






# Happisburgh CE VA Primary & Early Years School

*Learning for Life ...to be the best you can be*

Knowledge-rich Curriculum

## Writing




Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
 <p><b>Let's Explore London</b> Cycle 1, Autumn Term</p>		 <p><b>Meets the Flintstones</b> Cycle 1, Autumn Term</p>		 <p><b>Greece Lightning</b> Cycle 1, Autumn Term</p>	
<p><b>Instructions -The Disgusting Sandwich</b></p> <ul style="list-style-type: none"> <li>Identify the features of instructions</li> <li>Use a number of features of text types and make appropriate topic/subject matter vocabulary choices</li> <li>To identify a variety of imperative verbs</li> </ul> <p><b>Adventure story – Paddington Bear</b></p> <ul style="list-style-type: none"> <li>Make inferences about what is being said and done</li> <li>Write narratives about personal experiences and those of others</li> <li>Use expanded noun phrases, simile (Y2 senses) to describe what characters look like and details of their manner.</li> <li>Re-telling of a well known story but with an alternative ending or writing a sequel.</li> <li>Use verbs and adverbs to describe how a character moves.</li> <li>Use some dramatic adverbials to add to the mystery e.g suddenly, unfortunately</li> </ul> <p><b>Diary entry – Samuel Peyps</b></p> <p>Discuss and write the sequence of events in order Write in role using the personal pronoun I as a capital Use a number of features of text types and make appropriate topic/subject matter vocabulary</p>		<p><b>Historical story – Adventure story</b></p> <ul style="list-style-type: none"> <li>Write an adventure story where the central character finds himself back in time in the Stone, Bronze or Iron Age</li> <li>Write a setting description and create more detailed settings in a narrative</li> <li>Organise writing into paragraphs around a theme</li> <li>Show how characters react to a setting and event</li> <li>Show character's feelings and reactions</li> </ul> <p><b>Instructions – Recipes for Stone Age food</b></p> <ul style="list-style-type: none"> <li>Write a range of non-fiction texts which are well structured with appropriate layout devices</li> <li>Organise writing into paragraphs around a theme</li> <li>During impact week cooking and tasting Stone Age Food and writing a recipe</li> <li>Writing instructions for making a Stone Age fire pit/weaponry and recipes.</li> <li>Creating a Stone Age recipe of their own</li> </ul> <p><b>Information text</b></p> <ul style="list-style-type: none"> <li>Use a model text to box up, research and write a non-chronological report</li> <li>Develop organised paragraphs using sub-headings, topic sentences and conjunctions</li> <li>Write information texts or e-books comparing the Stone Age and the Bronze Age, for example tools,</li> </ul>		<p><b>Diary entry/Recounts – The Minotaur</b></p> <ul style="list-style-type: none"> <li>Write in the past tense and in chronological order, using connectives that signal time,</li> <li>Write effectively for a range of purposes and audiences</li> <li>Write about character's feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>Use a range of devices to show and not tell and develop the character</li> </ul> <p><b>Narrative - Myths or Fables</b></p> <ul style="list-style-type: none"> <li>Entertain and to pass on traditional culture</li> <li>Continue to read and discuss an increasing range of fiction</li> <li>Write effectively for a range of purposes and audiences</li> <li>Describe settings, characters and atmosphere</li> <li>Predict what may happen from details stated and implied</li> <li>Write about character's feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>Summarise the main points in a paragraph</li> <li>Use a range of devices to show and not tell and</li> </ul>	



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<p>choices (describe feelings, use I, use words to describe time, write as if you were there) Write narratives about personal experiences and those of others</p> <p><b>Poetry - Fire poem</b></p> <ul style="list-style-type: none"> <li>Listen to a range of poems, discuss own responses and what the poem is about</li> <li>Talk about favourite words or parts of a poem and notice the poem's pattern</li> <li>Recognise literary language in poetry</li> <li>Use expanded noun phrases, similes and the senses to describe</li> </ul> <p><b>Christmas story</b></p> <ul style="list-style-type: none"> <li>Sequence sentences to form short narratives</li> <li>Use sentences to describe the setting</li> <li>Use adjectives to describe</li> <li>Use conjunctions to join ideas (and, but, so)</li> </ul>	<p>houses and farming</p> <ul style="list-style-type: none"> <li>Write an information text about the Stone Age and the close historical links to Happisburgh. (British Museum involvement)</li> </ul> <p><b>Diary Entries</b></p> <ul style="list-style-type: none"> <li>Following impact trip to Gressenhall Museum where we become Stone Age hunter gatherers for the day</li> <li>Write a selection of diary entries in role as a Stone or Iron Age boy or girl, describing everyday life</li> </ul> <p><b>Poetry – Stone Age poetry</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a range of poetry</li> <li>Discuss words and phrases that capture the reader's imagination</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Write a Stone Age Diamante poem</li> <li>Stone Age shape poetry.