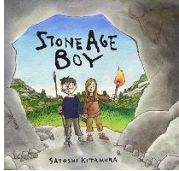


Year 3
Writing Overview

Term: Autumn 1	Project: Tribal Tales	Book Links: <ul style="list-style-type: none"> - Non-fiction texts based around specific subject - <i>Stone Age Boy</i> (Picture Book)- Satoshi Kitamura - <i>How to Wash a Woolly Mammoth</i> (picture book)- Michelle Robinson and Katie Hindley 	Visual Literacy: <p>https://www.bbc.co.uk/programmes/p00dtrcn Day in the life of a 10-year-old in the Stone Age</p> <p>http://www.stoneagetools.co.uk/stone-age-tools-galleries.htm Gallery of Stone Age artefacts</p> <p>https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/z8bkwmn#z4j2hv How did Iron Age people live?</p>
New Learning Cycle 1: Instructions	Purpose: To reflect/recount	Audience: Children interested in the stone age	
Toolkit			
Generic Features: <ul style="list-style-type: none"> • Begin by defining the goal/ outcome ‘How to...’ • List materials and equipment needed • Clear and concise instructions • Steps to be listed in chronological order • Diagrams and illustrations are often integral and can take the place of some text • A final evaluative statement is used to conclude the process 		Grammatical/Language Features: <ul style="list-style-type: none"> • Use of imperative verbs and command sentences- include some negative commands (warnings) • Commas in lists to separate items, ingredients, equipment • Conjunctions, adverbs and prepositions can be used to order and explain the procedure ‘when, after, first, next, finally’ • Cohesion to be created, and repetition avoided through the use of nouns and pronouns • Headings and simple organisational devices can be used to separate key sections such as ingredients, equipment, method • Conditional adverbials can be used, including as fronted adverbials, to make suggested alternatives e.g. If you would like to make a bigger decoration, you could... 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • How to make fire out of flint or other activity from Stone Age workshop. • How to make a Stone Age necklace. • Link to book- <i>How to Wash a Woolly Mammoth</i>. 	<ul style="list-style-type: none"> • Themed day- children dress up and engage in activities that replicate those of the time (e.g. cave painting, building a shelter) • Share a picture book (see book links) • Visual Literacy- animated clips and videos about life in the Stone Age/Iron Age (see links) 	<ul style="list-style-type: none"> • Simple sentences with capital letters and full stops • Second person • Present tense • Coordinating conjunctions (and, but, or, so)- • Commas in lists • Imperative verbs 	<ul style="list-style-type: none"> • Adverbs of time (next, then, after that) • Conditional sentences- ‘you will need to ...if you want to...’ <ul style="list-style-type: none"> ○ Commas after adverbials of time, place and manner

		<ul style="list-style-type: none"> • Command sentences 	
<p>Misconceptions:</p> <ul style="list-style-type: none"> - Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word) - Understanding that all clauses have subjects and verbs. Subordinate clauses have a subject and verb, too, but they are dependent/ reliant on the main clause to make sense. Subordinate clauses begin with a subordinate conjunction. - Confusing a command with a statement- an imperative verb must be included - Overuse of adjectives and technical language - Forgetting the use of a comma after a fronted adverbial - Writing adverbial phrases as full sentences, particularly conditionals. E.g If you want to make a bigger decoration. 			
New Learning Cycle 1: Short Story		Purpose: To entertain	Audience: KS1 children
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense; occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) <p>Historical:</p> <ul style="list-style-type: none"> - A historical setting with aspects of adventure and mystery - Fictionalised account of real events or additional, fictional detail to things that really happened 		<ul style="list-style-type: none"> • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so' - subordinating 'because' 'after' 'before' • Conjunctions to provide cohesion and varied sentence structures • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Figurative language- similes • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs to be selected for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Historical adventure about a character going back in time to the stone age 	<ul style="list-style-type: none"> • Stone Age Boy (Picture Book)- Satoshi Kitamura 	<ul style="list-style-type: none"> • Sentence demarcation and correct punctuation. • Expanded noun phrases (pre-modifiers and prepositional phrases) • 	<ul style="list-style-type: none"> • Multiclaue sentences- coordinating conjunctions to join sentences (when, if, because, although). • Subordinate clauses (including terminology) • Figurative Language- Similes • Adverbials of time/place and manner.

