

## Year 4 Writing Overview

<b>Term:</b> Autumn 1		<b>Project:</b> Potions	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Harry Potter Series</li> <li>- Alice in Wonderland (extract) <a href="http://www.cleavebooks.co.uk/grol/alice/won01.htm">http://www.cleavebooks.co.uk/grol/alice/won01.htm</a></li> <li>- George's Marvellous Medicine (extract)</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=QPIVKrmozkU">https://www.youtube.com/watch?v=QPIVKrmozkU</a> Harry Potter- Aging Potion</li> <li><a href="https://www.youtube.com/watch?v=ifwr10ckMAU">https://www.youtube.com/watch?v=ifwr10ckMAU</a> Harry Potter- Love Potion (Use as appropriate)</li> <li><a href="https://www.youtube.com/watch?v=rmB8ALhdw9I">https://www.youtube.com/watch?v=rmB8ALhdw9I</a> Harry Potter- Liquid Luck Potion</li> <li><a href="https://www.youtube.com/watch?v=32RQdzAcRqs">https://www.youtube.com/watch?v=32RQdzAcRqs</a> Harry Potter- Polyjuice Potion</li> </ul>
<b>New Learning Cycle 1:</b> Letter in role	<b>Genre:</b> Narrative/ Recount (based on a fictional character)	<b>Purpose:</b> To retell/ entertain		
<b>Toolkit:</b>				
<b>Generic Features:</b>		<b>Grammatical/ Language Features:</b>		
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in first person</li> <li>• Narratives and retellings are written in past tense</li> <li>• Orientation such as scene-setting or establishing context (I went to the park...)</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Some additional detail about each event. ) He was surprised to see me.)</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• The subject of the recount/retelling is usually an individual, group of people or a significant event</li> <li>• Reorientation- a closing statement (I hope I can go again next week)</li> <li>• Simple organisational devices may be used such as a date, a summary and a close/sign off</li> </ul>		<ul style="list-style-type: none"> <li>• <b>First person</b> and <b>past tense</b>, including <b>past progressive</b> (was walking, were eating)</li> <li>• <b>Standard English</b> forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was')</li> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done and <b>create cohesion</b> within paragraphs</li> <li>• <b>Fronted adverbials</b> are used (During the night,...In a distant field,...) and must be punctuated with a commas</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so', 'for'</li> <li>- subordinating 'because' 'after' 'before' 'when'</li> </ul> </li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Inverted commas</b> and <b>a full range of speech punctuation</b> is used to write effective dialogue</li> <li>• <b>Past tense</b> forms of verbs.</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition)</li> <li>• <b>Figurative language</b>- similes</li> <li>• <b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li>• <b>Verbs and adverbs</b> are chosen for effect/ to show rather than tell how a character feels or behaves.</li> <li>• <b>Apostrophes</b> for plural and singular possession/ contractions</li> </ul>		
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>	
<ol style="list-style-type: none"> <li>1. Children write an informal letter in role from the perspective of a character from the class focus text e.g Alice in Wonderland/MacBeth/The Witches</li> <li>2. Series of two or three diary entries based on a character taking a potion (Harry Potter as an example)</li> </ol>	<ol style="list-style-type: none"> <li>1. Link to class text- picture books or videos.</li> <li>2. Alice in Wonderland <a href="http://www.cleavebooks.co.uk/grol/alice/won01.htm">http://www.cleavebooks.co.uk/grol/alice/won01.htm</a> (online book) <a href="https://www.youtube.com/watch?v=Q93VrYOXSe8&amp;t=1s">https://www.youtube.com/watch?v=Q93VrYOXSe8&amp;t=1s</a> (Alice in Wonderland- down the rabbit hole)</li> </ol>	<ol style="list-style-type: none"> <li>1. Causal/Time Conjunctions- 'so' (coordinating), because, if, when, while (subordinating).</li> <li>2. First person</li> <li>3. Apostrophes for contractions and possession</li> <li>4. Capital letters for proper nouns and the personal pronoun 'I'</li> </ol>	<ol style="list-style-type: none"> <li>1. Layout of a letter</li> <li>2. Paragraphs (change of time/place/topic)</li> <li>3. Range of subordinating conjunctions</li> <li>4. Time and cause conjunctions- e.g 'for' (coordinating) and 'since' (subordinating)</li> </ol>	

	<p><a href="https://www.youtube.com/watch?v=0qatkwjcua8">https://www.youtube.com/watch?v=0qatkwjcua8</a> (Alice in Wonderland- grow and shrink potions)</p> <p>3. See visual literacy links for Harry Potter potions.</p> <p>4. Role play- Teacher/TA takes a potion- what might happen to them?</p>	<p>5. Past tense- including past progressive</p> <p>6. Expanded noun phrases with pre modifiers and prepositional phrases</p> <p>7. A range of punctuation e.g. ( . ' , ? !)</p>	<p>5. Standard English forms of verb inflections</p>
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**Misconceptions:**

- Misuse of pronouns/ confusing person (writing in third- he and she instead of first, I and me)
- Placing an apostrophe incorrectly, such as on the line or above the word (where no space has been left indicating the omitted letters)
- 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 precede the main clause, a comma is used to separate. When a subordinate appears at the end of a sentence, no comma is required.