</li> </ul>	<p>develop the character</p> <ul style="list-style-type: none"> <li>Use expanded noun phrases and simile to describe key aspects of your character to help readers to form a picture of what they look like as well as their personality</li> <li>Reveal character's thoughts and doubts through rhetorical questions</li> </ul> <p><b>Information text – non-chronological report in relation to an artefact</b></p> <ul style="list-style-type: none"> <li>Describe the way things are and research and write about key themes using technical language and an expert tone</li> <li>Use a model text to write a non-chronological report, develop organised paragraphs using sub-headings, topic sentences, impersonal devices (passive, generalisers), technical language and a range of conjunctions</li> <li>Use different layout devices for example, headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul> <p><b>Poetry – based on an image from Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Read and discuss a wide range of poetry</li> <li>Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> </ul>
 <p><b>Poles Apart</b> Cycle 1. Spring Term</p>	 <p><b>China</b> Cycle 1. Spring Term</p>	 <p><b>Invaders</b> Cycle 1. Spring Term</p>
<p><b>Character description – Miki</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases, simile (Y2 senses) to describe what characters look like and details of</li> </ul>	<p><b>Stories from other cultures – The Firemakers Daughter</b></p> <ul style="list-style-type: none"> <li>Write a range of narratives using appropriate</li> </ul>	<p><b>Information text – non-chronological report about Stone age villages</b></p> <ul style="list-style-type: none"> <li>Research and write about key themes using</li> </ul>



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<p>their manner</p> <ul style="list-style-type: none"> <li>• Use adjectives to describe</li> </ul> <p><b>Scene description – The Lion, the Witch and the Wardrobe</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases, simile and all the senses to describe</li> <li>• To use adverbs to describe verbs</li> </ul> <p><b>Letter – Letter from an explorer (Shakelton)</b></p> <ul style="list-style-type: none"> <li>• Write about the personal experiences of others</li> <li>• Begin to use adverbs and verbs to show how a character moves or acts</li> <li>• Use dramatic adverbials to add information (suddenly, unfortunately)</li> </ul> <p><b>Information text – Polar region animal fact file</b></p> <ul style="list-style-type: none"> <li>• Write a non-chronological report with a purpose</li> <li>• Use a number of features of different text types and make appropriate topic/subject matter vocabulary</li> <li>• Use expanded noun phrases to describe and specify (the white Arctic Fox)</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Begin to use adverbs and verbs to show how a character moves or acts</li> </ul>	<p>structure</p> <ul style="list-style-type: none"> <li>• Write a narrative with ‘Show and not tell’ the character’s feelings and reactions to the setting through description, action and dialogue. Express time and place using conjunctions</li> <li>• Investigate Chinese New Year in texts (The Dancing Dragon by Marcia Vaughan and The Great Race by Dawn Casey). Re-write the story as one of the characters</li> <li>• Read ‘The Willow Pattern Story’ by Alan Drummond – discuss how the story explains the landscape on willow pattern China</li> </ul> <p><b>Playscript for the Great Race – story of Chinese zodiac</b></p> <ul style="list-style-type: none"> <li>• Understand and use the features of a playscript</li> <li>• Use present tense for the narrator</li> <li>• Describe the characters through some direct description and dialogue concentrating on the speech</li> </ul> <p><b>Information text - China fact file</b></p> <ul style="list-style-type: none"> <li>• Discuss a wide range of non-fiction</li> <li>• Organise paragraphs around a theme</li> <li>• Use headings and sub-headings</li> <li>• Create an information leaflet/book/narrative based on the Willow Pattern story to accompany art work</li> <li>• Write an information text about daily life in Ancient China, including religious beliefs, jobs and houses; contrast with China today</li> </ul> <p><b>Myths and legends – The Magic Paintbrush</b></p> <ul style="list-style-type: none"> <li>• Use fronted adverbials e.g. As quick as a flash, Last weekend, and demarcate with commas</li> <li>• Synonyms for ‘said.’