			<ul style="list-style-type: none">• Introduce paragraphing (change with time, place or event)• Using alternative verbs for 'said'• Apostrophes for singular possession (should be revision from KS1).
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Misconceptions:

- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things.
Eg. The mammoth's scruffy, matted fur was like a mammoth's fur; instead of, 'The mammoth's scruffy, matted fur was like a worn, grimy mop.
- Over-listing adjectives in an expanded noun phrase

Term: Autumn 2	Project: Scrumdiddlyumptious!	Book Links: <ul style="list-style-type: none"> - Recipe books - Menus - Advertisements - <i>Charlie and the Chocolate Factory</i>- Roald Dahl 	Visual Literacy: <ul style="list-style-type: none"> - M&S food adverts - Cooking tutorials/demonstration - Food images - https://www.youtube.com/watch?v=7tOkpntQtBM Oliver Twist clip
New Learning Cycle 2: Character description	Genre: Narrative	Purpose: To entertain	
Toolkit			
Generic Features: <ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • 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, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 		Grammatical/Language Features: <ul style="list-style-type: none"> • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so' - subordinating 'because' 'after' 'before' • Conjunctions to provide cohesion and varied sentence structures • Past tense to describe a character within a story. • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Figurative language- similes • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs to be selected for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Children write a description of a character from a story (e.g from Charlie and the Chocolate Factory) 	<ul style="list-style-type: none"> • Photos and videos from texts/ebooks/Youtube • Children design their own character to describe by personifying food like Mr. Men. e.g Mr. Strong the stinky cheesy or Mr. Wobble the silly jelly. 	<ul style="list-style-type: none"> • Expanded noun phrases • Sentence demarcation and correct punctuation. • Figurative Language- similes 	<ul style="list-style-type: none"> • Figurative language- alliteration (optional) • Expanded noun phrases with prepositional phrases (e.g On top of his head he wore a shiny gold helmet.)

- Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word)
- Children include a verb within a phrase (phrases do not have verbs)
- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things.
Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop.

New Learning Cycle 2: Short Story	Genre: Fantasy Narrative	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) <p>Common Structure:</p> <ul style="list-style-type: none"> - an opening (beginning) - an complication (mid - a resolution (ending) <p>Fantasy:</p> <ul style="list-style-type: none"> - Chronological events - Settings are fantasy worlds and fictional place - A focus on setting description and character development (not real, so need to be imagined by a reader) <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"> • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time - coordinating 'so' - subordinating 'because' 'after' 'before' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas to demarcate direct speech (alternative words for said used) • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Figurative language- similes • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs to be selected for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Children write a section of a narrative, which includes a fantasy setting/character • Children write a short story featuring a fantasy setting and character 	<ul style="list-style-type: none"> • Fantasy film trailers 	<ul style="list-style-type: none"> • Paragraphs • Expanded noun phrases • Commas in lists (adjectives, ideas, events) • Figurative Language- similes 	<ul style="list-style-type: none"> • Varying sentence openers- starting with the simile or a double adjective. • Inverted commas for speech • A/an before vowels and consonants

<ul style="list-style-type: none"> • Children retell a fantasy story • Children write a fantasy narrative based on an image prompt 	<ul style="list-style-type: none"> • Images of fantasy settings involving food (Charlie and the Chocolate Factory for example)  <ul style="list-style-type: none"> • Create a piece of art depicting the fantasy setting • Children design a fantasy character 	<ul style="list-style-type: none"> • Adverbials of time, place and manner • Alternative words for said • Using a variety of conjunctions in sentences (coordinating and subordinating). • Apostrophes for possession and contraction. 	
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Misconceptions:

- Overuse of adjectives
- Multiple adjectives similar in meaning
- Basic/ Minimalistic vocabulary
- When using figurative language, children may not build an image beyond the literal meanings of the words, and make comparisons with similar, literal things.
Eg. The cat's scruffy, matted fur was like a dog's fur; instead of, 'The cat's scruffy, matted fur was like a worn, grimy mop.
- Children may write their inverted commas incorrectly. For example, they may face away from the speech, sit on the line or appear to large.
- Children use too much dialogue and not enough description

Term: Spring 1	Project: Tremors	Book Links: <ul style="list-style-type: none"> - <i>Escape from Pompeii</i> (picture book) – Christina Balit - <i>Earth Shattering</i> Events by Sophie Williams - <i>The Pebble in my Pocket: A History of Our Earth</i> by Meridith Hooper - <i>Survivors</i>- David Long (as appropriate) 	Visual Literacy: https://www.youtube.com/watch?v=dY_3ggKg0Bc A Day in Pompeii https://www.onceuponapicture.co.uk/
New Learning Cycle 1: Non-Chronological Report (formal)	Genre: Report	Purpose: To inform	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • A logical structure (absence of chronology) where information is grouped together, moving from general to more specific detail and elaboration. A generic structure would include: <ul style="list-style-type: none"> - An opening statement/ paragraph- generally introduces/classifies the subject. - Paragraphs detailing various aspects of the chosen subject. Aspects could include: housing, clothing, diet, tools/weapons etc... - Photographs and diagrams to help summarise information • Reports are usually written in present tense unless based on something historical • Formal style of writing • Technical vocabulary/ tier 3 words used where appropriate 		<ul style="list-style-type: none"> • Written in the third person and in the present/past tense (past if historical subject) • Questions can be used to form titles and are denoted with a question mark • Use of conjunctions to aid cohesion, including causal conjunctions (so, because...) • Nouns and pronouns are used appropriately, creating cohesion • Paragraphs are used to collate related information. Content is organised logically. • Layout devices, such as headings and subheadings are used to help organise paragraphs • Formal style/language • Adjectives are used to briefly and effectively describe the subject providing further detail to enhance meaning. Adjectives should be used for precision and are often used when describing appearance. • Adjectives to compare and contrast can be used to develop description further (bigger/biggest, smaller/smallest) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Non-chronological report about a specific volcano or Earthquake- can incorporate geography knowledge. 	<ul style="list-style-type: none"> • Visual Literacy- see links • Newspaper reports/clips about eruptions/earthquakes etc. • Independent research • Drama/Role play- use IT to record a mini documentary about chosen topic for report. 	<ul style="list-style-type: none"> • Causal conjunctions (so, because) • Questions/ statements • Simple past/present tense • Paragraphs • Adverbials of time place and manner • Using a variety of conjunctions in sentences 	<ul style="list-style-type: none"> • Prefixes if relevant • Headings and subheadings and all other organisational devices of a non-chronological report • Comparing/ contrasting adjectives • Choosing nouns/pronouns appropriately for clarity and cohesion and to avoid repetition • Formal writing and presentation of facts.

