, next, thirdly, after that, In a few minutes, eye of a newt, tail of a rat, pot, wooden spoon, throw, chuck, stir slowly, sprinkle carefully, chant loudly, simmer gently, bring to the boil, mix. George, grandma, Mr & Mrs Kranky,
Narrative- Dialogue Georges Marvellous Medicine	Conversation between George and his parents when they return home	Character, New speaker, new line Inverted commas, Punctuated inside inverted commas, Adverbs in brackets, Action in italics/bold/ different colour	Capital letters and full stops, colon, question marks, conjunctions, inverted commas. Simple organisational devices are used in non-fiction	Marvellous, medicine, enormous, properly, mischief, selfish, wicked, absurd, solemn, quiver, ponder, rigid, puncture, amazed, shocked, horror, disbelief, astonished, curiosity, miracle, magic, strange, delight, wonder, imagination, ingredients, chickens, tall, shrink, expand, height, grandma, Mr & Mrs Kranky, George.
Narrative- Story set in historical setting	Ancient Egypt  Explode a moment	Speech Marks, Adjectives, Action using Effective Verbs and Adverbs, Egyptian words	Capital Letters and Full Stops. Commas in Lists, Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional.	Slave girl and nasty sisters, chores such as fetching buckets of water, catching fish, making bread, handwashing clothes, her father went to help build pyramids or was merchant who sold goods, she made pots to sell, Egypt. Cinderella/Nefertiti or Cleopatra, Godmother/God Anubis, Isis Sand, stones, water house Nile, old boat instead of pumpkin, Cats instead of mice, Servant with message/Vizier with scroll Pharaoh's ball, 12 midnight, glass slipper becomes headdress etc.
Poetry - Shape poems - Calligrams	Washing machine / the sea - onomatopoeia	In shape of the title, Short sentences, Repetition, Adjectives Alliteration, Verses, onomatopoeia	verbs and adjectives, repetition and sound, verse, capital letter, commas, onomatopoeia Simple organisational devices are used in non-fiction	Washing machine: thumps, rattles, bumps, whoosh, whir, coo, chug a lug, lug, swish, swoosh, bish, bosh, blubber, buzzing, drumming, gush, gurgle, humming. Sea: whoosh, swish, hurl, whirl, twirl, swoosh, hush, plash, ripple, rush, splash, thunder, walloping waves. Star-bright, shining, guiding, appearing, disappearing, wonder, ever present, believing, dreaming, special magical, brilliant.
Story setting- Story set in imaginary world	He-man Shera	Title, Introduction, Subheading, Adjectives, Adverbs, Past tense, Third person	Capital Letters and Full Stops, Extended Sentences, Commas in Lists, Coordination and Subordinating Conjunctions, Apostrophe for possession and contraction, Simple organisational devices are used in non-fiction A mix of sentence structures	Appearance/Features: wings, tail, x ray eyes, carries sword and weapon, wears magical medallion, special belt, can jump up to 50 feet high, can run at the speed of lightning etc. Lives: in cave, valley, clouds, mountains, forbidden forest, wild woodlands, protects water of life, golden feather, dragon's eggs, attack, protects garden. Super power, hero, villain, captured, evil, flying, transform, x-ray vision, lightning, invisibility, super strength, bravery, daredevil, courageous, sinister, disguise, nemesis, rescue, power, protects ancient book of wisdom
Recount	Eye witness account/ Interview -Loch Ness	Past tense, Chronological order, Time Connectives, Personal Feelings	Ideas are organised into paragraphs. Punctuation: comma's in a list, fronted adverbials, question marks, exclamation marks.	Loch Ness, banks, monster, several sightings, equipment, Nessie, Scottish, Inverness, Scotland, Operation Deeps can, historically, dinosaur, famous, water, sea, river, hunting, believe, surprised, camera, video, recordings, evidence, reporting. Long, thin, green, black, humps, bumps, snake-like, tail head, sly, shy, emerging, body, waves, disturb, spot, behind, swiftly, depths, disappearing, iconic, myths, mystery, creature.



Term 2

<p><u>Diary</u> Killer Cat</p>	<p>Household pet</p>	<p>First Person Time Connectives Personal Feelings Chronological order Past tense</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, A mix of sentence structures</p>	<p>Firstly, Secondly, Early in the morning, After That, Later, As Soon as, Moments Later, Feelings: Bored, Frustrated, Fed up, Sheer Joy, exhilarated, disaster, guests arrived, hats and coats were taken, the cake collapsed, the over stopped working, there was a leak, the food burnt, drinks spilled, the chair leg snapped off, hats went flying off, the roast burnt, the starters arrived later, grand entrance ruined by a fall down the stairs.</p>
<p><u>Non-Chronical</u> report</p>	<p>New creatures</p>	<p>Topic Title, Introduction, Short paragraphs, Sub-heading Technical vocabulary, Fact boxes/bullet points Factual language, Third person, Labelled diagram, Glossary</p>	<p>Ideas are organised into paragraphs, past/present tense are correct, Punctuation: Apostrophes, commas in lists, exclamation marks, question marks. Simple organisational devices are used in non-fiction</p>	<p>Discovery, expedition, prey, predator, hunted, creature, food, meal, unusual, sly, ancient, mysterious, pet, afraid, transform, delicate, intelligent, savage, beautiful, wrinkled, broad, curly, knotted, beady, bloodshot, elegant, ferocious, puckered, hairy, bony, graceful, petite, scrawny, chubby, dainty, unique, energetic, dramatic, height, fair, peculiar, strength, various nutrition, predator, prey, different, earth, imagine.</p>
<p><u>Narrative-</u> <u>Dialogue-</u></p>	<p>Oompa Loopas/child</p>	<p>Character, New speaker, new line Inverted commas, Punctuated inside inverted commas, Adverbs in brackets, Action in, italics/bold/different colour</p>	<p>Capital letters and full stops, question marks, conjunctions, inverted commas.</p>	<p>Surprise, adventure, conflict, solution, happy, astonished, sad, worried, Willy Wonka, Cadburys, Charlie, Golden ticket, ingredients, job, small, short, different, factory, working, Loompaland, Hangdoodles, Snozzwangers, Wangdoodles, dancing, singing, chocolate, cocoa beans, melted, decorate, packing, dwarf, mischievous, mesmerised, dream come true.</p>
<p><u>Persuasive</u> leaflet</p>	<p>New chocolate bar</p>	<p>Alliterative Adjectives, Catchy Name, Slogan, Rhetorical Question, Bargain, Exaggeration, Persuasive words/phrases</p>	<p>Capital Letters and Full Stops, Extended Sentences, Commas in Lists, Spellings, Question Marks, Coordination and Subordinating Conjunctions, alliteration, adjectives</p>	<p>Incredible chocolate bar, marvellous mint, creamy, all of your dreams will come true, cravings of every type fulfilled, join in with the hype, You have to try, most amazing, unique, Bargain, scrumptious confectionary, wonderful wafers, melts in your mouth best in the world, giant candy, chunky cookie bars, fruity flap jacks, cram cakes, delicious, sweet, mouth-watering, fabulous, melts in your mouth, simply have to try. Firstly, secondly, thirdly, furthermore, why not? Why miss out? Don't be left out.</p>
<p><u>Recount</u></p>	<p>Cadbury's world trip</p>	<p>First Person, Time Connectives, Personal Feelings, Chronological order, Past tense,</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions.</p>	<p>Got on the bus ready for an exciting journey, looked forward to, fastened seat belts, took register, arrived, collected tickets, Bournville talk, tasted delicious chocolate, ride through history of chocolate, information boards, chocolate gifts as we left, packed lunch description, after that, next, later, in the afternoon, 4D show, After lunch, played, fresh air, gift shop, tour, returned to bus, did you know that...?</p>

Term 3

<p><u>Description</u></p>	<p>Rich/Poor Victorian</p>	<p>Adjectives, Victorian words for this particular unit</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, Apostrophes, <i>A mix of sentence structures</i></p>	<p>Firstly, Secondly, Early in the morning, After That, Later, As Soon as, Moments Later, Feelings: tired, terrified, frightened, Fed up, exhausted, exhilarated, poor Victorian child: factory conditions, mines, chimney sweepers, school, soot, cough, ill, cold, starving, dangerous. Rich Victorian child-nanny, dolls house, read bible, Lady Daisy doll, saying our prayers, children should be seen and not heard, presented to father and mother.</p>
<p><u>Narrative-Dialogue</u></p>	<p>Bullying/ conflict</p>	<p>Character New speaker, new line Inverted commas Punctuated inside inverted commas Adverbs</p>	<p>Capital letters and full stops, question marks, conjunctions, inverted commas.</p>	<p>Bullying, conflict, solution, sad, upset, avoid, horrible, problem, teasing, Adverbs: nastily, loudly, meekly, quietly, noisily, viciously, slowly, roughly Verbs: sobs, kicks, shouts, punches, hits, blocks, trips, throws, grabs, takes, pulls, pushes, cries, scowls, hurts, holds hands up to protect, laughs, runs.</p>
<p>Non Chronological Report</p>	<p>Queen Victoria</p>	<p>Topic Title, Introduction, Short paragraphs, Sub-heading Technical vocabulary, Fact boxes/bullet points Factual language, Third person, Labelled diagram, Glossary</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: apostrophe, comma's in a list, question marks, exclamation marks. Simple organisational devices are used in non-fiction.</p>	<p>This incident, reports, suggest, amazingly, all over the country, evidence, crowds witnessed, the unusual event, witnesses report, strange happenings, was quoted as, saying, experts believe, while, who, when, where, but, why, although, if, because, how, as, after, before, so, that, since, however, later on, after some time, finally, at the start, in no time at all, within minutes, before long, that morning, that evening, the next day, yesterday, following, in the future, alongside, described, commented, complained, promised, relieved, replied, responded, told, stated, insider, unfortunately. Victorian vocabulary - Queen, monarch, United Kingdom, throne, Prince Albert, mourning, reign, royal, Victorian era, British empire, noble.</p>
<p><u>Narrative</u></p>	<p>Mixed up traditional tales</p>	<p>Beginning (describe Setting/Characters), Middle (Problem), Interesting End (Solution), Speech Marks. Action using Effective Verbs and Adverbs, Expanded noun phrases</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Conjunctions, Write simple, coherent narratives about experiences of others or fictional. <i>A mix of sentence structures</i></p>	<p>Key phrases: Once upon a time, happily ever after Setting: castle, palace, village, magical garden, tall tower, kingdom, dungeon. Characters: King and Queen, rebellious princess, pathetic prince, scared prince who needs saving or protecting or has spell on him. Prince, who paid great attention to his appearance, did very little. Angry giant, Conniving wolf. Problem: find a lost treasure, fight a dragon, complete challenge to win what you want, lost prince, sleeping prince, evil king orders death of prince, Solution: princess rescues prince, saves kingdom Grabbed, fought, attacked furiously, protected, flung, jumped swiftly, escaped, trapped.</p>
<p><u>Poetry</u></p>	<p>End of year reflection/ Friendship</p>	<p>Verses Repetition Short sentences Words or Phrases Key Events from Year 3 OR Kindness Words</p>	<p>Capital letters, commas, Simple organisational devices are used in non-fiction</p>	<p>Subjects: Maths, maturing, literacy, Egyptians, science, magnets, pe, football, street dance, Trips: place of worship: thoughtful, exciting, fun and memorable trip to Cadbury's World Learning: problem solving, reading, inference, writing: grammar and punctuation, stepping into fantasy worlds, acting, drama, words, vocabulary, Self-Growth-trying, believing, challenging myself, achieving, rewards, certificates, Friendship: sweet, caring, trusting, honest, endearing, positive, warm, friendly, likeable, intelligent, supportive, strong, goodness, memorable moments, helpful, defends, protects, mature stands up for, morals, Herrick learning attitude words and character.</p>