</li> </ul>	<p>technical language and an expert tone</p> <ul style="list-style-type: none"> <li>• Use a model text to write a non-chronological report, develop organised paragraphs using sub-headings, topic sentences, impersonal devices (passive, generalisers), technical language and a range of conjunctions.</li> <li>• Use a wider range of adjectives and precise nouns for clarity.</li> <li>• Use different layout devices for example, headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>• Use grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> </ul> <p><b>Narrative - Historical fiction</b></p> <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasing range of fiction</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Describe settings, characters and atmosphere</li> </ul> <p><b>Poetry - Beowulf</b></p> <ul style="list-style-type: none"> <li>• Read and discuss a wide range of poetry</li> <li>• Discuss and evaluate how authors use language including figurative language considering the impact on the reader</li> <li>• Use some of the following: internal rhyme and rhythm, half or near rhyme, alliteration and</li> </ul>
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	<ul style="list-style-type: none"> <li>Organise narrative into paragraphs around a theme with a clear beginning, middle and end</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Rewrite an Ancient Chinese story as a narrative poem, for example those found in <i>The Ch'i-Lin Purse</i> by Linda Fang</li> <li>Listen to and discuss a range of poetry</li> <li>Discuss words and phrases that capture the reader's imagination</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Write descriptive poems about Chinese dragons or to accompany a Chinese dragon dance</li> </ul>	<p>onomatopoeia, assonance and dissonance, metaphor and simile (personification), expressive adjectives, adverbs and verbs, unusual word combinations, use of patterns, repetition</p>
 <p><b>Seasides and Shipwrecks</b> Cycle 1. Summer Term</p>	 <p><b>Transport</b> Cycle 1. Summer Term</p>	 <p><b>Wild water</b> Cycle 1. Summer Term</p>
<p><b>Narrative fiction – Pirate Pool</b></p> <ul style="list-style-type: none"> <li>Re-telling of a well known story but with an alternative ending or writing a sequel.</li> <li>Use verbs and adverbs to describe how a character moves</li> <li>Use some dramatic adverbials to add to the mystery e.g suddenly, unfortunately</li> </ul> <p><b>Information text – Write a non-chronological report about a famous pirate</b></p> <ul style="list-style-type: none"> <li>Write sentences with different forms: statement, question, exclamation, command</li> <li>Write a non-chronological report with a purpose</li> <li>Use a number of features of different text types and make appropriate topic/subject matter vocabulary</li> <li>Use expanded noun phrases to describe and</li> </ul>	<p><b>Information writing -</b></p> <ul style="list-style-type: none"> <li>Read and research information about famous women air pioneers from information books for example; <i>who was Amelia Earhart?</i> By Kate Boehm Jerome and <i>True Stories: High Flier</i> by Vicky Shipton</li> <li>Use a range of information sources including books and the Internet to find out about James Starley, bicycles and how they have developed and changed through the ages</li> <li>Create a class book of transport poems written about different modes of transport, for example scooters, hovercraft and hot air balloons</li> <li>Write fact files or biographies of significant individuals involved in transport development, for example Sir Frank Whittle, George Stephenson, James Starley or Amelia Earhart</li> </ul>	<p><b>Balanced argument</b></p> <ul style="list-style-type: none"> <li>To present arguments and information from differing viewpoints recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>Use passive verbs to affect the presentation of information in a sentence</li> <li>Statement of the issue plus a preview of the main arguments, arguments for, plus supporting evidence, arguments against, plus supporting evidence, recommendation with a summary and conclusion</li> </ul> <p><b>Persuasive text - leaflet/adverts</b></p> <ul style="list-style-type: none"> <li>Use a range of persuasive techniques and formal language to engage the reader</li> <li>Argue the case for a point of view</li> </ul>