		(coordinating and subordinating).	
Misconceptions: <ul style="list-style-type: none"> - Children may have limited/no experience of formal writing at this stage. Lots of comparison will be needed along with a clear idea of audience and purpose. Children may still use informal writing features such as contractions and exclamation marks. - Children will often start discussing specific details in their opening paragraph. This paragraph needs to remain general and outline what the focus subject is; specific details about the subject should be within a paragraph under a subheading. 			
New Learning Cycle 2: Informal letter (in role)	Genre: Recount/ Reflect	Purpose: To inform/ To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • An opening statement that sums up the content of the letter. • Strategically organised information describes what has been happening at Pompeii from the perspective of the writer. • A closing statement repeats and reinforces the viewpoint. (There is no doubt that...) <p>Letter:</p> <ul style="list-style-type: none"> - Address, date, greeting, body and close - Could include comments/ reviews from 		<ul style="list-style-type: none"> • Written in the first person and past tense • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so' - subordinating 'because' 'after' 'before' • Conjunctions to provide cohesion and varied sentence structures • Present perfect forms of verbs can be used within a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Written in the present tense (can include present perfect- have/has and present continuous- e.g I am writing to you from...) • Cohesion created through the use on nouns and pronouns • Logical adverbials, prepositions and conjunctions to aid cohesion and structure writing • Make informal vocabulary choices 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Write a letter from a citizen of Pompeii describing the build up to Vesuvius erupting. • Write a letter from someone from a nearby town describing what has happened in Pompeii. 	<ul style="list-style-type: none"> • 'Escape from Pompeii' (picture book) – Christina Balit • Storytelling- Survival Story from <i>Survivors</i>: David Long (as appropriate for context) 	<ul style="list-style-type: none"> • Present tense (simple and continuous) • Persuasive noun phrases • Paragraphs • Expanded noun phrases • Using a variety of conjunctions in sentences (coordinating and subordinating). 	<ul style="list-style-type: none"> • Layout of a letter • Present perfect tense

	<ul style="list-style-type: none">• Volcano eruption video (A day in Pompeii- see links)• Drama/role play- children act as reported and deliver a 'televised' report- use of IT, cameras etc.		
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Misconceptions:

- Inconsistency in formality and tense
- Letter not structured correctly
- Incorrect paragraphing

Term: Spring 2	Project: Urban Pioneers	Book Links: <i>The Street Beneath my Feet</i> - Charlotte Guillian <i>Explorers: Amazing Tales of the World's Greatest Adventures</i> - Nellie Huang <i>Ocean Meets Sky</i> - Eric Fan <i>The Big Book of the UK</i> - Imogen Russell Williams Any other books on the local area	Visual Literacy: https://www.youtube.com/watch?v=ABridyavqki&t=1s The world in 2050 https://www.youtube.com/watch?v=Gj6V-xZgtIQ Taking Flight
New learning cycle: Advert	Genre: Persuasive text (advert)	Purpose: To persuade	
Generic features:		Grammatical/ Language Features	
<ul style="list-style-type: none"> • An opening statement that sums up the viewpoint being presented. • Strategically organised information presents and then elaborates on the desired viewpoint • A closing statement repeats and reinforces the viewpoint. (There is no doubt that...) Advert: <ul style="list-style-type: none"> - The aim is to SELL - Could include comments/ reviews from other sources (given as evidence of point) Positive/ emotive vocabulary choices		<ul style="list-style-type: none"> • Written in the present tense (can include present perfect- have/has- people have said) • Use of second person when appealing to a reader (you, your) • Cohesion created through the use on nouns and pronouns • Logical adverbials, prepositions and conjunctions to aid cohesion and structure writing • Make formal and informal vocabulary choices • Rhetorical questions • Persuasive noun phrases • Repetition may be used to strengthen the point of view. • Layout devices, such as headings and subheadings can be used to help organise paragraphs 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
Children create an advert for their local area/school/Birmingham city centre	<ul style="list-style-type: none"> • Visits to local area or to Birmingham city centre • Visit Birmingham videos (YouTube) • Visits from local experts to support with content • 'Travel guide' role play 	<ul style="list-style-type: none"> • Questions • Present and present perfect tense • Expanded noun phrases- careful choice of vocabulary to sound persuasive • Subordinate clauses (including terminology) • Headings/subheadings if appropriate 	<ul style="list-style-type: none"> • Rhetorical questions • Persuasive adverbials (range of sentence openers- 'an intelligent person such as yourself, surely...') • Repetition for effect
Misconceptions: <ul style="list-style-type: none"> - Confusing present perfect tense (he has/they have) with simple past participle of 'have' (he had/ they had) - Multiple, similar meaning adjectives in an expanded noun phrase creating writing that is ineffective (a tasty, delicious, mouth-watering chocolate bar) - Ending rhetorical questions with a full-stop. 			