## Year 4

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/2/Y3/Y4 Spellings
<b>Term 1</b>				
<b><u>Character Description</u></b>	Dahl Extracts Matilda James and the Giant Peach Witches	Appearance words and adjectives Personality words and adjectives	Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists Question marks Exclamation Marks Expanded noun phrases add detail Varied and rich vocabulary Joined and legible handwriting	Evil, bold, cheeky, rude, brave, courageous, daring, adventurous, delicate, intelligent, savage, forgetful, generous, excellent, beautiful, wrinkled, broad, curly, knotted, beady, bloodshot, elegant, ferocious, razor-like, puckered, hairy, bony, graceful, petite, scrawny, chubby, dainty, immature, impatient, unique, admiration, energetic, dramatic, height, magician, profession, passion, fair, whose.
<b><u>Narrative- Dialogue</u></b>	Conversation between characters Sponge and Spiker, Matilda and her parents, Trunchbull and Miss Honey	Inverted commas, Punctuated inside inverted commas, verbs and adverbs	Capital letters and full stops, question marks, conjunctions. Use speech marks and commas to separate the reporting clause	Surprise, adventure, conflict, solution, happy, astonished, sad, worried, Matilda, Mrs Trunchbull, Miss Honey, job, small, short, different, working, dancing, singing, sinewy, evil, bold, cheeky, rude, brave, courageous, daring, adventurous, delicate, intelligent, savage, forgetful, generous, excellent, beautiful, wrinkled, broad, waddle, pretentious, delve, loosen, doting, extravagantly, foolishly loving, indulgent, bunion, nimble, mentally. Gormless, devour.
<b><u>Recount -</u></b> Grandpa Chatterji Jamila Gavin	Recount of Sanjay and Neeta arriving in India-Journey through Dehli on a tempo to Grandpa's house	Time Connectives Personal Feelings Chronological Order	Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists Exclamation Marks Varied and rich vocabulary	Cul de sac, Khaki, Duvet, Sari, Dhoti, Pyjamas, Cigar, meditation, pizza, bangle, magnificent, the timid, the daring, cheering, Grandpa, Neetu, Sanjay, novel. <u>expected vocabulary:</u> accident(ally), actual(ly) , address , appear, arrive, believe bicycle breath, breathe, caught, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early eight/eighth, enough, experience, experiment , extreme, famous, favourite, forward(s) ,fruit, group, guard, heard, height, history, imagine, important, interest, material , mention, minute opposite ,ordinary, particular, peculiar, popular , possible , surprise, therefore, woman/women.
<b><u>Descriptive Story setting-</u></b> Room 13 Robert Swindell	Entering a Haunted House	Adjectives, Adverbs, Past tense, Third person, Verbs, Spooky words	Capital Letters and Full Stops, Commas in Lists, Coordination and Subordinating Conjunctions, Use apostrophes for singular & plural possession & contraction	Fear greatly, loneliness, sad, loneliness, tiniest possible, not real, fictitious, dread, minimal, desolation, Ghastly, dire, frightening, grisly Gruesome, morbid, macabre, vile, unspeakable, repulsive, hostile, Murky, sinister, evil, bleak, depressing, ominous, lifeless, very, extremely, incredibly, exceptionally, awfully, especially, dreadfully.



Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/2/Y3/Y4 Spellings
<p><b>Persuasive Manifesto-</b></p> <p>Accidental Prime Minister Tom Laughlin</p>	<p>Speech - Imagine you are standing for election (School council)</p>	<p>A picture of yourself Information about you Information about your political party Your key issues &amp; ideas A summary of your election purpose Information to where/how to vote Catchy motto/statement Formal tone</p>	<p>Extend the range of sentences with more than one clause using a wider range of conjunctions including when, if, because, although</p> <p>Move some adverbial phrases (saying when, where or how) to the beginning of sentences to link them together within paragraphs</p>	<p>Ajay, park, reporters, Voiletta Crump, Perkins, Downing street, parliament, politician, Youtube, jet pack, summit, silliness, general election, bill, law, Prime minister, cabinet, coalition government, secretaries of state, Big ben, debating, manifesto, Claim, believe, argue, suggest, state, debate, and confirm, On the contrary, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, However, many would argue, X Committee says, the figures show, To contradict, Although, research shows that.</p>
<p><b>Story opening-</b></p> <p>The Demon Headmaster- Gillian Cross</p>	<p>A child arrives at a new strange school</p>	<p>Adjectives Similes Adverbs, Description through dialogue Setting description- Expanded noun phrases</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas after fronted adverbials &amp; commas after fronted adverbials Question marks Exclamation Marks Writing demonstrates a mix of sentence structures, including subordinate clauses</p> <p>Use speech marks and commas to separate the reporting clause</p>	<p>I entered the vast, connecting, lurking within, at first, in the middle of, on top of the, next to the, opposite the, even though, however, despite, creaking, doorway, echo, flooring, wall covering, adjacent to, dingy, draughty, empty, endless, gloomy, magnificent, narrow, rickety, shadowy, slippery, steep, enter, stride, perilous, interact, inform, sense, preparation, irresponsible, perceive, exclusion, discipline, unique.</p>
<p><b>Play script-</b></p> <p>The Demon Headmaster- Gillian Cross</p>	<p>Explode a moment</p>	<p>Scene number &amp; title Setting description Character name-followed by a colon Stage directions in brackets Speech without inverted commas Present tense</p>	<p>Capital letters in the right place Layout</p>	<p>Lloyd, Harvey, Dinah, hostile, emotions, feelings, elaborate, crafty, mean, timid, kind, scared, intelligent, quiet, lonely, friendly, intimidating, frightened, worried, strong, caring, thoughtful, nervous, bewildered, deportment, haughty, idle, pallid lips, demon, Headmaster, Hypnotise, Ian, Ingrid, Mandy, master, prefects, characters, custard, Demon, drama, Eddy, hair, first, circle, Gillian Cross, mathematics, military, Mr Hunter, school, spaghetti, Stage directions, television.</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/2/Y3/Y4 Spellings
<b>Newspaper Report-</b>  The Demon Headmaster -Gillian Cross	<b>Report of what happened at Herrick Primary</b>	Name of newspaper, headline with rhyme, pun or alliteration, sub-headline, introduction (what, when, where, why, who), picture with caption, main events, third person, past tense, direct reported speech, formal language.	Ideas are organised into paragraphs. Past/present tense are correct Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials Question marks Exclamation Marks Simple organisational devices are used in non-fiction	This incident, reports, suggest, amazingly, all over the country, evidence, crowds witnessed, the unusual event, witnesses report, strange happenings, was quoted as, saying, experts believe, while, <b>who</b> , when, where, but, why, although, if, because, how, as, after, <b>before</b> , so, that, since, however, later on, after some time, finally, at the start, in no time at all, within minutes, before long, that morning, that evening, the next <b>day</b> , yesterday, following, in the future, alongside, described, commented, complained, promised, relieved, replied, responded, told, stated, insider, unfortunately, interact, inform, information, illegal, illogical, impossible, subheading, scientifically, truly, they, neighbour, confusion, discussion, proportion, fascinate, scene, effect, affect.