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<p>specify (the evil pirate)</p> <ul style="list-style-type: none"> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Begin to use adverbs and verbs to show how a character moves or acts</li> <li>• Use conjunctions to join ideas (and, but, so)</li> </ul>	<p><b>Adventure story –The Railway Children by Edith Nesbit</b></p> <ul style="list-style-type: none"> <li>• Watch extracts from the film – discuss the lives of the children and their adventures on the railway</li> <li>• Use dramatic adverbials to create suspense</li> <li>• Write a fantasy adventure story based on the text ‘Journey’ using ‘Speaking for stories’ sequencing</li> <li>• Write a story involving travelling back in time, to the invention of a type of transport</li> </ul>	<ul style="list-style-type: none"> <li>• Attempt to convince the reader</li> <li>• Use various levels of formality in writing through manipulating grammar</li> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> </ul> <p><b>Adventure narrative – Journey to the River Sea</b></p> <ul style="list-style-type: none"> <li>• Continue to read and discuss an increasing range of fiction</li> <li>• Entertain and enthral and allow the reader to escape from reality – the humdrum</li> <li>• Use dramatic adverbials to create suspense</li> <li>• Write an opening that includes a setting (of place and time) and introduces characters</li> </ul> <p><b>Non-chronological report – Information reports about the Amazon</b></p> <ul style="list-style-type: none"> <li>• Research and write about key themes using technical language and an expert tone</li> <li>• Use a model text to write a non-chronological report, develop organised paragraphs using sub-headings, topic sentences, impersonal devices (passive, generalisers), technical language and a range of conjunctions</li> </ul>
 <p><b>Memory Box</b> Cycle 2 – Autumn Term</p>	 <p><b>Crime &amp; Punishment</b> Cycle 2 – Autumn Term</p>	 <p><b>The Mayans</b> Cycle 2 – Autumn Term</p>
<p><b>Recount - Trip to a Victorian School, room or museum</b></p> <ul style="list-style-type: none"> <li>• Describe differences between schools of the past and modern-day schools</li> <li>• Use a capital letter when using the personal pronoun I</li> </ul> <p><b>Traditional tales – The Deep, dark wood/Dogger</b></p>	<p><b>Poem – The Highwayman</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poetry</li> <li>• Recognise simple recurring literary language in poems</li> <li>• Discuss and clarify the meanings of words</li> <li>• Understand how authors use language including</li> </ul>	<p><b>Legends and stories from other cultures</b></p> <ul style="list-style-type: none"> <li>• Entertain and to pass on traditional culture</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Describe settings, characters and atmosphere</li> <li>• Predict what may happen from details stated and</li> </ul>



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<ul style="list-style-type: none"> <li>• Re-tell traditional tales –Become familiar with key stories, fairy stories and traditional tales. Retelling them and considering their characteristics.</li> <li>• Join in with predictable phrases</li> <li>• Make inferences about what is being said and done</li> <li>• Use expanded noun phrases, simile (Y2 senses) to describe what characters look like and details of their manner</li> <li>• Describe ‘baddies’ in a negative way and ‘goodies’ in a positive way</li> <li>• Make the setting reflect the character e.g Pretty cottage surrounded by roses for the good character. A dark cavern for the evil character (Year 2)</li> <li>• Use fairytale story conventions such as Once upon a time, One day, Moments later.</li> <li>• Become familiar with a range of traditional tales, retelling them.</li> <li>• Recognise and join in with predictable characteristics</li> <li>• Write narratives about personal experiences</li> </ul> <p><b>Information text – Postcard</b></p> <ul style="list-style-type: none"> <li>• Use a number of features of text types and make appropriate topic/subject matter vocabulary choices</li> <li>• Discuss and write the sequence of events in order</li> </ul>	<p>figurative language</p> <ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader’s imagination</li> <li>• Use dramatic adverbials to create suspense</li> <li>• Infer character’s feelings, thoughts and motives from their actions</li> <li>• Create a detective character and write a poem based upon your creation</li> <li>• Write your own version of the Witches’ Spell from <i>Macbeth</i>, keeping the rhythm and rhyme patterns the same.