New Learning Cycle 1: Recount/Diary Entry	Genre: Recount (based on a personal experience)	Purpose: To reflect/recount	
Toolkit:			
Generic Features:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> Retellings are written in first person Retellings are written in past tense Orientation such as scene-setting or establishing context (I went to the park...) Events are sequenced to create chronological plots through the use of adverbials and prepositions. Some additional detail about each event. (He was surprised to see me.) Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... The subject of the recount/retelling is usually an individual, group of people or a significant event Reorientation- a closing statement (I hope I can go again next week) Simple organisational devices may be used such as a date, a summary and a close/sign off 		<ul style="list-style-type: none"> Written in the first person and past tense Paragraphing (logical sections such as a setting, character, change in time) Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done Prepositional phrases establishing where and when Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so' - subordinating 'because' 'after' 'before' Conjunctions to provide cohesion and varied sentence structures Inverted commas to demarcate direct speech if needed (alternative words for said used) Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions Figurative language- similes Nouns and pronouns used effectively to aid cohesion and clarity Verbs and adverbs to be selected for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> Children write a diary recounting an experience of a city visit Children write a diary entry, in role, as a character based on a book, extract or visual stimulus (see visual literacy links) 	<ul style="list-style-type: none"> Take the children on a visit to the city centre. Go sight-seeing and experience the culture Use of storytelling and images to present a city, and what it is like, to the children. Children to infer from images and record key senses through story. (Link with Geography) Bring in a suitcase of objects from a city (souvenirs). Where has the suitcase owner been? City experience day- Imitate a flight to a city (drama/role play) and give the children various experiences- try specific cuisines, learn words in a different language, take photos etc. 	<ul style="list-style-type: none"> Past tense First person- I, me, we, us, our Paragraphs Coordinating conjunctions (and, but, or) Orientation phrase- scene setting/context (Today, I...) Expanded noun phrases Inverted commas to demarcate speech if needed. Using a variety of conjunctions in sentences (coordinating and subordinating). Apostrophes for possession and contraction. 	<ul style="list-style-type: none"> Adverbials of time, place and manner to sequence the recount. (At the beginning of the day.... After we ate lunch....)

Misconceptions:

- Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word)
- Writing adverbial phrases as full sentences.
- Switching from first person to third person


Term: Summer 1	Project: Gods and Mortals	Book Links: <ul style="list-style-type: none"> - <i>Beasts of Olympus</i>- Lucy Coats (novel) - <i>Heroes in Training</i> (novel series) - <i>Avoid entering the Ancient Greek Olympics</i> (non-fiction) - <i>The Kings of Ancient Greece</i>- Adam Bushnell (modern retellings) 	Visual Literacy: https://www.youtube.com/watch?v=DLePx0dH2Tc Perseus and Medusa https://www.youtube.com/watch?v=B3X2PmN-Bjw Hercules Vs the Hydra https://www.literacyshed.com/the-myths-and-legends-shed.html
New Learning Cycle 1: Setting Description	Genre: Narrative	Purpose: To entertain	
Toolkit:			
Generic Features:		Grammatical/ Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) 		<ul style="list-style-type: none"> • Written in the present tense (can include present perfect- have/has- people have said) • Paragraphing (logical sections such as a setting, character, change in time) • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time - coordinating 'so' - subordinating 'because' 'after' 'before' • Conjunctions to provide cohesion and varied sentence structures • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Figurative language- similes and alliteration • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs to be selected for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to teach
<ul style="list-style-type: none"> • A setting description of a scene from a myth e.g. the city of Troy/Medusa's cave/King Midas' palace. 	<ul style="list-style-type: none"> • NOW PRESS PLAY- Ancient Greeks • Picture books or animated versions of depicting Greek myths (there are loads!) • Ancient Greeks hook day 	<ul style="list-style-type: none"> • Use of simple and complex sentences • Paragraphs • Expanded noun phrases • Figurative Language- similes/alliteration 	<ul style="list-style-type: none"> • Prepositional phrases (on the roof of the palace.... Under the dark sky....) • Effective word choice and using synonyms.
Misconceptions:			
<ul style="list-style-type: none"> - Children writing incomplete sentences (full stops in the wrong place) will usually be missing the verb from their sentence. Sentences must contain a subject (something/someone) and a verb (doing/being word) - Overuse of adjectives in expanded noun phrases 			