## Term 2

<b>Persuasive Leaflet -</b>  Non-Fiction Café experience	<b>Balanced Diet Healthy Eating</b>	Catchy title, sub-headings, Direct quotes, persuasive language, rhetorical questions, bargains, powerful adjectives, alliteration, exaggeration	-Use capital letters, full stops, question marks, commas for lists Coordination and Subordinating Conjunctions, alliteration, adjectives -Punctuation: dashes, apostrophe for possession, exclamation marks -Spell correctly most words from the year 3/4 spelling list - joined up handwriting	Coffee, cold brew, bagel, smoothie, cappuccino, blender, steam wand, frappe, green tea, mug, Rooibos, macchiato, chocolate, milkshake, grinder, chai, Americano, barista, extraordinary, astonishing, incredible, tantalising, startling, unmissable, <b>unique</b> , phenomenal... Incredible <b>ice</b> -cream, marvellous mint, creamy, all of your <b>dreams</b> will come <b>true</b> , You <b>have</b> to visit, most amazing, unique, Bargain, scrumptious sundaes, wonderful waffles, melts in your <b>mouth</b> best pancakes in the world, <b>giant</b> muffins, chunky cookies, fruity flap jacks, cram cakes, delicious, <b>sweet</b> , <b>mouth</b> -watering, fabulous, melts in your <b>mouth</b> , simply <b>have</b> to try. <b>Firstly</b> , <b>secondly</b> , <b>thirdly</b> , <b>furthermore</b> , why not? Why <b>miss out</b> ? Don't be left out. <b>Don't</b> you <b>think</b> that...? <b>Isn't</b> it time to...? <b>What</b> would you like? <b>Have</b> you ever <b>thought about</b> ...? <b>Why not</b> ...? Need a...? <b>Fancy</b> ...?
<b>Recount</b>  Café experience	<b>Inspector's Report</b>	First person Chronological order Time Connectives Transformation Vocabulary Personal Feelings Cafe words	Use capital letters, full stops, question marks, Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists, commas after fronted adverbials, relative, subordinate clauses, Question marks and exclamation marks; apostrophes for possession and contraction,	Coffee, cold brew, bagel, smoothie, cappuccino, blender, steam wand, frappe, green tea, mug, Rooibos, macchiato, chocolate, milkshake, grinder, chai, Americano, barista, extraordinary, astonishing, incredible, tantalising, waiter, maid, guests, reporters, <b>grandest</b> , knife, <b>suspicious</b> , strange, odd, weird, shocking, turned pale, inpspector, police, questioning, party , firstly, <b>secondly</b> , <b>thirdly</b> , <b>after</b> that, a <b>few</b> minutes later, moments late, suddenly, meanwhile, a <b>few</b> seconds later, <b>after</b> that, clue, I am informing, I was appalled, I demand, insist, order, I will sue, inform health and safety inspection team, contact the press, compensation, recompense, poor hygiene, stale food, slippery floor , depressing music, shocking service, rudeness, pathetic pianist, unkempt appearance, filthy uniform and dirty fingernails, over charged, rubbery meat etc.

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/2/Y3/Y4 Spellings
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<p><b>Letter of Complaint-</b></p> <p>Café experience</p>	<p><b>Terrible experience at café</b></p>	<p>Address, date, Dear, Yours sincerely, yours faithfully</p> <p>Introduce purpose of letter</p> <p>List of complaints</p> <p>Demand and Threat</p> <p>Past Tense</p> <p>Ask questions</p> <p>End with Yours Sincerely</p>	<p>Ideas are organised into paragraphs. Build cohesion within and across paragraphs. Past/present tense are correct</p> <p>Punctuation: commas in lists</p> <p>Exclamation Marks</p> <p>Simple organisational devices are used in non-fiction, Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>-Layout: further organisational devices are used to structure the text.</p>	<p>Outrageous, insulting, abysmal, awful, request, bewildered, expect/expectations, loyal customer, respectful, manager, employee, server, service, worker, owner, I am writing to complain/inform, I was appalled, I demand, insist, order, I will sue, inform health and safety inspection team, contact the press, compensation, recompense, poor hygiene, stale food, slippery floor , depressing music, shocking service, rudeness, pathetic pianist, unkempt appearance, filthy uniform and dirty fingernails, over charged, rubbery meat etc.</p>
<p><b>Letter -</b></p> <p>The Fallen Elephant</p> <p>Dancing Bear</p>	<p><b>Letter from an animal's point of view</b></p>	<p>Your address (on right hand side)</p> <p>Date under address</p> <p>Dear .....</p> <p>Informal chatty friendly style</p> <p>Ask questions</p> <p>End with Yours Sincerely</p>	<p>Ideas are organised into paragraphs.</p> <p>Past/present tense are correct</p> <p>Punctuation: commas in lists</p> <p>Exclamation Marks</p> <p>Simple organisational devices are used in non-fiction</p>	<p>reckon, amazing, brilliant, out of this world, exhilarating , enthusiastic</p> <p>including, in particular, express, gratitude, enlightening, experience, immense, pleasure, contemporary, unique, style, vivid, accident(ally) , actual(ly), address, answer, appear, arrive believe , busy/business, calendar, certain, complete, consider continue, decide, describe, different , difficult, disappear, early, enough, experience , extreme, favourite, question, recent</p>
<p><b>Narrative-</b></p> <p>Non-Fiction The Romans</p>	<p><b>Romulus and Remus- Explode or explore? Or a Moment Pompeii??</b></p>	<p>Words related to chosen setting</p> <p>Verbs</p> <p>Personal feelings</p> <p>Past Tense</p> <p>Roman Words</p> <p>Speech to move action on</p>	<p>Ideas are organised into paragraphs.</p> <p>Punctuation: commas in lists, inverted commas and a comma after the reported clause in speech; commas after fronted adverbials</p> <p>Question marks</p> <p>Exclamation Marks</p> <p>Expanded noun phrases add detail</p> <p>Writing demonstrates a mix of sentence structures, including subordinate clauses</p>	<p>sunlight glinted from the wave crest...glistening on the horizon...stormy, tumultuous waters raged...miniscule grains of golden sand....tropical waters stretched as far as the eye could see...boats floating atop the glassy water....undulating, isolated, choppy, dazzled, reliable, captivated, labyrinth, lucrative, metropolitan, migrate, urban, vibrant, vast, vendors, bustling, billboards, quaint, foliage, village, rural, accident(ally) ,actual(ly) address, answer, appear, arrive ,believe bicycle, breath, breathe, build ,caught , certain ,therefore , though/although, thought, through, various, weight , woman/women</p>
<p><b>Poetry -</b></p> <p>Free verse</p>	<p><b>Free verse-onomatopoeia</b></p>	<p>Onomatopoeia</p> <p>Stanzas or verses</p> <p>Alliteration</p> <p>Personification</p> <p>Similes</p>	<p>Expanded noun phrases add detail</p> <p>Simple organisational devices are used in non-fiction</p>	<p>booming, clashing, rustling, tweeting, crunching, cracking, zooming, clanging, crushing , whistling, clank, roar, swish, gurgle, appear ,believe ,breath, breathe ,busy, caught, centre, circle, complete, consider, continue , difficult, disappear, early, earth , enough, extreme, heart , height , natural, often, opposite particular, peculiar.</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/2/Y3/Y4 Spellings
<b>Term 3</b>				
<u>Character Description-</u> Billionaire Boy David Walliams	Dad's new girlfriend, New Neighbours	Adjectives, adverbs and alliteration to describe setting Character description Appearance-similes Personality Other information- feelings	Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction Ideas are organised into paragraphs. Past/present tense are correct Commas after fronted adverbials Question marks / Exclamation Marks Similes Expanded noun phrases add detail Spell correctly most words from the year 3/4 spelling list	Lauren, gold-digging, Pot Noodle advert, Glamorous girlfriend, pretty, sneaky, toilet roll, Len, Dad, Darvesh, Dennis, dress, football, Generous, Formula one, butler, Bob, Walliams, Toupee, Grubs, Raj, expensive, canteen, ensuite, lollies, chubby, Spud, Joe, spoilt, lonely, dollars, Money, school, billionaire, disgusting, rich, friends, helicopter, Bum fresh, menu, England,
<u>Newspaper Report-</u> The Iron Man Ted Hughes	Iron Man's Arrival	Name of newspaper, headline with rhyme, pun or alliteration, sub-headline, introduction (what, when, where, why, who), picture with caption, main events, third person, past tense, direct reported speech, formal language	Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists, inverted commas and a comma after the reported clause in speech; commas after fronted adverbials Exclamation Marks Joined and legible handwriting Simple organisational devices are used in non-fiction	bizarre , uncustomary, conspicuous, confounding, perplexing, surreal, within minutes, in no time at all, after some time, was quoted saying, strange happenings, reports suggest, the unusual event, accident(ally) ,actual(ly) , address, answer, appear, arrive, believe, busy/business ,calendar , caught, centre, century certain , consider, continue, decide, describe, different , difficult , disappear, early , enough, experience, heard, heart imagine, important, mention, minute, notice, potatoes ,pressure probably, promise, purpose , question, recent ,regular ,separate, special.
<u>Poetry-</u> Poetry The Magic Box	Poem in the style of the Magic Box	Pattern structure of a magic poem Short sentences, Repetition, Adjectives Figurative language, Alliteration, onomatopoeia, similes, Verses	Powerful verbs and adjectives, repetition and word play, rhyme pattern and sound, couplets, verse, capital letter, commas, onomatopoeia, similes, and apostrophes for contraction, Simple organisational devices are used in non-fiction	Thumps, rattles, bumps, whoosh, whirl, coo, chug a lug, lug, swish, swoosh, bish, bosh, blubber, buzzing, drumming, gush, gurgle, humming, whoosh, swish, hurl, whirl, twirl, swoosh, hush, splash, ripple, rush, splash, thunder, walloping waves, bright, shining, guiding, appearing, disappearing, wonder, ever present, believing, dreaming, special magical, brilliant.
<u>Persuasive Leaflet-</u> Cities Around the World	London	Persuasive Words/phrases London Words Sub Headings	Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas after fronted adverbials & Commas in lists Question marks Exclamation Marks Expanded noun phrases add detail	Spectacular, entertaining, dazzling, such cute animals to see, no ordinary zoo, new, magnificent, gorgeous, amazing and exhilarating, world famous, breath-taking, fascinating, I think, for this reason, I feel that, I am sure that, it is certain, I am writing to, of course, in the same way, on the other hand, in this situation, firstly, secondly, thirdly, furthermore, in addition, also, finally, likewise, besides, moreover, similarly, surely, certainly, for example, in fact, for instance, as evidence, in support of this, for these reasons, as you can see, in other words, on the whole, in short, without a doubt, in brief, undoubtedly, reasons arguments, for, against, unfair, pros, cons, interact, information, admire, terrifically, refresh, unique, antique, fascinate, missed, scene.

