

Term: Autumn 1 Genres: <ul style="list-style-type: none"> - Diary Entry (written in role from perspective of character) - Fantasy Story 	Project: Land Ahoy	Possible Book Links: <ul style="list-style-type: none"> - <i>How I Became a Pirate</i> – Melinda Long - <i>The Pirates Next Door</i> – Jonny Duddle - <i>Pirates Love Underpants</i> – Claire Freedman - <i>The Storm</i> – Akiko Miyakoshi 	Visual Literacy: <ul style="list-style-type: none"> - Blackbeard The Pirate Story: (Stop at 3:32) https://www.youtube.com/watch?v=vjMgssGTWYM - A Day in the Life of a Pirate: https://www.youtube.com/watch?v=7Sf_WM-mYBI - Ships in Storms: https://www.youtube.com/watch?v=dBJM5yV7T-M - Royal ship of Arendale Sinks https://www.youtube.com/watch?v=x0UgK2gPNXA (play as appropriate)
New Learning Cycle 1	Purpose: To inform	Audience: KS1 children	
Toolkit			
Generic Features: <ul style="list-style-type: none"> • Written in first person. • Written in the past tense. • Simple organisational devices may be used such as a date, a summary and a close/sign off • Events are sequenced in chronological order. • Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach. - Reorientation/closing statement is used e.g. I hope I will see the pirates again someday. 		Grammatical/ Language Features <ul style="list-style-type: none"> • First person e.g. use of pronoun 'I' • Written in past tense • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', 'because' • Question marks can be used to form questions. • Noun phrases to create description (including expanded noun phrases) • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile 	
Possible Content for Writing <ol style="list-style-type: none"> 1. Write (in character) as Blackbeard to describe your life aboard the 'Queen Anne's Revenge' stealing treasure from other ships. 2. Write (in character) as Jeremy Jacobs. Create a diary entry about your time with Braid-beard and his pirate crew. 	Hook Ideas <ol style="list-style-type: none"> 1. Discover a message in a bottle/a pirate's diary from Blackbeard with his intentions to rob a neighbouring ship to get their treasure. 2. Receive a message in a bottle from Braid beard to Jeremy asking how he is. Share the story 'How I Became a Pirate'. Ask the children to write back as Jeremy by learning about his day as a pirate. 3. Pirate experience day- use drama and role play to give the children a 'real' pirate experience- could include hunting for gold, a pirate battle etc. 	Skills to Review <ol style="list-style-type: none"> 1. First person, use of 'I' 2. Past Tense (simple) 3. Basic sentence demarcation 4. Noun phrases 	Skills to Teach <ol style="list-style-type: none"> 1. Expanded noun phrases 2. Question marks
Misconceptions: <ul style="list-style-type: none"> - Switching person/tense – personal recounts should be written in first person, past tense. - Chronological order – pupils to plan out which events took place in order prior to writing. - Writing in incomplete sentences 			

New Learning Cycle 2:	Purpose: To entertain	Audience: KS1 children	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • Told/written in first or third person. • Told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ e.g. Once upon a time, later that day etc. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. <p>Common Structure:</p> <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) <p>Fantasy:</p> <ul style="list-style-type: none"> - Fantasy worlds - Focus on character development and setting description at the expense of the plot. 		<ul style="list-style-type: none"> • Written in the third or first person. • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking • Apostrophes used for singular possession • Story language can be used to move the narrative along: to signal time e.g. later that day, once. to move the setting e.g. back at the cave, on the other side of the forest. to surprise or create suspense e.g. suddenly, without warning. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’ • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing was that! • Question marks can be used to form questions. • Noun phrases to create description • Verbs should be chosen for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Pupils to create their own ‘Storm’ journey. As the main character passes through the storm, create a fantasy world that is travelled through. At the end the main character can then sail back into clear skies. 	<ol style="list-style-type: none"> 1. Share the story/video of ‘The Storm’. Draw upon the imagery used within the book and the feelings that it creates within the reader. 2. Share a video (My Talking Pet or related app) of the little boy in ‘The Storm’ describing his journey through the storm and challenging the pupils to create their own journey through an unusual storm. 3. Create a piece of art to depict the fantasy world 4. Visual stimulus to provide context 	<ol style="list-style-type: none"> 1. Basic sentence construction 2. Conjunctions – but, and, because 3. Story language 4. Exclamation mark to indicate emotion, shock or surprise 5. Noun phrases 	<ol style="list-style-type: none"> 1. Possessive apostrophe – ‘the boy’s boat’ 2. Conjunctions – when, after, if, but, or
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Inconsistent person/tense. - Using verbs within a phrase - Misunderstanding of new terminology - Writing incomplete sentences, particularly when using subordinating conjunctions - Children use an apostrophe for all words ending in an ‘s’ 			