</li> </ul> <p><b>Narrative – Sherlock Holmes</b></p> <ul style="list-style-type: none"> <li>• Read a selection of stories from <i>Whodunit? Detective Stories</i> by Philip Pullman, including stories about Sherlock Holmes – compare the crimes and mysteries, and how they are solved</li> <li>• Write a new, modern detective story involving Sherlock Holmes and Doctor Watson</li> <li>• Create a comic strip or storyboard showing a new episode of <i>Scooby Doo</i>, where a crime is solved</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Research and compare crime and punishment through the ages by reading information books for example, <i>The Daily Life of a Tudor Criminal</i> by Alan Child and <i>Cruel Crime and Painful Punishment</i> by Terry Deary</li> <li>• Write a recount about a day in the life of a police person, based on research and interviews</li> <li>• Write an information booklet based on the history of the Police force and how it has evolved through time</li> </ul>	<p>implied</p> <ul style="list-style-type: none"> <li>• Write about character’s feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Summarise the main points in a paragraph</li> <li>• Use a range of devices to show and not tell and develop the character</li> <li>• Use expanded noun phrases and simile to describe key aspects of your character to help readers to form a picture of what they look like as well as their personality</li> <li>• Reveal character’s thoughts and doubts through rhetorical questions</li> </ul> <p><b>Non chronological report</b></p> <ul style="list-style-type: none"> <li>• Use a story for a range of writing opportunities including journalism</li> <li>• Research and write about key themes using technical language and an expert tone</li> <li>• Use a model text to write a non-chronological report, develop organised paragraphs using sub-headings, topic sentences, impersonal devices (passive, generalisers), technical language and a range of conjunctions</li> <li>• Use a wider range of adjectives and precise nouns for clarity</li> <li>• Use different layout devices for example, headings, sub-headings, columns, bullets, or tables, to structure text</li> <li>• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase,</li> </ul>
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		<p>grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <ul style="list-style-type: none"><li>• Use grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li></ul> <p><b>Newspaper report</b></p> <ul style="list-style-type: none"><li>• Use a story for a range of writing opportunities including journalism</li><li>• Use of passive voice</li><li>• Present arguments and information from differing viewpoints</li><li>• Include a statement of the issue plus a preview of the main arguments, use arguments for, plus supporting evidence and arguments against, plus supporting evidence, a recommendation – summary and conclusion</li><li>• Use simple present tense</li><li>• Logical connectives (therefore, however)</li></ul> <p><b>Explanation report</b></p> <ul style="list-style-type: none"><li>• Describe (or instruct) how something is done through a series of sequenced steps</li><li>• Use colons to introduce a list and use of semi-colons within lists</li><li>• Punctuation of bullet points to list information</li><li>• Write in simple present tense, Use connectives that signal time, causal connectives (because, so, this causes)</li><li>• Use hyphens to avoid ambiguity [man eating shark versus man-eating shark, or recover versus re-cover]</li></ul>
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 <p><b>Out of this world</b> Cycle 2 – Spring Term</p>	 <p><b>Extreme World</b> Cycle 2 – Spring Term</p> 	 <p><b>Rule Britannia</b> Cycle 2 – Spring Term</p>
<p><b>Information text - Leaflet to an alien about survival guide on Earth</b></p> <ul style="list-style-type: none"> <li>• Use a number of features of text types and make appropriate topic/subject matter vocabulary choices</li> <li>• Use sub- headings and a title</li> <li>• Block information into sections</li> </ul> <p><b>Narrative texts – Beegu</b></p> <ul style="list-style-type: none"> <li>• Listen to, express views about a range of contemporary fiction</li> <li>• Discuss the sequence of events in books</li> <li>• Make inferences about what is being said and done</li> <li>• Write narratives about experiences of others</li> </ul> <p><b>Writing in role – Recount from an astronaut/space mission</b></p> <ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Use a capital letter when using the personal pronoun I</li> <li>• Write narratives about experiences of others</li> <li>• Use conjunctions to join ideas (and, but, so)</li> </ul>	<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write a survival adventure story set in an extreme climate, for example the Sahara Desert</li> <li>• Rewrite part of the voyage of Grandfather and Roo as a third person narrative as opposed to letters</li> <li>• Write a story about a day in the life of a Bedouin or Inuit child, including information about their home, clothes and daily activities</li> </ul> <p><b>Information text</b></p> <ul style="list-style-type: none"> <li>• Write persuasive adverts for different polar and desert habitats, in the style of estate agents</li> <li>• Write information texts or e-books about tribes or animals found in extreme environments, for