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/2/Y3/Y4 Spellings
<p><b>Recount-</b></p> <p>London book</p>	<p>Recount of the Trip</p>	<p>First Person, Time Connectives, Personal Feelings, Chronological order, Past tense,</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, A mix of sentence structures</p>	<p>Got on the bus ready for an exciting journey, looked forward to, fastened seat belts, took register, arrived, collected tickets, London talk, traffic, road signs, information boards , souvenir gifts as we left, packed lunch description, after that, next, later, in the afternoon, After lunch, played, fresh air, gift shop, tour bus, returned to bus, did you know that...? London, shops, landmarks, Big Ben, Hyde park, theatre, queen, Buckingham palace, station, tourists, Westminster, parliament, River Thames, diverse, tube, Taxi, The Shard.</p>
<p><b>Narrative-</b></p> <p>Short Story- Myths and Legends Robin Hood</p>	<p>A short chapter from The Adventures of Robin Hood -must include dialogue</p>	<p>Robin Hood Words Beginning Middle (Problem) End (Solution) Action through dialogue</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists, inverted commas and a comma after the reported clause in speech; commas after fronted adverbials Question marks Exclamation Marks Varied and rich vocabulary In narrative, settings, character &amp; plots are created Writing demonstrates a mix of sentence structures, including subordinate clauses</p>	<p>Although he lived in the forest..., As well as robbing from the rich... Due to the fact he lived in the forest... In order to feed himself... After a long day stealing from the rich... To help him on his adventures... Wearing his emerald green shirt and hat... As they journeyed through the forest... On their journey.... Whilst travelling... Just as they got to their destination.. Upon their arrival at the castle... <u>Robin Hood</u>: hero, champion, defender, advocate, supporter, warrior, fighter, adventurer, explorer, outlaw, rebel, brigand, fugitive, renegade. <u>Thief</u>: bandit, burglar, criminal, lawbreaker, felon, villain, crook. Travel: adventure, explore, proceed, roam, set out, voyage, wander, journey. <u>Friends</u>: companions, allies, comrades, sidekicks, associates, collaborators, partners. <u>Walk</u>: hike, amble, march, stride, strut, stagger, stalk, stomp, advance, stroll, traipse, tread, stagger, saunter, tramp, plod. accident(ally) , actual(ly) ,appear, arrive ,believe, century ,certain consider, enough, experience , extreme, famous, favourite heard , heart, height , imagine , important ,occasion(ally) , often ordinary, particular , peculiar, perhaps, popular , probably recent , reign, special, strength , suppose , surprise, therefore though/although thought , through, various</p>



## Year 5

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard <b>Y1/Y2, 3, 4 &amp; 5</b> Spellings
<b><u>Term 1</u></b>				
<p><b><u>Narrative - Dialogue</u></b></p> <p>The Lion, the Witch and the Wardrobe C S Lewis</p>	<p>Dialogue between Aslan and the White Witch <b>OR</b> Description- Entering a fantasy world Aslan's or White Witch biography</p>	<p>Character, New speaker, new line Punctuated inside inverted commas, Adverbs in brackets, Action in, italics/bold/different colour setting, verbs instead of said</p>	<p>Capital letters and full stops, question marks, conjunctions, inverted commas, and apostrophes for contraction,</p>	<p>Lion, which, wardrobe, <b>enormous</b>, properly, Aslan, inquisitive, questioning, angry, dispute, wretched, deserving, inciting, pity, sorrowful, batty, spiteful, malicious, sulk, dominion, trooped, parcels, glimpse, stags, inquisitive, <b>mischief</b>, selfish, wicked, absurd, solemn, quiver, ponder, rigid, puncture, amazed, shocked, horror, disbelief, astonished, curiosity, miracle, magic, strange, delight, wonder, surprise, adventure, conflict, solution, happy, evil, bold, cheeky, rude, brave, courageous, daring, adventurous, delicate, intelligent, savage, forgetful, generous, nimble, mentally. Gormless, devour.</p>
<p><b><u>Diary</u></b></p> <p>There's a boy in the girl's bathroom Louis Sachar</p>	<p>From different character's point of view</p>	<p>First Person Time Connectives Personal Feelings Chronological order Past tense</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, apostrophes for contraction, Coordination and Subordinating Conjunctions,</p>	<p>Carla, Bradley, Jeff, friends, Lori, Melinda, bully, school, bathroom, animals, party, counsellor, teacher, spit, basketball, nice, stars, lunch, geography, Claudia, mum, Ronnie, zoo, homework, Mrs. Ebbel, <b>Firstly</b>, Secondly, Early in the <b>morning</b>, After That, Later, As <b>Soon</b> as, Moments Later, Feelings: Bored, Frustrated, Fed up, Sheer Joy, exhilarated, disaster,</p>
<p><b><u>Play script</u></b></p> <p>There's a boy in the girl's bathroom Louis Sachar</p>	<p>Between Carla and Bradley or different characters</p>	<p>Scene number &amp; title Setting description Character name-followed by a colon Stage directions in brackets Speech without inverted commas Present tense</p>	<p>Layout Verbs Adverbs</p>	<p>Carla, Bradley, Jeff, friends, Lori, Melinda, bully, school, bathroom, animals, party, counsellor, teacher, spit, basketball, nice, stars, lunch, geography, Claudia, mum, Ronnie, zoo, homework, Mrs. Ebbel., hostile, emotions, feelings, elaborate, crafty, mean, timid, kind, scared, intelligent, quiet, lonely, friendly, intimidating, frightened, worried, strong, caring, thoughtful, nervous, bewildered, deportment, haughty, idle, pallid lips, characters, drama, Stage directions.</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<p><b>Magazine Article</b></p> <p>There's a boy in the girl's bathroom Louis Sachar</p>	<p>Why schools need counsellors</p>	<p>Headline, Subheadings, Quotations/Comments, Language: informal, exaggeration, bias simple vocabulary, simple sentences, Pictures, Captions, Use of Colour, Use of Fonts</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials, question marks, exclamation marks, apostrophes for possession and contraction, commas in lists, brackets or dashes, Mix of sentence structures. Build cohesion within and across paragraphs, reported and direct Speech.</p>	<p>Brian, Dan, Robbie, Russell, Doug, Curtis, Andy, Bartholomew, Betty, Bradley, Carla, Claudia, Colleen, Jeff, Judy, Lori, Melinda, Mr Chalkers, Ms Chalkers, Ms Ebbel, Ronnie, toys, bathroom, Louis Sacher, believe, problem, enemies, friends, counsellor, argument, fight, Jeff, Bradley, dilemma, star student, birthday, arithmetic, basketball, black eye boy, school council, vote, rights, fairness, persuade.</p>
<p><b>Story Setting</b></p> <p>Wreck of the Zanzibar Michael Morpurgo</p>	<p>Describe journey first trip leaving Bryher</p>	<p>Adjectives Adverbs Alliteration Similes Metaphors Personification Suitable Verbs</p>	<p>Punctuation: question and exclamation marks; apostrophes for possession, commas in lists</p> <p>-Embedded clauses with commas, brackets or dashes.</p> <p>-In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.</p> <p>-Spell correctly most words from the year 4/5 spelling list - Joined up handwriting</p>	<p>America, gig, schooner, argument, granny May, seagulls, Billy, Island, seaweed, jellyfish, storm, Bryher, cow, Laura, Tresco, diary milk, turtle, father, mother, wreck, Generallee, quayside, Zanzibar. <b>What I saw:</b> (any sight leading up to and on the Island of Bryher) For example - Gig, schooner, bay, shoreline, coast, margin, cove, horizon, Scilly Isles, names of Islands/characters <b>What I felt:</b> elements like wind, water, sand etc and words to describe them. Breeze, gale, brisk, chilling, numbing, piercing, bitter, <b>What I smelt:</b> smells from nature or activities on Island, salt water, ocean spray, tatty cake, pasties, crab, seaweed</p>
<p><b>Story opening</b></p> <p>Wreck of the Zanzibar Michael Morpurgo</p>	<p>Trip to Bryher</p>	<p>First Person Text Words Thoughts and Feelings Cliff Hanger</p>	<p>Punctuation: apostrophes for contraction, commas in lists. Speech marks, brackets, dashes, ellipsis</p> <p>-In narratives, settings, character and atmosphere are described and dialogue is integrated to convey character and advance the action.</p> <p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, -Spell correctly most words from the year 4/5 spelling list - Joined up handwriting</p>	<p>America, gig, schooner, argument, granny May, seagulls, Billy, Island, seaweed, jellyfish, storm, Bryher, cow, Laura, Tresco, diary milk, turtle, father, mother, wreck, Generallee, quayside, Zanzibar, <b>What I saw:</b> sights on or around Bryher and farms - Gig, schooner, bay, shoreline, coast, margin, cove, horizon, Scilly Isles, chief <b>What I felt:</b> words to characters and their relationships - impulsive, ambitious/ambition, argumentative, passive, thoughtful, openhearted etc <b>What I smelt</b> tatty cake, ocean spray, pasties, crab. Also dialogue tags - questioned, announced, repeated etc. Rescue</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<p><b>Speech</b></p> <p>About equality OR</p>	About Equality	For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs	<p>Use capital letters, full stops, question marks, commas for lists, selecting language that shows good awareness of the reader,</p> <p>Conjunctions within and across paragraphs,</p> <p>Dashes, contractions, exclamation marks</p> <p>Colons</p> <p>-Spell correctly most words from the year 4/5 spelling list, maintain legibility in joined handwriting.</p>	<p>Claim, believe, argue, suggest, state, debate, and confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, However, many would argue, To contradict, Although, research shows that.</p>
<p><b>Letter -</b></p> <p>I am Malala Letter to Barack Obama</p>	Letter to Malala/ Barack Obama	<p>Your address (on right hand side)</p> <p>Date under address</p> <p>Dear .....</p> <p>Informal chatty friendly style</p> <p>Ask questions</p> <p>End with Yours Sincerely</p>	<p>Ideas are organised into paragraphs.</p> <p>Past/present tense are correct</p> <p>Punctuation: commas in lists</p> <p>Exclamation Marks</p> <p>Simple organisational devices are used in non-fiction</p>	<p>Pakistan Mingora, Muslim, Malala, September, Ziauddin, propaganda, Taliban, School bus, reckon, amazing, brilliant, out of this world, exhilarating, enthusiastic, Kushal, Campaign, protest, activists, girls right, symbol of peace, terrorism, education, including, in particular, express, gratitude, enlightening, experience, immense, pleasure, contemporary, unique, style, vivid, accident(ally), actual(ly), address, answer, appear, arrive believe, busy/business, calendar, certain, complete, consider continue, decide, describe, different, difficult, disappear, early, enough, experience, extreme, favourite, question, recent</p>
<p><b>Political Manifesto</b></p> <p>I am Malala Letter to Barack Obama</p>	My vision of the world	<p>A picture of yourself</p> <p>Information about you</p> <p>Information about your political party</p> <p>Your key issues &amp; ideas</p> <p>A summary of your election purpose</p> <p>Information to where/how to vote</p> <p>Catchy motto/statement</p> <p>For/Against argument</p> <p>Impersonal voice Formal tone</p>	<p>-Use capital letters, full stops, question marks, commas for lists</p> <p>-Write effectively for a range of purposes and audiences, selecting language for debating and persuasion.</p> <p>-Conjunctions within and across paragraphs contractions, exclamation marks, colons.</p> <p>-Spell correctly most words from the year 4/5 spelling list</p>	<p>Pakistan Mingora, Muslim, Malala, September, Ziauddin, propaganda, Taliban, School bus, reckon, amazing, brilliant, out of this world, exhilarating, enthusiastic, Kushal, Campaign, protest, activists, girls right, symbol of peace, terrorism, education, law, debating, Claim, believe, argue, suggest, state, debate, and confirm, On the contrary, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, However, many would argue, X Committee says, the figures show, To contradict, Although, research shows that.</p>



Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<b><u>Term 2</u></b>				
<p><b>Description</b></p> <p>Non-Fiction Texts Atlases</p> <p>Lots Mark Martin</p> <p>An atlas of imaginary places Mia Cassany</p>	<p><b>Descriptive &amp; Fantasy Writing</b></p> <p><b>OR Descriptive settings-unit from writing course</b></p>	<p>Title, Introduction, Subheading, Adjectives, Adverbs, correct tense, Third person, technical vocabulary, causal conjunctions, impersonal tone, diagrams with labels, passive/formal voice,</p>	<p>Capital Letters and Full Stops, Extended Sentences, Commas in Lists, Coordination and Subordinating Conjunctions, Apostrophe for possession and contraction, Simple organisational devices are used in non-fiction</p> <p><i>A mix of sentence structures-</i> - embedded, relative, subordinate clauses, fronted adverbials,</p> <p>-Punctuation: question marks and exclamation marks; commas in lists, brackets or dashes</p> <p>-Build cohesion within and across paragraphs</p> <p>Layout: further organisational devices are used to structure the text</p> <p>-Vocabulary to enhance meaning</p>	<p>Northern hemisphere, Southern hemisphere. Tropics, equator, daylight at different times across the world, axis, earth rotates, time zones, Earth's axis impacts seasons, latitude and longitude, hot and cold climates etc</p>
<p><b>Newspaper Report</b></p> <p>SPACE- Extracts related to Moon Landing</p>	<p><b>Moon Landing</b></p> <p><b>OR -Astronaut's Diary-optional</b></p>	<p>Name of newspaper, headline with rhyme, pun or alliteration, sub-headline, introduction (what, when, where, why, who), picture with caption, main events, third person, past tense, direct reported speech, formal language, five Ws.</p>	<p>Ideas are organised into paragraphs.</p> <p>Past/present tense are correct</p> <p>Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials, question marks, exclamation marks, apostrophes for possession and contraction, commas in lists, brackets or dashes, joined and legible handwriting, simple organisational devices are used in non-fiction, Mix of sentence structures.</p> <p>Build cohesion within and across paragraphs, reported and direct Speech.</p>	<p>Expert, mission, NASA, astronaut, lunar surface, launch, Apollo, lander, historic, experienced. American astronauts Neil Armstrong, first humans ever, remarkable achievement, years of preparation and training, footprints, place American flag, one step for man, one giant leap for mankind. <b>Courageous, return, re-enter,</b></p> <p><b>Public:</b> Shocked, inspired, in awe, disbelief, pleased, 'over the moon', moment in history, in history books forever, glued to their television, President's statement issued from the Whitehouse, <b>admiration,</b></p>
<p><b>Information Leaflet</b></p> <p>Native American Indians-Aborigines</p>	<p><b>On NAI /Aborigines beliefs</b></p>	<p>Catchy title, sub-headings, Direct quotes, persuasive language, powerful adjectives, alliteration, exaggeration</p>	<p>-Use capital letters, full stops, question marks, commas for lists</p> <p>Coordination and Subordinating Conjunctions, adjectives</p> <p>- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs</p> <p>-Punctuation: dashes, apostrophe for possession, exclamation marks, colons.</p> <p>-Vocabulary to enhance meaning</p>	<p>Algonquain, weaving, basket, horse, canoe, deer, teepee, antelope, bison, Apache, Backfoot, Adobe, blackfoot, cherokee, Cheyanne, Maise, tribe, wigwam, Blackhawk, Chiefs.</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<p><b>Balanced Argument</b></p> <p>Native American Indians-Aborigines</p>	<p>Balanced Argument- finders/ keepers</p>	<p>For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs</p>	<p>Use capital letters, full stops, question marks, commas for lists, write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, conjunctions within and across paragraphs, dashes, contractions, exclamation marks, colons.</p>	<p>Algonquain, weaving, basket, horse, canoe, deer, teepee, antelope, bison, Apache, Backfoot, Adobe, blackfoot, cherokee, Cheyenne, Maise, tribe, wigwam, Blackhawk, Chiefs, claim, believe, argue, suggest, state, debate, and confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, however, many would argue, although, research shows that.</p>
<p><b>Letter of Complaint</b></p> <p>Native American Indians-Aborigines</p>	<p>Letter of Complaint/ Empathy- Australian National Sorry Day</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully Introduce purpose of letter List of complaints Demand and Threat Past Tense</p>	<p>Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials,</p> <p>Punctuation: question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>Build cohesion within and across paragraphs</p> <p>-Layout: further organisational devices are used to structure the text.</p>	<p>I am writing to complain, inform, insist, raise my concerns, Firstly, secondly, furthermore, moreover, subsequently, lack of empathy, poor provision, no prospects, taken advantage of, vulnerable, nowhere to go, fair/equal, standard conditions, conditioning, compensate, review, threat, World Human Rights, improve.</p>
<p><b>Narrative</b></p> <p>The Highway Man &amp; Haikus &amp; Cinquains</p>	<p>Short Story about star crossed lovers Or Play Script (Willow pattern story)</p>	<p>Robin Hood Words Beginning Middle (Problem) End (Solution) Speech</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: commas in lists, inverted commas and a comma after the reported clause in speech; commas after fronted adverbials Question marks Exclamation Marks Expanded noun phrases add detail Varied and rich vocabulary Joined and legible handwriting In narrative, settings, character &amp; plots are created Writing demonstrates a mix of sentence structures, including subordinate clauses</p>	<p>Although they lived in the ..., Due to the fact he lived in..., In order to ..., After a long day..., To help them..., Wearing ..., As they journeyed through..., On their journey..., Whilst travelling..., just as they got to their destination., Upon their arrival...hero, companions, allies, associates, collaborators, partners, hike, amble, march, stride, strut, stagger, stalk, stomp, advance, stroll, traipse, tread, stagger, saunter, tramp, plod. The Highwayman: black-eyed, breeches, clattered, cobbles, galleon, ghosts, highwayman, inn, killed, king George, love, marching, musket, ostler, pistol, plaiting, rapier, ribbon, riding, shot, shrieked, stable, stirrups, Tim, Tlot-Tlot, torrent, troops. accident(ally) , actual(ly) ,appear, arrive ,believe, century ,certain consider, enough, experience , extreme, famous, favourite heard , heart, height , imagine , important ,occasion(ally) , often ordinary , particular , peculiar, perhaps, popular, ,probably recent , reign, special, strength , suppose, surprise, therefore though/although thought , though, various</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<b>Term 3</b>				
<p><b>Magazine article</b></p> <p>If the World was a village</p>	<p>On fairness and Equality</p>	<p>Name of magazine, headline with rhyme, pun or alliteration, sub-headline, introduction (what, when, where, why, who), picture with caption, main events, third person, past tense, direct reported speech, formal language, Persuasive Words/phrases</p>	<p>Ideas are organised into paragraphs. Past/present tense are correct Punctuation: inverted commas and a comma after the reported clause in speech; commas after fronted adverbials apostrophes for possession and contraction, commas in lists Mix of sentence structures- embedded, relative, subordinate clauses. Question marks Exclamation Marks Expanded noun phrases add detail Joined and legible handwriting Simple organisational devices are used in non-fiction</p>	<p>Fairness, equality, understanding, disability, judgement, stereotype, race, culture, gender, legislation, discrimination, religion, age, diversity. This incident, reports, suggest, amazingly, all over the country, evidence, crowds witnessed, the unusual event, witnesses report, strange happenings, was quoted as, saying, experts believe, while, who, when, where, but, why, although, if, because, how, as, after, before, so, that, since, however, later on, after some time, finally, at the start, in no time at all, within minutes, before long, that morning, that evening, the next day, yesterday, following, in the future, alongside, described, commented, complained, promised, relieved, replied, responded, told, stated, insider, unfortunately.</p>
<p><b>Letter of Complaint</b></p>	<p>Complaint to Nike about their use of sweat shop workers</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully Introduce purpose of letter List of complaints Demand and Threat Past Tense</p>	<p>Use capital letters, full stops, question marks, commas for lists, write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs, dashes, contractions, question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets, hyphens, colons. Spell correctly most words from the year 4/5 spelling list, maintain legibility in joined handwriting. Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, structure of text.</p>	<p>I am writing to complain, inform, insist, raise my concerns, Firstly, secondly, furthermore, moreover, subsequently, <b>Problem:</b> poor working conditions, low pay, exploitation, shocking abuse, neglect, health and safety, lack of supervision, poor provision, no prospects, no break or access to clean facilities, no sick or holiday pay, workers underage, disability or elderly taken advantage of, vulnerable, nowhere to go <b>Demand:</b> fair/equal pay, standard conditions, air conditioning, compensate, review <b>Threat:</b> contact press, Stacey Dooley, Health Board, World Human Rights Centre. <b>Improve,</b> entitlement, human rights, readers should know the truth, rights have been denied, withholding the truth, corrupt, immoral, irresponsible and dishonest,</p>
<p><b>Balanced Argument</b></p> <p>Kick Mitch Johnson</p>	<p>Do sweat shops help the poor?</p>	<p>For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs</p>	<p>Use capital letters, full stops, question marks, commas for lists, write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, conjunctions within and across paragraphs, dashes, contractions, exclamation marks, colons.</p>	<p>entitlement, human rights, readers should know the truth, rights have been denied, withholding the truth, corrupt, immoral, irresponsible and dishonest, claim, believe, argue, suggest, state, debate, and confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, after considering, on the other hand, statistics, many would argue, wouldn't you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, even though, however, many would argue, although, research shows that.</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard Y1/Y2, 3, 4 & 5 Spellings
<p><b><u>Narrative-Dialogue</u></b></p> <p>The Island Armin Greder</p> <p>The Arrival Sean Tan</p>	<p>What characters are thinking or saying.</p>	<p>Character, New speaker, new line Inverted commas, Punctuated inside inverted commas, Adverbs in brackets, Action in, italics/bold/different colour, setting, verbs instead of said Informal language</p>	<p>Capital letters and full stops, colon, question marks, conjunctions, inverted commas, commas for lists and apostrophes for contraction, simple organisational devices are used in non-fiction.</p> <p>Select language that shows good awareness of the reader, select vocabulary that reflect what the writing requires, use verb tenses consistently and correctly throughout their writing.</p>	<p>Annoyance, carnage, death, fisherman, priest, sanctuary, savage, island, visitors, brutal, heart-broken, isolated, religious, self-centred, unfair, vicious, violent, chaos, clash, invade, sing, slaughter, could, would, should, surely, certainly, cruelly, honestly, maliciously, quickly, surprisingly, truthful, unexpectedly, undoubtedly. Verbs instead of said: cried, snapped, stated, retorted, offered, replied, whispered, accused, challenged, agreed</p>
<p><b><u>Information Leaflet</u></b></p> <p>The Island Armin Greder</p> <p>The Arrival Sean Tan</p>	<p>A manual to help travellers get around, buy food, deal with all the machines and other details of day-to-day life?</p>	<p>Alliterative, powerful adjectives, Catchy Name, Slogan, Rhetorical Question, Bargain, Exaggeration, Persuasive words/phrases</p>	<p>Use capital letters, full stops, question marks, commas for lists Coordination and Subordinating Conjunctions, alliteration, adjectives</p> <p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs</p> <p>-Punctuation: dashes, apostrophe for possession, exclamation marks, colons.</p>	<p>Annoyance, carnage, death, fisherman, priest, sanctuary, savage, island, visitors, brutal, heart-broken, isolated, religious, self-centred, unfair, vicious, violent, chaos, clash, invade, sing, slaughter, could, would, should, surely, certainly, cruelly, honestly, maliciously, quickly, surprisingly, truthful, unexpectedly, undoubtedly. Firstly, secondly, thirdly, furthermore, why not? Why miss out? Don't be left out. Don't you think that...? Isn't it time to...? What would you like? Have you ever thought about...? Why not...? Need a...? Fancy...?</p>
<p><b><u>Letter</u></b></p> <p>The Island Armin Greder</p> <p>The Arrival Sean Tan</p>	<p>Letter to family- What does the traveller write on the origami bird? What does his daughter reply?</p>	<p>Address, date, Dear, Yours sincerely, yours faithfully Introduce purpose of letter List of complaints Demand and Threat Past Tense Ask questions End with Yours Sincerely</p>	<p>Ideas are organised into paragraphs. Build cohesion within and across paragraphs. Past/present tense are correct Punctuation: commas in lists Exclamation Marks</p> <p>Simple organisational devices are used in non-fiction, Mix of sentence structures- embedded, relative, subordinate clauses, fronted adverbials, question marks and exclamation marks; apostrophes for possession and contraction, commas in lists, brackets or dashes.</p> <p>-Layout: further organisational devices are used to structure the text.</p>	<p>Annoyance, carnage, death, fisherman, priest, sanctuary, savage, island, visitors, brutal, heart-broken, isolated, religious, self-centred, unfair, vicious, violent, chaos, clash, invade, sing, slaughter, could, would, should, surely, certainly, cruelly, honestly, maliciously, quickly, surprisingly, truthful, unexpectedly, undoubtedly. Address, date, Dear, Yours sincerely, yours faithfully.</p>