Term: Autumn 2 Genres: <ul style="list-style-type: none"> - Setting Description - Non-chronological report (about the trip e.g. Warwick or Tamworth Castle) 	Project: Towers, Tunnels and Turrets	Possible Book Links: <ul style="list-style-type: none"> - <i>Tell Me a Dragon</i> – Jackie Morris - <i>The Tunnel</i> – Anthony Brown 	Visual Literacy: https://www.onpceuponapicture.co.uk/?s=tunnel images to inspire
New Learning Cycle 1	Purpose: To entertain	Audience: KS1 children who like castles	
Toolkit			
Generic Features:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Told/written in past tense. • Use adjectives to describe the settings (expanded noun phrases). • Simple narratives use typical characters, settings and events whether imagined or real. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. • Use the 5 senses to describe the setting more realistically. 		<ul style="list-style-type: none"> • Written in past tense • Apostrophes used for singular possession • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used to join ideas and enable subordination of ideas, creating variety in sentence structure. • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing was that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Using ‘The Tunnel’ as a stimulus – create a new story with another destination that is found through the tunnel. 2. Draw a story board of new characters exploring the world through ‘the tunnel.’ Plan where they will go and what they will discover there. What will be the problem and resolution? 	<ol style="list-style-type: none"> 1. Create a tunnel at the front of the classroom. Spend time discussing where the tunnel might lead to. Receive a letter from the two children in ‘The Tunnel’ explaining what they found. 2. Create three different ‘tunnels’ on the windows in the classroom. Read the story ‘The Tunnel’ up until the point in which the two character decide to travel through the tunnel that have found. Reveal three different settings through the tunnel. Ask the children to discuss which scene they think the characters will find and why. 	<ol style="list-style-type: none"> 1. Capital letters (including proper nouns) and full stops. 2. Coordinating conjunctions- ‘and’ ‘but’ 3. Subordinating conjunctions – ‘when’ ‘because’ ‘after’ 4. Exclamation mark to indicate emotion 5. Noun phrases 6. Apostrophes for singular possession 	<ol style="list-style-type: none"> 1. Commas in a list

Misconceptions:

- Switching **tense**
- **Chronology** – Encourage the children to consider which events will take place. Practise ordering narratives using storyboards and planning grids (pictorial and written)
- **Basic Sentences**- Ensure children understand that a full stop is placed when the children have written a complete idea.

New Learning Cycle 2	Purpose: To inform	Audience: KS1 children who want to learn about castles	
Toolkit			
Generic Features:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Begin by writing a title – Warwick Castle • Write a short introductory paragraph about castles in general • Use subheadings to organise their writing • Use pictures or diagrams to add to their report and describe them using captions. • Include interesting facts and bullet points (show them what one is and how to use it in the lay-out). 		<ul style="list-style-type: none"> • Written in the present tense e.g. leave it to dry. Take it out of the oven. • Use second person to address the reader directly. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’, ‘because’, ‘when’, ‘if’, ‘that’ are used to order and explain a procedure- when this has been done...after you have ... if it is too hot... • Adjectives are used to add detail • Commas to separate items in a list (equipment, ingredients, materials) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Write a non-chronological report about castles (focus on Warwick Castle/Tamworth Castle). 2. Write a non-chronological report about life in a castle. 	<ol style="list-style-type: none"> 1. Visit Warwick or Tamworth Castle 2. Watch videos about medieval castles 3. The Past Present Workshop 4. Now Press Play 	<ol style="list-style-type: none"> 1. Demarcating sentences 2. Using conjunctions – and, but, when, after, because 3. Commas in a list 4. Possessive apostrophes 	<ol style="list-style-type: none"> 1. Questions 2. Present tense – verbs (include to have and to be)
Misconceptions: <ul style="list-style-type: none"> - Inconsistent person/tense. - Using verbs within a phrase - Misunderstanding of new terminology - Writing incomplete sentences, particularly when using subordinating conjunctions 			