<b>New Learning Cycle 2: Story</b>	<b>Genre: Fantasy</b>	<b>Purpose: To guide/instruct</b>
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**Toolkit:**

**Generic Procedural:**

- Narratives and retellings are written in the third person
- Narratives and retellings are written in past 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...
- Typical characters, settings and events whether imagined or real
- Dialogue is used to convey characters' thoughts and moves the narrative forwards
- Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language

**Common Structure:**

- an opening that establishes setting and introduces the characters;
- a complication and resulting events;
- a resolution/ending

**Fantasy:**

- 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)

**Grammatical/ Language Features:**

- **Third person** and **past tense**, including **past progressive** (was walking, were eating) and **present perfect** within dialogue (What have? What has? They have... He/She has...)
- **Standard English** forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was')
- **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 and **create cohesion** within paragraphs
- **Fronted adverbials** are used (During the night,...In a distant field,...) and must be punctuated with a commas
- **Prepositional phrases** establishing where and when
- **Conjunctions** to enable causation in the narrative and to express time
  - coordinating 'so, 'for'
  - subordinating 'because' 'after' 'before' 'when'
- Conjunctions to provide cohesion and varied sentence structures
- **Inverted commas** and a **full range of speech punctuation** is used to write effective dialogue
- **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 (expand with adjectives, a noun or with a preposition)
- **Figurative language**- similes and metaphors
- **Nouns and pronouns** used effectively to aid cohesion and clarity
- **Verbs and adverbs** are chosen for effect/ to show rather than tell how a character feels or behaves.
- **Apostrophes** for plural and singular possession/ contractions

<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
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A fantasy story (not based on reality) relating to Potions topic.

1. Images to inspire ([Once Upon A Picture - Image prompts to inspire reading and writing](#))

1. Inverted commas to demarcate dialogue (combine with new learning)

1. Full range of speech punctuation  
- All dialogue must end with a piece of punctuation before the closing inverted commas (full stop, questions, exclamation)

<ul style="list-style-type: none"> <li>• A prequel/sequel of Macbeth or another class text.</li> <li>• An origin story (how the character got to the place they did) e.g How did the Mad Hatter get so mad?</li> <li>• A story based on a picture (see hook ideas)</li> </ul>	<p>2. The Fantasy Shed from Literacy Shed  <a href="#">The Fantasy Shed - THE LITERACY SHED</a></p>	<ol style="list-style-type: none"> <li>2. Expanded noun phrases</li> <li>3. Apostrophes for singular possession</li> <li>4. A range of punctuation e.g. ( . ' , ? !)</li> </ol>	<p>or comma)  All dialogue starts with a capital letter</p> <ol style="list-style-type: none"> <li>2. Commas in dialogue (comma to introduce speech) 'He replied, "...")</li> <li>3. Different verb and adverb combinations for said.</li> <li>4. Show not tell sentences (to build suspense or mystery)</li> <li>5. Apostrophes for plural possession</li> </ol>
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**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)
- Confusing a command with a statement- an imperative verb must be included
- Overuse of adjectives and technical language