Text Types	Theme	Features	Technical Skills	Vocabulary at Expected Standard <b>Y1/Y2, 3, 4 &amp; 5</b> <b>Spellings</b>
<p><b>Recount</b></p> <p>Harry Potter Extracts</p>	<p>Recount of Trip to Harry Potter world</p>	<p>First Person, Time Connectives, Personal Feelings, Chronological order, Past tense</p>	<p>Capital Letters and Full Stops. Extended Sentences, Commas in Lists, Past tense, Question Marks, Coordination and Subordinating Conjunctions, A mix of sentence structures</p> <p>Spell correctly most words from the year 4/5 spelling list</p>	<p>Got on the bus ready for an exciting journey, looked forward to, fastened seat belts, took register, arrived, collected tickets, London talk, traffic, road signs, information boards, souvenir gifts as we left, packed lunch description, after that, next, later, in the afternoon, After lunch, played, fresh air, gift shop, tour bus, returned to bus, did you know that...?</p> <p>Harry Potter, J.K. Rowling, Ronald, Weasley, Hermione, Granger, Hogwarts, witchcraft, wizardry, Voldemort, Albus, Dumbledore, scar, Hagrid, Hippogriff, dark arts</p>
<p><b>Poetry</b></p> <p>Mercy, Story Telling by Edgar Guest, Good Books by Edgar Guest, Reading Aloud by Amy LV, Magic by Shel Silverstein, ick by Shel Silverstein</p> <p>I Opened a Book by Julie Donaldson</p>	<p>Various poetry focus</p>	<p>Pattern structure of a magic poem</p> <p>Short sentences, Repetition, Adjectives</p> <p>Figurative language, Alliteration, onomatopoeia, similes, idioms, metaphors, Verses, stances</p>	<p>Powerful verbs and adjectives, repetition and word play, rhyme pattern and sound, couplets, verse, capital letter, commas, onomatopoeia, similes, commas for lists and apostrophes for contraction, sensitivity, personal experiences, exciting ideas. Simple organisational devices used. Select vocabulary that reflect what the writing requires consistently and correctly throughout their writing.</p> <p>Spell correctly most words from the year 4/5 spelling list</p>	<p><b>Areas in poetry:</b> Adjectives, Couplets, Prose, Assonance, Onomatopoeia, Repetition, Syllables, Rhyme, Verbs, Alliteration, Chorus, Oxymoron, Similes</p>



## Year 6

Year 1 spellings- light blue

Year 2 spellings- light green

Y3 spellings- pink

Y4 spellings- yellow

Year 5 spellings- red

Year 6 spellings- grey

Text Types	Theme	Features	Technical Skills/Success Criteria	Vocabulary at Expected Standard Y1-Y6 Spellings
<b>Term 1</b>				
<b>'Recipe Book' Identifying Genres</b>				
Diary Letter Explode a scene	Carrie's War	Letter-Address, Date, Yours Sincerely, Dear Diary-past tense, time connectives, c order and personal feelings	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons.</p>	Letter/Diary- upset, miserable, unfair, Mr Evans is harsh, discipline, help out in shop, Druid's bottom, uneasy, rationing, not permitted to walk on carpet, uncomfortable, always being watched, thinking of you, war time effort, father fighting in the war. Safe, miss, visit, afraid, annoy, sister Cried, national, their, they're
Non-Chronological Report/	Britain since the 1930s	Title, introduction, paragraphs, sub-headings, technical vocabulary, present tense, third-person, labelled diagrams	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b> -Drawing independently on what they have read as models for their own writing</p>	WW2-, Evacuation, Neville Chamberlin, Nazi, Wireless, rationing, ration card, shelter, shortage of food, evacuated, D Day, Hitler's racial ideology 1950s- NHS, New layouts for schools and playgrounds, Elvis's first album, Harold Wilson: We have never had it so good, Coronation of queen, television 1960s-miniskirts, The Beatles, swinging sixties, teenagers had a voice, modern artists on the rise, moon landing, inventions, England world cup, Kennedy assassination 1970s-immigration, transport, Jaws, discos
Diary Entry	A day in the life of a child during WW2	First person, time connectives, past-tense, chronological order, personal emotions, informal language	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, exclamation marks and ellipsis, speech marks.</p>	WW2- shelter, sirens, echoing, churning, flashback, Horrifying, Destruction, Evacuation, Neville Chamberlin, Nazi, Adolf Hitler, Blackout, Announcement, Wireless, rationing, ration card, shelter, shortage of food, evacuated, soldiers, Feelings: starving, hungry, Claustrophobic, Frightened, isolated, anxious, proud of  Afraid Everybody, terrify, travel, dropping, saddest