Term: Spring 1 Genres: <ul style="list-style-type: none"> - Informal letter in role (e.g. Bug Collector – write letter to Grandad) - Recount (trip, e.g. Botanical Gardens) 	Project: Wriggle and Crawl	Possible Book Links: <ul style="list-style-type: none"> - <i>The Boy Who Lost His Bumble</i> – Trudi Esberger - <i>The Bug Collector</i> – Alex Griffiths 	Visual Literacy: <ul style="list-style-type: none"> - Hopper: (Until 3:10) https://www.youtube.com/watch?v=OvcVB6lcYkQ
New Learning Cycle 1	Purpose: To inform	Audience: Grandad from the Bug Collector or other character from story	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • Written in first person • Written in the past tense • Typical characters whether imagined or real • Language choices help create realistic- sounding characters e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. • The character’s personality and mannerisms are also conveyed to the reader. • Letter is sequenced and written in a chronological order. • Author asks questions of the reader for a reply. 		<ul style="list-style-type: none"> • Written in the first person. • Written in the past tense • Apostrophes to show contracted forms Eg. Goldilocks couldn’t believe her eyes. • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used to join ideas and enable subordination of ideas, creating variety in sentence structure. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) <p>Verbs should be chosen for effect</p>	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Write a letter to grandad in the Bug Collector 2. Write a letter to the boy who lost his bumblebee 	<ol style="list-style-type: none"> 1. Share the book you want to base your writing on. 2. Show videos of bug collectors 3. Use A Bug’s Life to get children engaged with the topic. 	<ol style="list-style-type: none"> 1. Full stops, capital letters, sentence construction 2. Noun phrases 3. First person 4. Past tense. 5. Possessive apostrophes. 6. Questions 	<ol style="list-style-type: none"> 1. Apostrophes for contractions 2. Subordination for sentence structure.

Misconceptions:

- Using adjectives to correctly describe appearance vs personality/manner.
- Consistent tense and person
- Placement of an apostrophe
- Using an apostrophe for all words ending in 's'

Independent Learning Cycle	Purpose: To inform	Audience: The owners of the Botanical Gardens to express thanks.	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • Written in first person. • Written in the past tense. • Events are sequenced in chronological order. • Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach. • Reorientation/closing statement is used e.g. I hope I will see the pirates again someday. • Time adverbials and conjunctions • Interesting facts they learnt on the trip. 		<ul style="list-style-type: none"> • First person e.g. use of proun 'I' • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn't believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Children recount a hunt for mini beasts 2. Children recount a recent trip 	<ol style="list-style-type: none"> 1. Take the children out on a local walk to a park with the appropriate equipment to collect minibeasts 2. School trip to recount (nature centre, insect/bug house) 	<ol style="list-style-type: none"> 1. First person (I, me, my) 2. Language of chronology- first, next, after 3. Exclamatives sentences (with exclamation mark)- What a great day! 4. Orientation/reorientation phrases 5. Conjunctions for coordinating events and showing subordination 	<ol style="list-style-type: none"> 1. Past progressive 2. Time adverbials
Misconceptions: <ul style="list-style-type: none"> - Using language of chronology incorrectly (after that used before another event has taken place) - Writing subordinate clauses as complete sentences 			