New Learning Cycle 2: Myth	Genre: Narrative/ Retelling of an Ancient Greek Myth	Purpose: To retell/ To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Narratives and retellings are written in first or third person. • Narratives and retellings are written in past tense, occasionally these are told in the present tense. • Events are sequenced to create chronological plots through the use of adverbials and prepositions. • Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods... • Narratives use typical characters, settings and events whether imagined or real. • Dialogue begins to be used to convey characters' thoughts and to move the narrative forward. • Language choices help create realistic sounding narratives. e.g. adverbs, adjectives, precise nouns (turquoise instead of blue, jumper instead of top, policeman instead of man), expressive verbs (e.g. shouted/muttered instead of said etc.) <p>Myth:</p> <ul style="list-style-type: none"> - Plot is often based around a long, dangerous journey, a quest or a series of trials for the hero - Characters often behave in superhuman ways - Vivid descriptions of characters and settings - Rich vocabulary evoking power and splendour - Little dialogue 		<ul style="list-style-type: none"> • Paragraphing (logical sections such as a setting, character, change in time) • Adverbs/ adverbials to denote shift in time, change of place or the manner in which something is done • Prepositional phrases establishing where and when • Conjunctions to enable causation in the narrative and to express time <ul style="list-style-type: none"> - coordinating 'so' - subordinating 'because' 'after' 'before' • Conjunctions to provide cohesion and varied sentence structures • Inverted commas to demarcate direct speech (alternative words for said used) • Present perfect forms of verbs can be used within dialogue or a character's thoughts eg. 'What has happened?' 'What have you done?' 'They have forgotten me.' • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Figurative language • Nouns and pronouns used effectively to aid cohesion and clarity • Verbs and adverbs to be selected for effect 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Children retell the story of an Ancient Greek myth in their own words (GD children may want to create their own with a hero, monster, trial and battle) 	<ul style="list-style-type: none"> • Visual Literacy- see links • Drama- Retell the story in a sequence of freeze frames • Comic strip (storyboard)- sequence most important events 	<ul style="list-style-type: none"> • Expanded noun phrases • Paragraphs • Inverted commas • Past tense • Verbs and adverbs for effect • Using a variety of conjunctions in sentences (coordinating and subordinating). 	<ul style="list-style-type: none"> • Mixing sentence length for effect (long to build up, short for action)

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Misconceptions:

- Understanding that all clauses have subjects and verbs. Subordinate clauses have a subject and verb, too, but they are dependent/ reliant on the main clause to make sense. Subordinate clauses begin with a subordinate conjunction.
- Incorrect comma placement after a fronted adverbial: 'Between, the sea and the sky...' instead of 'Between the sea and the sky, ...'
- Comma Overuse: When subordinate clauses appear at the beginning of a sentence, a comma is used to separate. When a subordinate clause precedes a main clause, no comma is required.