			<p>-Spell correctly most words from the year 5 / year 6 spelling list</p> <p>-Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b></p> <p>-Drawing independently on what they have read as models for their own writing</p> <p>-Distinguish between the language of speech and writing and choose the appropriate register</p> <p>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	
<b>Description</b>	Journey on the sea	Power of three, short snappy sentences, repetition, vivid and precise language (nouns and verbs), noun phrases, the five senses and personification, third person.	<p><b>Working Towards:</b></p> <p>-Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b></p> <p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>-Use verb tenses consistently and correctly throughout their writing</p> <p>-Use the range of punctuation: dashes, brackets, hyphens, semi colons.</p> <p>-Spell correctly most words from the year 5 / year 6 spelling list</p> <p>-Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b></p> <p>-Drawing independently on what they have read as models for their own writing</p>	<p>Rowing boat, yacht, cruise liner, sailed, serene, blazed, lunged, thrashed, weather, rocking, marine, anchor, cabin cruiser, drift, dock, sloop, stern, voyage</p> <p>Search, early, tragically, safely, secretly, mistrust</p> <p>Realisation, experience, crescent, hazardous, Y4 adverbs</p>
<b>Descriptive non chronological report</b>	Magic-Witches, Warlocks and Wizards		<p><b>Working Towards:</b></p> <p>-Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b></p> <p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>-Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>-Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons.</p> <p>-Spell correctly most words from the year 5 / year 6 spelling list</p> <p>-Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b></p> <p>-Drawing independently on what they have read as models for their own writing</p>	<p>Supernatural, magic, unusual, potion, poison, sinister, sly, ancient, concoction, formula, Scented, Caramelized, Boil, Ignite, mysterious, chants, soul sizzling. Cloaks, robes, pointy hats, live in the clouds in timeless zone, never ages, is 163 years old, enchanting castle, bubbling boiling cauldron, collects ancient feathers, owns the statue of truth. Knows secrets of the forbidden forests, has a pet dragon under the stairs, owns the wand of wonders, has written spell books for Hogwarts, enjoys butter beer, afraid of dementors, can hypnotize, can transform into an animal, turns into a werewolf at midnight, holds the key to the fountain of life.</p> <p>Impress, express, spectacles, horoscope, wonder</p> <p>Witch, immortal, peculiar,</p> <p>Eternity, profession</p>

Term 2

Term 2				
<b>Narrative</b>	Monster In School	Beginning, Middle and End Speech/Dialogue Action Verbs Adjectives	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b> -Drawing independently on what they have read as models for their own writing</p>	<p>Slimey, gooey, disgusting, powerful, sucking, ooze, yuck, splat, terrified, scared, shook, fainted, protected, ran, jumped, scurried, locked themselves, vacuum cleaner, fought, action plan, brave, confronted, battle, monster's weakness.</p> <p>Knock, gnaw, surprise</p> <p>Collision, explosion, radiation, superpower, creature</p> <p>calamitous</p>
<p><b>Letter of Complaint</b></p> <p><b>Emotional Letter</b></p> <p><b>Information</b></p>	Journey to Jo burg	<p>Letter-Address, Date, Yours Sincerely, Dear</p> <p>Information-Facts/Figures/Sub Headings/Paragraphs</p>	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Punctuation: dashes, contractions, hyphens, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b> -Drawing independently on what they have read as models for their own writing</p>	<p>Entitlement, human rights, readers should know the truth, rights have been denied, withholding the truth, corrupt, immoral, irresponsible and dishonest,</p> <p>My Dear Sweet children, don't worry, everything will be alright, we will get through this, look after each other, go to school, learn your abc, reading and writing is important, take care of baby, ask auntie for help, the eldest is now mummy, visit you soon</p> <p>Segregation-separate, discriminate, poor facilities, clear signs, boundaries, difference, denied, poor, poverty, unfairness, inequality</p> <p>Social, re-examine, re-evaluate, re-educate, tolerant, tolerance, innocent, innocence</p>



<p><b>Report with persuasive element</b></p>	<p>Theme Park</p>	<p>Title, introduction, paragraphs, sub-headings, technical vocabulary, present tense, third-person, labelled diagrams</p> <p>Persuasive language</p>	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs -Punctuation: dashes, apostrophe for possession, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b> -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Persuasive language Don't you <b>want</b> to <b>have</b> the <b>time</b> of your life? <b>Are</b> you fed up of being overcharged? <b>Bright</b>, Colourful, elegant, magnificent, sparkling, <b>shiny</b> <b>glamorous</b>, easy, Modern, Outstanding, Powerful, Amusing, Charming, <b>Comfortable</b>, Trustworthy, <b>Tremendous</b></p> <p>Rides: <b>Terrific</b> twister, dodgers, fairground, feel on top of the <b>world</b> on the big wheel, <b>prepare</b> for a spooky encounter in the ghost <b>train</b>, <b>how about</b> some <b>good old</b>-fashioned twirling teacups-gentle ride. Soak up the atmosphere as you <b>journey</b> through the <b>theme park</b> on our luxury <b>train ride</b>, <b>prepare</b> to be dazzled by the helter skeltor,</p> <p><b>Good</b>: endless choice, <b>good</b> quality, excellent service, highest standards, cream buns, sizzling hot <b>dogs</b>, finger licking <b>delicious</b> burgers, chips <b>special-fries</b> n' wedges with chunky chips <b>and</b> cheese, <b> freshest</b></p> <p><b>Exaggeration</b>, joyous, various</p>
<p><b>Balanced Argument</b></p>	<p>Current topical event Or Should animals be kept in zoos?</p>	<p>For/Against argument, conclusion, impersonal voice, formal tone, conjunctions, modal verbs</p>	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Conjunctions within and across paragraphs -Punctuation: dashes, contractions, exclamation marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b> -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Claim, believe, argue, suggest, state, debate, <b>and</b> confirm, On the contrary, A major cause, minimal fundamentally, alternatively, in spite of this, <b>after</b> considering, on the <b>other</b> hand, statistics, <b>many would</b> argue, <b>wouldn't</b> you agree that, alternatively, firstly, secondly, thirdly, furthermore, whereas, consequently, <b>even though</b>, However, <b>many would</b> argue, X Committee says, the figures <b>show</b>. To contradict, <b>Although</b>, research <b>shows</b> that.</p>
<p>Term 3</p>				
<p><b>Persuasive leaflet</b></p>	<p>Advertising a place to tourists.</p>	<p>Catchy title, sub-headings, Direct quotes, persuasive language, powerful</p>	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists</p> <p><b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader - Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs</p>	<p>Extraordinary, astonishing, <b>incredible</b>, tantalising, startling, unmissable, <b>unique</b>, phenomenal... Don't you <b>think</b> that...? Isn't it <b>time</b> to...? <b>Have</b> you ever <b>thought about</b>...? Why <b>not</b>...? Need a...?</p>

		adjectives, alliteration	<p>-Punctuation: dashes, apostrophe for possession, exclamation marks, colons, semi colons.</p> <p>-Spell correctly most words from the year 5 / year 6 spelling list</p> <p>-Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b></p> <p>-Distinguish between the language of speech and writing and choose the appropriate register</p> <p>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	Fancy...?
<b>Description</b>	Mythical dragon.	<p>Dragon Words</p> <p>Adjectives and Adverbs to describe:</p> <p>Appearance</p> <p>Habitat</p> <p>What it eats</p> <p>Other information/Protects</p>	<p><b>Working Towards:</b></p> <p>-Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction</p> <p><b>Working at Expected</b></p> <p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>-Use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphs</p> <p>-Use verb tenses consistently and correctly throughout their writing</p> <p>-Punctuation: dashes, contractions, hyphens, exclamation marks and colons.</p> <p>-Spell correctly most words from the year 5 / year 6 spelling list</p> <p>-Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b></p> <p>-Distinguish between the language of speech and writing and choose the appropriate register</p> <p>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Fearsome, frown, scale, wings, roar, fire, nostrils, claws, sharp, dangerous, electrifying, glistened, leathery, spikes, armour, brutal, menacing merciless, slaving, snaring, grotesque, agile, razor, glowing, piercing, glare, bulged.</p> <p>Habitat cave, forest, se, clouds, mountains, valleys, dungeons, forest</p> <p>What it eats: eagles, eggs, bats, water of life, consumes upto ten gigantic birds of prey a day, magical plants, unicorn horns, little beasts, pythons, feeds on clouds, is a predator, carnivore, omnivore</p>
<b>Description</b>	Secret Garden	<p>Adjectives</p> <p>Garden Words</p> <p>Alliteration</p> <p>Prepositions</p>	<p>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</p> <p>-Use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphs</p> <p>-Use verb tenses consistently and correctly throughout their writing</p> <p>-Punctuation: dashes, contractions, hyphens, exclamation marks and colons.</p> <p>-Spell correctly most words from the year 5 / year 6 spelling list</p> <p>-Maintain legibility in joined handwriting</p> <p><b>Greater Depth</b></p> <p>-Distinguish between the language of speech and writing and choose the appropriate register</p> <p>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Abundance of flowers, bushes, evergreen trees, herbs, plants, passage, tree house, well, silvery stream, names of different flowers, golden, assorted, gorgeous, beautiful, serene, peaceful. Go over, behind the, above the, over the bridge, Next to..</p> <p>Miniature, pleasure, enclosure spacious</p>
<b>Story or Recount</b>	Who done it? Lady	Setting/Beginning	<b>Working Towards:</b>	<p>Mansion, lady of the manor, butler, maid, guests, reporters, jewellery, grandest, poison, knife, suspicious, whodunit,</p>

