



			<p>Journalistic writing – story of the sinking</p> <p>Titanic formal report</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p> <p>distinguish between statements of fact and opinion</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>Use of inverted commas to <b>punctuate</b> direct speech using relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>why</i>, <i>whose</i>, <i>that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>integrating dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p> <p><u>Edit and redrafting</u></p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
Narrative	2 weeks	The Highwayman	<p>Story – historical narrative</p>	<p>using expanded noun phrases to convey complicated information concisely in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor</i>, <i>simile</i>, <i>analogy</i>, <i>imagery</i>, <i>style</i> and <i>effect and personification</i></p>	

			Diary from perspective of a character.	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>Brackets- outside inside sentences</p> <p>using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p>	
Report	2 weeks	Ice Trap	letter	<p>using relative clauses beginning with <i>who, which, where, why, whose, that</i> or with an implied (i.e. omitted) relative pronoun</p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p>	
Poetry	2 weeks	List poems Teachers Prayer The Works poetry book	Class list poem, riddles List poem - prayer	<p>Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as <i>metaphor, simile, analogy, imagery, style and effect</i>.</p> <p>learning a wider range of poetry by heart</p>	

6	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>said</i> versus <i>reported</i>, <i>alleged</i>, or <i>claimed</i> in formal speech or writing)</p>	<p>Use of the <b>passive voice</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken</i>)</p> <p>Expanded <b>noun phrases</b> to convey complicated information concisely (e.g. <i>the boy that jumped over the fence is over there</i>, or <i>the fact that it was raining meant the end of sports day</i>)</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of the <b>subjunctive</b> in some very formal writing and speech)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: semantic <b>cohesion</b> (e.g. repetition of a <b>word</b> or phrase), grammatical connections (e.g. the use of <b>adverbials</b> such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and <b>ellipsis</b></p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b> (e.g. <i>It's raining; I'm fed up.</i>)</p> <p>Use of the colon to introduce a list</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	<p>active and passive voice, subject and object, hyphen, colon, semi-colon, bullet points, synonym and antonym</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>
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### *Grammar and punctuation*

Pupils should be taught to:

develop their understanding of the concepts set out in Appendix 2 by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive
- using the passive voice to affect the presentation of information in a sentence

using expanded noun phrases to convey complicated information concisely

using modal verbs or adverbs to indicate degrees of possibility

using relative clauses beginning with *who*, *which*, *where*, *why*, *whose*, *that* or with an implied (i.e. omitted) relative pronoun

learning the grammar of word structure in Appendix 2

indicate grammatical and other features by:

using commas to clarify meaning or avoid ambiguity in writing

using hyphens to avoid ambiguity

using brackets, dashes or commas to indicate parenthesis

- using semi-colons, colons or dashes to mark boundaries between independent clauses
- using a colon to introduce a list
- punctuating bullet points consistently

## Reading

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart

- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text.
- They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
- Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as *metaphor, simile, analogy, imagery, style and effect*.

## **Composition**

Pupils should be taught to:

plan their writing by:

identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed

selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

precising longer passages

using a wide range of devices to build cohesion within and across paragraphs

using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)