example, walrus, penguins or the Aborigines</li> <li>• Create a <i>Top Trumps</i> style game by writing fact files about a range the world's most extreme places</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>• Instructions for how to build a shelter</li> </ul> <p><b>Poetry – writing Cinquain/tankas</b></p> <ul style="list-style-type: none"> <li>• Write haikus and cinquains to describe polar or desert landscapes, following the correct syllable pattern</li> <li>• Write a descriptive list poem entitled 'Things found in a polar (or desert) landscape'</li> </ul>	<p><b>Newspaper report – Events at Lindisfarne</b></p> <ul style="list-style-type: none"> <li>• Use a story for a range of writing opportunities including journalism</li> <li>• Use of passive voice</li> <li>• Present arguments and information from differing viewpoints</li> <li>• Include a statement of the issue plus a preview of the main arguments, use arguments for, plus supporting evidence and arguments against, plus supporting evidence, a recommendation – summary and conclusion</li> <li>• Use simple present tense</li> <li>• Logical connectives (therefore, however)</li> </ul> <p><b>Historical fiction – Legends and Viking myths</b></p> <ul style="list-style-type: none"> <li>• Write effectively for a range of purposes and audiences</li> <li>• Describe settings, characters and atmosphere</li> <li>• Predict what may happen from details stated and implied</li> <li>• Write about character's feelings, thoughts and motives from thier actions and justifying inferences with evidence</li> <li>• Summarise the main points in a paragraph</li> <li>• Use a range of devices to show and not tell and develop the character</li> <li>• Use expanded noun phrases and simile to describe</li> </ul>





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		<p>key aspects of your character to help readers to form a picture of what they look like as well as their personality</p> <ul style="list-style-type: none"><li>• Reveal character's thoughts and doubts through rhetorical questions</li></ul> <p><b>Persuasive writing</b></p> <ul style="list-style-type: none"><li>• Argue the case for a point of view and attempt to convince the reader of that point of view</li><li>• Include a thesis – an opening statement, argument – often in the form of point plus elaboration, reiteration – summary and restatement of the opening position</li></ul> <p><b>Poetry – saga, free verse with Norse origins (Viking Eddic)</b></p> <ul style="list-style-type: none"><li>• Entertain and recreate experience</li><li>• Use some of the following: internal rhyme and rhythm, half or near rhyme, alliteration and onomatopoeia, assonance and dissonance, metaphor and simile (personification), expressive adjectives, adverbs and verbs, unusual word combinations, use of patterns, repetition</li></ul> <p><b>Instructions – Write a recipe for a Viking meal</b></p> <ul style="list-style-type: none"><li>• Write a range of non-fiction texts which are well structured with appropriate layout devices</li><li>• Include a goal – a statement of what is to be achieved, materials/equipment needed, listed in order, sequenced steps to achieve the goal, diagrams or illustrations</li><li>• Organise writing into paragraphs around a theme</li><li>• Write in simple present tense</li><li>• Use connectives that signal time and causal connectives (because, so, this causes...)</li></ul>
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		<ul style="list-style-type: none"> <li>• Include the imperative (sift the flour)</li> <li>• Use of numbers, alphabet or bullet points and colour to signal order</li> </ul>
 <p><b>Dragons, Castles and Kings</b> Cycle 2 – Summer Term</p>	 <p><b>Romans</b> Cycle 2 – Summer Term</p>	 <p><b>Disaster</b> Cycle 2 – Summer Term</p>
<p><b>Information text - Letter to a dragonologist</b></p> <ul style="list-style-type: none"> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Use a capital letter when using the personal pronoun I</li> <li>• Write sentences with different forms: statement, question, exclamation, command</li> <li>• Write a letter with a purpose</li> <li>• Use a number of features of different text types and make appropriate topic/subject matter vocabulary</li> <li>• Use expanded noun phrases to describe and specify (the slimy egg)</li> <li>• Use adjectives to describe</li> </ul> <p><b>Information text - Recount of finding dragon eggs</b></p> <ul style="list-style-type: none"> <li>• Use a number of features of different text types and make appropriate topic/subject matter vocabulary</li> <li>• Use a capital letter when using the personal pronoun I</li> <li>• Use conjunctions to join ideas (and, but, so)</li> </ul> <p><b>Newspaper article - Arthur's story</b></p> <ul style="list-style-type: none"> <li>• Use a number of features of different text types and make appropriate topic/subject matter vocabulary</li> </ul>	<p><b>Myths and legends - 'Escape from Pompeii'</b> (utube recreation of eruption clip)</p> <ul style="list-style-type: none"> <li>• Write a range of narratives using consistent and appropriate structure</li> <li>• Write narratives with a clear beginning, middle and end</li> <li>• Create more detailed settings, characters and plot in narratives to engage the reader</li> <li>• Use paragraphs around a theme</li> <li>• Expand noun phrases with the addition of modifying adjectives and prepositional phrases</li> <li>• Use dramatic adverbials to create suspense</li> <li>• Rewrite the story as a character in the text in first person.