Term: Summer 2	Project: Flow	Book Links: <ul style="list-style-type: none"> - Visual Poetry - <i>A River</i>- Marc Martin (picture book) - <i>The Rhythm of the Rain</i> by Grahame Baker-Smith 	Visual Literacy: https://www.youtube.com/watch?v=kafxnt0kBOk Disney elements- water https://www.youtube.com/watch?v=L4qM1IEhtNQ Free diving experience https://www.onceuponapicture.co.uk/ Inspiring images
New Learning Cycle 1: Visual Poem	Genre: Poetry	Purpose: To entertain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Visual Poetry: • Visual poems are based (often exclusively) on visual appearance and/or sound. • The words are presented to create a particular shape, to create an image or to convey a visual message. • Letter shapes may be exaggerated in the design. Meaning may be literal or rely on metaphor. • Calligrams use the shape of the letters, words or whole poem to show the subject of the calligram in a visual way. 		<ul style="list-style-type: none"> • Figurative language- similes • Carefully chosen adjectives and verbs- link to senses • Expanded noun phrases with pre modifiers and prepositional phrases to create effective descriptions • Commas for lists 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
Children to create a visual poem about a body of water (river, sea etc). The poem should form the shape of the body of water. 	<ul style="list-style-type: none"> • Children to have a sensory experience involving water (touch, taste, smell, hear, see) • Powerful image of water (see visual literacy links) • 'The River'(picture book)- Marc Martin • Children create a piece of art depicting a body of water- think carefully about colours and textures 	<ul style="list-style-type: none"> • Expanded noun phrases • Emotive Language • Figurative Language- Similes • Commas in lists (adjectives, ideas, events) 	<ul style="list-style-type: none"> • Figurative Language- alliteration/onomatopoeia
Misconceptions: <ul style="list-style-type: none"> - Many children believe that all poems have to rhyme - Many children believe that each line of a poem must start with a capital letter and end with a comma. These are older conventions and is usually done through choice. 			

Term: Summer 2	Project: Mighty Metals	Book Links: <ul style="list-style-type: none"> - The Tin Forest by Helen Ward - Magnets push, Magnets pull by David A. Adler - The Dragon Machine (Picture Book) 	Visual Literacy: https://www.youtube.com/watch?v=vGxRUgIFFME https://www.youtube.com/watch?v=2igRcGxlshA Wallace and Gromit marvellous inventions
New Learning Cycle 2: Explanation Text (Non-fiction)	Genre: Explanation	Purpose: To explain	
Toolkit			
Generic Features:		Grammatical/Language Features:	
<ul style="list-style-type: none"> • Explanations explain how and why and includes information about causes, motives or reasons. • A general statement to introduce the topic being explained (In the winter, some animals hibernate) • The steps or phrases are explained logically, in order. Eg. When the nights get longer...because the temperature begins to drop...so the hedgehog looks for a safe place to hide. 		<ul style="list-style-type: none"> • Layout devices such as heading, subheadings, columns can be used to present information clearly • Paragraphs are used to organise information into logical sections • Written in simple present tense (Hedgehogs wake up again in Spring.) • Cohesion is created, and repetition avoided through the use of nouns and pronouns (many, they) • Questions can be used to form titles and are demarcated with a question mark • Use of conjunctions/ prepositions to express time and cause... so, if, because, when, although, after, before • Adverbs to demonstrate time, place, manner (including fronted) 	
Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ul style="list-style-type: none"> • Children explain how an invention works- WHY and HOW • Children explain the recycling process for metal/melting metal down and producing something new • Children explain a scientific process (link with wider curriculum) 	<ul style="list-style-type: none"> • Share a picture book (see book links) • Visual Literacy- Wallace and Gromit marvellous inventions (video clips). • Practical: Children to create their own invention in groups using metallic materials (paperclips, foil etc) – could involve parents as a workshop • Explanation videos relating to topical content such as how metal is melted and reused 	<ul style="list-style-type: none"> • Complex sentences • Conjunctions and prepositions expressing time and cause (so, if, because, when, although, after, before) • Simple present tense/present perfect tense • Adverbials (including fronted) • Using a variety of conjunctions in sentences (coordinating and subordinating). 	<ul style="list-style-type: none"> - Simple present tense - Complex sentences

Misconceptions:

- Confusing an explanation with a report. Reports describe what something did or what happened; whereas, explanations discuss **WHY and HOW**
- Understanding that all clauses have subjects and verbs. Subordinate clauses have a subject and verb, too, but they are dependent/ reliant on the main clause to make sense. Subordinate clauses begin with a subordinate conjunction.
- Comma Overuse: When subordinate clauses appear at the beginning of a sentence, a comma is used to separate. When a subordinate clause precedes a main clause, no comma is required.
- Mixing tenses