Term: Spring 2 Genres: <ul style="list-style-type: none"> - Biography about significant, historical individuals (e.g. Neil Armstrong) - Adventure story (link to significant individual) 	Project: Movers and Shakers	Book Links: <ul style="list-style-type: none"> - <i>Counting on Katherine</i> by Helaine Becker - <i>Little People, Big Dreams</i> series (various names) by Maria Isabel Sanchez Vegara - <i>Fantastically Great Women who Changed the World</i> by Kate Pankhurst 	Visual Literacy: <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=2o0iF7fnsDw The life of Rosa Parks - https://www.youtube.com/watch?v=eLYi-Zi-3oc Neil Armstrong - https://www.youtube.com/watch?v=WORnPLZE5CA Greta Thunberg- Newsround
New Learning Cycle 1	Purpose: To inform	Audience: KS1 children interested in history	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> ● Focus is on an individual of interest or significance ● Title- can be posed as a question- Who was...? ● Logical structure – grouping information into sections. ● An opening statement, often a general statement including the person’s name and why they are of interest or significance (reference to a specific action or event) ● A description of whoever is the subject of the report, organised in some way to help the reader make sense of the information. For example: childhood, education, a key event, the result of an event. ● Images and/or diagrams which can be used to support the text e.g. photographs of specific animals and/or their features. 		<ul style="list-style-type: none"> ● Often written in third person and present tense. (He is well-known because...) ● Sometimes written in the past tense, as in a historical report. (He grew up in... He was well-known for....) ● Comparative adjectives. (He made greater changes...) (She was taller than the other children in her class.) ● Description (noun phrases) is generally used for precision rather than to create an emotional response. ● Questions or denoted with a question mark ● Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used to aid explanation (it builds a nest because it has to protect its babies) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Write a biography about a significant individual from history (modern history) 2. Write a biography about a modern-day significant individual. 	<ol style="list-style-type: none"> 1. Share a mini documentary (see visual literacy) 2. Carry out research 3. Teacher in role (dress up as significant individual) and children interview. 	<ol style="list-style-type: none"> 1. Present tense/past tense (consistent throughout) 2. Questions and questions marks (titles and headings- Who was...? What were... achievements?) 3. Conjunctions (coordinating- and, but, or and subordinating- when, because, that, if) to provide further detail 4. Statement sentences 	<ol style="list-style-type: none"> 1. Comparative adjectives (larger, smaller)

Misconceptions:

- Placing information in the correct section.
- Adjectives should be used for precision – not to add to description for the reader.
- Incomplete sentences
- Children writing opinions rather than facts.
- Inconsistent tense

New Learning Cycle 2	Purpose: To entertain	Audience: KS1 children	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • Told/written in first or third person. • Told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ e.g. Once upon a time, later that day etc. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. <p>Common Structure:</p> <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) <p>Adventure:</p> <ul style="list-style-type: none"> - Series of exciting events - A ‘hero’ character - A ‘threat’ or villain • Tension waves 		<ul style="list-style-type: none"> • Written in the present tense when discussing current/frequent events • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking, when recounting events • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn’t believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings. • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Write a story about a moon landing or visiting a new planet. 2. Write a story about a new invention 3. Write a story about helping people 	<ol style="list-style-type: none"> 1. Use one of the books that have been suggested. 2. Use the children’s biography people to write a story about. 3. Use a modern-day event and story, immerse them into it. 	<ol style="list-style-type: none"> 1. First person (I, me, my) 2. Past progressive tense 3. Language of chronology 4. Exclamative sentences (with exclamation mark)- What a great day! 5. Conjunctions for coordinating events and showing subordination 6. Commas in lists 	<ol style="list-style-type: none"> 1. Introduce the terminology ‘adverb’ and explain it’s a word that describes a verb (adjective-verb = adverb)- how we do something 2. Vocabulary used for adventure stories, e.g. creating tension, excitement.

Misconceptions:


- Inconsistent use of person
- Incorrect tense
- Incorrect use of adverbs
- Inconsistent tense
- Language of chronology errors such as using the word 'after' where no other event has yet taken place
- Writing subordinate clauses as whole sentences