</li> <li>• Create a comic strip of a Roman myth or legend, using images and speech bubbles to convey the action</li> </ul> <p><b>Newspaper report</b></p> <ul style="list-style-type: none"> <li>• Write a range of non-fiction pieces</li> <li>• Organise writing into paragraphs around a theme</li> <li>• Use standard English</li> <li>• Use the necessary punctuation for direct speech</li> <li>• Choose nouns or pronouns correctly</li> </ul> <p><b>Poetry – narrative poems</b></p> <ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poetry</li> <li>• Discuss words and phrases that capture the</li> </ul>	<p><b>Stories with flashbacks</b></p> <ul style="list-style-type: none"> <li>• Integrate words and images imaginatively for different purposes</li> <li>• Use different techniques to indicate the passage of time between past and present to engage a reader</li> <li>• Write effectively for a range of purposes and audiences</li> <li>• Describe settings, characters and atmosphere</li> <li>• Write about character's feelings, thoughts and motives from thier actions and justifying infereneces with evidence</li> <li>• Use a range of devices to show and not tell and develop the character</li> </ul> <p><b>News report</b></p> <ul style="list-style-type: none"> <li>• Use a range of oral techniques to present persuasive arguments and engaging narratives Use the techniques of dialogic talk to explore ideas, topics or issues</li> <li>• Make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</li> <li>• Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</li> <li>• Use different narrative techniques to engage and entertain the reader Select words and language</li> </ul>



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	<p>reader's imagination</p> <ul style="list-style-type: none"> <li>• Identify how language and structure contribute to meaning</li> <li>• Write a humorous poem about the Romans, based on those read in <i>Romans – Hysterical Historical Poems</i> by Brian Moses</li> <li>• Write a narrative poem recounting a Roman battle.</li> </ul> <p><b>Information text</b></p> <ul style="list-style-type: none"> <li>• Write an information text about key aspects of the Romans including soldiers, settlements and famous Emperors</li> <li>• Write a newspaper report on a major Roman event, for example the death of Julius Caesar or the battle with Boudicca and the Iceni</li> <li>• Write a letter home from a Roman soldier defending Hadrian's Wall, or after an invasion battle</li> <li>• Create a Roman menu for a Roman feast to share as a class</li> </ul>	<p>drawing on their knowledge of literary features and formal and informal writing</p> <ul style="list-style-type: none"> <li>• Integrate words, images and sounds imaginatively for different purposes</li> <li>• Use varied structures to shape and organise texts coherently</li> </ul> <p><b>Explanation text</b></p> <ul style="list-style-type: none"> <li>• To explain the processes involved in natural and social phenomena, or to explain how something works using passive verbs</li> <li>• Include a general statement to introduce the topic</li> <li>• Write a series of logical steps explaining how or why something occurs</li> <li>• Include steps and continue until the final state is produced</li> </ul> <p>or the explanation is complete</p> <ul style="list-style-type: none"> <li>• Write in simple present tense</li> <li>• Use connectives that signal time and causal connectives,</li> </ul> <p><b>Recount – Biography and autobiography</b></p> <ul style="list-style-type: none"> <li>• Compare how writers from different times and places present experiences and use language</li> <li>• Use different narrative techniques to engage and entertain the reader.</li> <li>• In non-narrative, establish balance and maintain viewpoints</li> <li>• Integrate words, images and sounds imaginatively for different purposes</li> <li>• Use varied structures to shape and organise text coherently.</li> <li>• Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by</li> </ul>
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		constructing sentences in varied ways.
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