	Montague murder.	Character Description Problem End: Cliff Hanger Action is advanced through dialogue Character is conveyed through dialogue	<ul style="list-style-type: none"> <li>-Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction</li> <li><b>Working at Expected</b></li> <li>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>-Select vocabulary that reflect what the writing requires</li> <li>-Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>-Use verb tenses consistently and correctly throughout their writing</li> <li>-Punctuation: dashes, contractions, hyphens, exclamation marks and ellipsis, speech marks, colons, semi colons.</li> <li>-Spell correctly most words from the year 5 / year 6 spelling list</li> <li>-Maintain legibility in joined handwriting</li> </ul>	<p>strange, odd, weird, shocking, screamed, turned pale, was sweating when questioned, detectives, police, questioning, dead body, the library, dinner party , firstly, secondly, thirdly, <b>after</b> that, a <b>few</b> minutes later, moments late, suddenly, meanwhile, a <b>few</b> seconds later, <b>after</b> that. <b>Clue.</b></p> <p><b>Suspicious, atrocious, crystal, guest, anxious, conscious</b></p>
<b>Debate Write Up</b>	Well Being	Rehtorical question Points for and Againts	<p>In narratives, describe settings, characters Integrate dialogue in narratives to convey character and advance the action</p> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>-Drawing independently on what they have read as models for their own writing</li> <li>-Distinguish between the language of speech and writing and choose the appropriate register</li> <li>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</li> </ul>	<p>Look after, exaggeration, fake, honest, overwhelmed, feel depressed, upset, miserable, are anxious, worried, face difficulties, attention seeking, enjoy the crowd, need to be more resilient, misunderstood.</p> <p><b>Y5 Modal verbs-could, should, will, must, can., could</b> <b>Certainly, frequently</b></p>
<b>Poetry</b>	Spider and The Fly	Free-verse (has no rules) Figurative language (simile, oxymoron, idiom, hyperbole, alliteration, personification, pun, onomatopoeia and metaphor), the 5 senses, First or third person.	<p><b>Working Towards:</b></p> <ul style="list-style-type: none"> <li>-In non-narrative writing, use simple devices to structure the writing and support the reader.</li> <li>-Use capital letters, question marks, commas for lists and apostrophes for contraction</li> </ul> <p><b>Working at Expected</b></p> <ul style="list-style-type: none"> <li>-Select vocabulary that reflect what the writing requires</li> <li>-Use verb tenses consistently and correctly throughout their writing</li> <li>-Punctuation- commas and full stops, dashes</li> <li>-Spell correctly most words from the year 5 / year 6 spelling list</li> <li>-Maintain legibility in joined handwriting</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>-Drawing independently on what they have read as models for their own writing</li> <li>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</li> </ul>	<p>Prey, predator, <b>suspicious</b>, <b>hunted</b>, <b>creature</b>, <b>hunt</b>, stench, foul, instinct, dinner, flatter, entice, hypnotize, persuade, coerce, <b>food</b>, meal, <b>deceive</b>/d, sweet-<b>talk</b>, compliment, confuse, blur, alarmed, panicked, calm, surrender, yield, manipulate, <b>mistook</b>, <b>misunderstand</b> <b>unusual</b>, <b>scheme</b>,</p>
<b>Dialogue/Description</b>		Setting	<b>Working Towards:</b>	

	<p>Conversation between superheroes-action develops through dialogue</p>	<p>Verbs instead of said Punctuation: commas and speech marks Action is advanced through dialogue Character is conveyed through dialogue Informal language</p>	<p>-Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction <b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary that reflect what the writing requires -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, exclamation marks and ellipsis, speech marks. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting In narratives, describe settings, characters Integrate dialogue in narratives to convey character and advance the action <b>Greater Depth</b> -Drawing independently on what they have read as models for their own writing -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>Nemesis, villain, justice, rogue, sidekick, battle, indestructible, invisibility, <b>courage</b>, sinister, defeat, victory, investigate, responsibility.  Verbs <b>instead</b> of said: <b>cried</b>, snapped, stated, retorted, offered, <b>replied</b>, whispered, accused, challenged, agreed  Setting: Top of skyscraper, in laboratory, secret hideout, <b>headquarters</b></p>
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**OTHER POSSIBLE UNITS**

<p><b>Story Opener</b></p>	<p>Herrick Fantasy Forest</p>	<p>Adjectives, similes, adverbs, personification, figurative language, description through dialogue</p>	<p><b>Working Towards:</b> -Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction <b>Working at Expected</b> -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -Select vocabulary that reflect what the writing requires -Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs -Use verb tenses consistently and correctly throughout their writing -Punctuation: dashes, contractions, hyphens, exclamation marks and ellipsis, speech marks, colons, semi colons. -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting In narratives, describe settings, characters</p>	<p>Portal, surrounding, <b>beautiful</b>, mesmerising. Enchanting, fluorescent, illuminating, slightly ajar, cautiously, experience, <b>impression</b>, surrounding <b>sounds</b>, instantly, shudders, <b>adventure</b>, <b>dangerous</b>.</p>
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			<p>Integrate dialogue in narratives to convey character and advance the action</p> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>-Drawing independently on what they have read as models for their own writing</li> <li>-Distinguish between the language of speech and writing and choose the appropriate register</li> <li>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</li> </ul>	
<b>Letters</b>	Agony Aunt	<p>Past-tense, address, greetings (dear sir/madam, yours faithfully), emotive language, Problems Solutions</p>	<p><b>Working Towards:</b></p> <ul style="list-style-type: none"> <li>-Use capital letters, full stops, question marks</li> </ul> <p><b>Working at Expected</b></p> <ul style="list-style-type: none"> <li>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time) within and across paragraphs</li> <li>-Punctuation: apostrophe for possession, exclamation marks</li> <li>-Spell correctly most words from the year 5 / year 6 spelling list</li> <li>-Maintain legibility in joined handwriting</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>-Distinguish between the language of speech and writing and choose the appropriate register</li> </ul>	<p>Advice, support, anonymous, empathetic, understanding, motivated, knowledge, companion, food for thought, anticipate, endeavour, persevere</p>
<b>Newspaper report</b>	Gorilla Escape	<p>Newspaper name, Catchy Headline: rhyme /pun/wordplay/alliteration etc), five Ws, subheadings, past tense, third person, direct and reported speech, picture with captions,</p>	<p><b>Working Towards:</b></p> <ul style="list-style-type: none"> <li>-Use capital letters, full stops, question marks</li> </ul> <p><b>Working at Expected</b></p> <ul style="list-style-type: none"> <li>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>-Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time ) within and across paragraphs</li> <li>-Use verb tenses consistently and correctly throughout their writing</li> <li>-Punctuation: dashes, contractions, hyphens, exclamation marks, speech marks.</li> <li>-Spell correctly most words from the year 5 / year 6 spelling list</li> <li>-Maintain legibility in joined handwriting</li> </ul> <p><b>Greater Depth</b></p> <ul style="list-style-type: none"> <li>-Distinguish between the language of speech and writing and choose the appropriate register</li> <li>-Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</li> </ul>	<p>Silverback, Zoologist, Sanctuary, Enclosure, Customers, Visitors, Panic-stricken, alpha-male, aggression, Rival, threat, Scientist, Primates, Primatologist, Panic, triggered</p> <p>5WIn the early hours, yesterday, it has been reported, shocking discovery, empty cage, rickety cage, broke free from repression, managed to sabotage, got away, escaped</p> <p>Witnesses: panic stricken, chaotic, nightmare, shocking, terrified, I fought it, I managed to get away, protected my family</p> <p>Comments: experts say, author of Godly Gorillas shared/warned, Jane Goodman commented,</p>
<b>Book Reviews</b>	Journey to Jo'Burg The Swap	<p>Information about the book (author, title, pages, date published) Summary</p>	<p><b>Working Towards:</b></p> <ul style="list-style-type: none"> <li>-Use capital letters, full stops, question marks, commas for lists</li> </ul> <p><b>Working at Expected</b></p> <ul style="list-style-type: none"> <li>-Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> </ul>	<p>Gripping, author, plot, character, setting, moving, recommend, favourite, rating, factual, nonfactual, illustrator, entertaining, moment, factual</p> <p>Liked/Disliked, author, illustrator, genre, similar to, very different, unique, better than, what I would change, If you like</p>

		<p>Critical assessment: likes/dislikes with reasons. Thoughts and opinions Comparisons Suggestions Why you would recommend/not recommend</p>	<p>- Use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphs -Punctuation: dashes, apostrophe for possession, exclamation marks, colons -Spell correctly most words from the year 5 / year 6 spelling list -Maintain legibility in joined handwriting <b>Greater Depth</b> -Distinguish between the language of speech and writing and choose the appropriate register -Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary</p>	<p>realistic stories, then this is a book for you, For those who enjoy x fiction, it is worth..., This worthy of being remembered as a contemporary classic because, <b>I recommend:</b> Cool, exciting, page turner, cliff hanger, on edge, couldn't wait to read, shocked, surprised when..., <b>Don't recommend:</b> confusing, dull, boring, wordy, too many characters, long chapters, unclear plot, unnecessary chapters, couldn't sustain my attention, don't understand why the character, it just didn't make sense, I questioned why..., not the author's best, a better read would be etc</p>
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