Year 2
Writing Overview

Term: Summer 1 Genres: <ul style="list-style-type: none"> - Instructions - Kennings poem 	Project: The Scented Garden	Book Links: <ul style="list-style-type: none"> - <i>There's a Tiger in the Garden</i> – Lizzy Stewart - <i>The Gigantic Turnip</i> – Aleksey Nikolayevich Tolstoy - <i>The Secret Sky Garden</i> – Linda Sarah - <i>The Wonder Garden</i> by Jenny Broom 	Visual Literacy: https://www.youtube.com/watch?v=uPwApmyhcXk Mary discovers 'The Secret Garden' (dead garden) https://www.youtube.com/watch?v=xYsNrM3XO9A 'The secret garden' (living garden) https://www.onceuponapicture.co.uk/?s=garden images to inspire
New Learning Cycle 1:	Purpose: To inform	Audience: KS1 children who want to grow plants	
Generic Features:		Toolkit:	
<ul style="list-style-type: none"> • Begin by defining the goal or desired outcome- title e.g. How to look after a rabbit. • List any material or equipment needed (in order) e.g. hutch, straw, water bottle, bowl, food. • Provide simple, clear instructions. • If a process is to be undertaken, keep to the order in which the steps need to be followed to achieve the stated goal (using numbered steps). • Use diagrams or illustrations to support the text. 		Grammatical/ Language Features: <ul style="list-style-type: none"> • Written in the present tense e.g. leave it to dry. Take it out of the oven. • The use of second person may be used if communicating directly with the reader (you, your) • Sentences are demarcated using full-stops, capital letters and finger spaces. • Use imperative verbs e.g. cut, hold, shut. • Include negative comments e.g. Do not leave the cage open. • Conjunctions including 'and', 'but', 'or', 'because', 'when', 'if', 'that' are used to order and explain a procedure- when this has been done...after you have ... if it is too hot... • Adjectives are used to add detail • Commas to separate items in a list (equipment, ingredients, materials) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Children choose a plant to write instructions for. 2. Children write instructions about how to look after a secret/magical/etc. garden 	<ol style="list-style-type: none"> 1. Sensory experience- have flowers, plants garden ornaments, garden tools available for the children to explore- could support vocabulary development 2. Visit to a local garden centre, florists, park with established gardens to 'experience' a garden. 3. Grow a plant as a class (start this before the holidays) and write about the process. 	<ol style="list-style-type: none"> 1. Adjectives 2. Commas in a list 3. Questions 4. Adverbs 	<ol style="list-style-type: none"> 1. Imperative verbs

Misconceptions:

- **Verbs** – children are not secure on how to use imperative verbs
- **Children use apostrophes at random**
- Children use commas between words that aren't a list

New Learning Cycle 2	Purpose: To entertain	Audience: KS1 children who like jokes	
Toolkit:			
<p style="text-align: center;">Generic Features:</p> <ul style="list-style-type: none"> • Kennings poems describe what a person, idea or object is or does. • Each line is a simple phrase of either a noun + a noun, or noun + a verb. • They work like riddles – you have to guess what they are all about. • When creating a noun + verb phrase your verb may end in -ing e.g. milkshake – drinking. • If you are creating a noun + a noun phrase, try adding -er to the second noun e.g. cheese-eater. • The subject of the poem is often not specified or is revealed at the end of the poem. 		<p style="text-align: center;">Grammatical/ Language Features:</p> <ul style="list-style-type: none"> • Capital letters are not needed at the start of each sentence as the poem contains ongoing description. • Each line contains either a noun and another noun, or a noun and a verb. 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<p>1. Examples of possible content matter: flowers, plants, trees, seeds, sun, water, birds, gardens.</p>	<p>1. Share Kennings poems with the children. Ask them to work out (on their own or in a pair) what the subject matter of the poems may be.</p> <p>2. Share examples of Kennings poems with the children. As a class – choose a person to describe using Kennings. Create a whole class poem about that person e.g. Joy bringer, great singer, sandwich eating, joke telling.</p> <p>a worm-eater a nest-maker a cushion-filler a seed-muncher a fish-guzzler a fast-flier a cat-escaper a tree-liver an acrobatic-glider an adventurous-swooper a tweeting-singer</p> <p><i>put these together,</i></p> <p><i>I'm a bird!</i></p> 	<p>1. Terminology</p> <ul style="list-style-type: none"> - noun - verb - noun phrase 	<p>1. Layout Device – short lines reading down vertically.</p> <p>2. Suffixes- ing, -er</p>
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Pupils have confused the poem initially with acrostic poems as they will be familiar with them from Year 1. - Full stops may be used at the end of a line – this is not necessary as Kennings poems involve ongoing description of a noun. 			




Term: Summer 2 Genres <ul style="list-style-type: none"> - Diary entry (e.g. day at the beach) - Short story (adventure about day at the beach/animal who lives at the beach) 	Project: Beachcombers	Book Links: <ul style="list-style-type: none"> - <i>Tiddler</i> – Julia Donaldson - <i>The Secret of Black Rock</i> – Joe-Todd Stanton 	Visual Literacy: <ul style="list-style-type: none"> - Piper: https://www.youtube.com/watch?v=vPuRBiBCxyk - Once Upon a Picture (Shipwreck)
New Learning Cycle 1	Purpose: To inform	Audience: KS1 children who want to visit the beach	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • Written in first person. • Written in the past tense. • Simple organisational devices may be used such as a date, a summary and a close/sign off • Events are sequenced in chronological order. • Orientation is used to set the scene e.g. On a sunny Saturday during the summer holidays, I went to the beach. • Reorientation/closing statement is used e.g. I hope I will see the pirates again someday. 		<ul style="list-style-type: none"> • First person e.g. use of pronoun 'I' • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn't believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including 'and', 'but', 'or' 'because', 'when', 'if', 'that' are used for coordinating events and showing subordination EG. We end to the park so we could play on the swings • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
1. Go to the beach and write a recount of the day at the beach	1. Visit the beach 2. Create a beach day at school	1. Past tense (including progressive) 2. Questions- question marks 3. Exclamatives- exclamation marks 4. Apostrophes for contractions (chatty language) 5. Apostrophes for singular possession	No new skills – focus on those skills that the children need securing in.

		6. Conjunctions for coordinating events and showing subordination	
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Misconceptions:

- Using language of chronology incorrectly (after that used before another event has taken place)
- Structure of a diary entry – writing it as a letter
- Incorrect punctuation, such as confusing an exclamation and a question mark/ missing punctuation
- Placement of an apostrophe (in the place of the omitted letter; not above the word written in contracted form)

Independent Learning Cycle	Purpose: To entertain	Audience: Year 3 teacher who wants to read adventure story	
Toolkit			
Generic Features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • Told/written in first or third person. • Told/written in past tense. • Events are sequenced to create texts that make sense. • The main participants are human or animal. • Simple narratives use typical characters, settings and events whether imagined or real. • ‘Story language’ e.g. Once upon a time, later that day etc. • Language choices help create realistic- sounding narratives e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policemen instead of man) etc. <p>Common Structure:</p> <ul style="list-style-type: none"> - Opening (setting/characters- beginning) - Complication/ problem (middle) - Resolution (end) <p>Adventure:</p> <ul style="list-style-type: none"> - Series of exciting events - A ‘hero’ character - A ‘threat’ or villain - Tension waves 		<ul style="list-style-type: none"> • Written in the present tense when discussing current/frequent events • Written in past tense, including the past progressive form of verbs(-ing) were eating, was hoping, was walking, when recounting events • Apostrophes used for singular possession • Apostrophes to show contracted forms Eg. I couldn’t believe my eyes • Sentences are demarcated using full-stops, capital letters and finger spaces. • Conjunctions including ‘and’, ‘but’, ‘or’ ‘because’, ‘when’, ‘if’, ‘that’ are used for coordinating events and showing subordination EG. We went to the park so we could play on the swings. • Use of exclamation marks to indicate emotion and form exclamative sentences. How amazing is that! • Question marks can be used to form questions. • Noun phrases to create description • Commas to separate lists (characters, ideas, adjectives) • Verbs should be chosen for effect • Language of chronology is used e.g. then, next, first, afterwards, just before that, at last, meanwhile 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> 1. Create a story of your own shipwrecked characters washing ashore a mysterious island. Describe what they saw there and how the characters manage to get home. 2. Animal at the beach/seaside is stuck and needs rescuing. 3. Danger at the beach. 	<ol style="list-style-type: none"> 1. Show shipwrecked image. Discuss what might have happened to the ship and what might have happened to the people on board. Create a story as a class explaining two character’s journey to an island and how they get back home afterwards.  <ol style="list-style-type: none"> 2. Drama/role play- shipwrecked on an island 3. Receive a message in a bottle from characters stranded on an island- write the story of how they got there. 	<ol style="list-style-type: none"> 1. Third person /Past tense (including progressive) 2. Story language 3. Exclamatives- exclamation marks 4. Conjunctions for coordinating events and showing subordination 5. Noun phrases 6. Adverbs 	<p>No new learning – revisit skills the children need to consolidate.</p>

Misconceptions:

- Inconsistent person/tense.
- Writing incomplete sentences, particularly when using subordinating conjunctions
- Noun phrases contain adjectives of similar meaning- the large, big boat
- Attempts at more complex sentences result in incomplete sentences/incomplete thoughts