<b>Term:</b> Autumn 2		<b>Project:</b> Burps Bottoms and Bile		<b>Book Links:</b> <ul style="list-style-type: none"> <li>- 'A Journey Through the Digestive System'- Emily Sohn</li> <li>- 'Demon Dentist'- David Walliams</li> <li>- 'Professor Astro Cat's Human Body Odyssey' – Dominic Walliman and Ben Newman</li> </ul>		<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=NmJjHW2dpQw">https://www.youtube.com/watch?v=NmJjHW2dpQw</a> Human Body Detectives- The Lucky Escape  <a href="https://www.youtube.com/watch?v=ldNB8h_ZuVM&amp;has_verified=1">https://www.youtube.com/watch?v=ldNB8h_ZuVM&amp;has_verified=1</a> Entering the human body- Sabrina  <a href="https://junior.edumedia-sciences.com/en/media/122-digestive-tract">https://junior.edumedia-sciences.com/en/media/122-digestive-tract</a>	
<b>New Learning Cycle 1:</b> Balanced Argument		<b>Genre:</b> Discussion		<b>Purpose:</b> To present a balanced view			
<b>Toolkit:</b>							
<b>Generic Poetry:</b>				<b>Grammatical/ Language Features:</b>			
<ul style="list-style-type: none"> <li>• A reasoned and balanced overview of an issue or controversial topic</li> <li>• Provides at least two opposing viewpoints, each with elaboration, evidence, and/or examples</li> </ul> <p>A common structure includes:</p> <ul style="list-style-type: none"> <li>- a statement of the issues involved and a preview of the main arguments</li> <li>- arguments for, with supporting evidence/examples</li> <li>- arguments against, or alternative viewpoints, with supporting evidence/examples</li> <li>- a summary of arguments (may develop one particular viewpoint based on reasoned judgements based on the evidence provided)</li> <li>- a statement of recommendation or conclusion</li> </ul> <ul style="list-style-type: none"> <li>• Another common structure presents the arguments 'for' and 'against' alternatively.</li> </ul>				<ul style="list-style-type: none"> <li>• Written in the <b>present tense, including the present perfect form</b>- has/have (some people have argued... some people have said)</li> <li>• <b>Generalising language and uncountable noun phrases</b> (some people, most dogs)</li> <li>• Nouns that categorise (vehicles, pollution and abstract nouns (power, fear)</li> <li>• <b>Layout devices</b>- headings and subheadings to aid presentation</li> <li>• <b>Paragraphs</b> are used to organise the discussion into logical sections</li> <li>• <b>Formal adverbials</b> for cohesion (therefore, however)</li> <li>• <b>Formal and informal vocabulary choices</b> to suit the audience/purpose and the form of the writing- make generic statements, followed by specific examples. (Most vegetarians disagree. Dave Smith has been a vegetarian for 20years and finds that...)</li> <li>• <b>Cohesive devices including</b> <ul style="list-style-type: none"> <li>- nouns and pronouns used correctly</li> <li>- adverbials</li> <li>- conjunctions</li> </ul> </li> </ul>			
<b>Possible Content for Writing</b>		<b>Hook Ideas</b>		<b>Skills to Review</b>		<b>Skills to Teach</b>	
<ul style="list-style-type: none"> <li>• Should all junk food be banned from lunchboxes?</li> <li>• Should children be allowed to eat chocolate for breakfast?</li> </ul>		<ul style="list-style-type: none"> <li>• Create a mini campaign (posters, chants etc)</li> <li>• Hold a live debate</li> <li>• In school visitors- chefs/dentist</li> <li>• Food tasting- possible school lunches (healthy options)</li> <li>• Cooking</li> </ul>		<ul style="list-style-type: none"> <li>• Present tense and present perfect form of verbs</li> <li>• Conjunctions to compare and contrast (but, yet, although, while, however)</li> <li>• Causal conjunctions (because, since, so)</li> <li>• Paragraphing</li> </ul>		<ul style="list-style-type: none"> <li>• Third person</li> <li>• Formal adverbials (therefore, however, moreover)</li> <li>• Formal fronted adverbials to introduce an argument (<i>e.g Many people believe that, According to experts, ) followed by a comma.</i></li> <li>• Commas for clarity (clauses and fronted adverbials)</li> </ul>	
<b>Misconceptions:</b>							

- Writing in a bias way (one viewpoint)
- Writing too personally
- Register (degree of formality)
- Consistently writing in the present tense
- Confusing present perfect (has have) with past perfect (had)

**New Learning Cycle 2:** Explanation text

**Genre:** Explanation

**Purpose:** To inform

**Toolkit:**

**Generic Narrative:**

- Explanations explain **how and why** and include information about causes, motives or reasons.
- Choose a title that shows what you are explaining- perhaps using why and how
- 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.

Diagrams or images may be used to help the reader

**Grammatical/ Language Features:**

- Written in the **third person**
- Sometimes the **second person** may be used to engage and interest a reader (Have you ever thought about the way? ... You will be surprised to know that...). Appropriate for an informal style.
- 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.) Can be in the past if based on something historical
- 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, until, while
- **Adverbs** to demonstrate time, place, manner (**including fronted and more formal adverbials**)

**Possible Content for Writing**

- Explanation text about how the digestive system works

**Hook Ideas**

- Picture books
- Science experiment – modelling the digestive system with tights  
<https://www.bbc.co.uk/bitesize/topics/zf339j6/articles/zrm48mn>
- Interactive resources (see visual literacy links)

**Skills to Review**

- Degrees of formality- think about audience and purpose of explanation
- Paragraphs
- Cohesion- nouns and pronouns
- Time adverbials (first, then..)

**Skills to Teach**

- Organisational devices such as headings and subheadings if appropriate.
- Relevant technical vocabulary

**Misconceptions:**

- Confusing an explanation with a report. Reports describe what something did or what happened; whereas, explanations discuss WHY and HOW
- Unclear idea of audience or purpose resulting in incorrect degrees of formality (incorrect register)
- Mixing paragraph content together- similar content in more than one paragraph
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<b>Term:</b> Spring 1	<b>Project:</b> I am Warrior	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Roman Invasion (My Story)- Jim Eldrige</li> <li>- Romans on the Rampage- Jeremy Strong</li> <li>- Ruthless Romans- Horrible Histories</li> <li>- So You Think You've Got It Bad: A Kid's Life in Ancient Rome- Chae Strathie &amp; Marisa Morea</li> </ul>	<b>Visual Literacy:</b> <p><a href="https://www.youtube.com/watch?v=6dohpfPi6U">https://www.youtube.com/watch?v=6dohpfPi6U</a> Rotten Romans (Horrible Histories)</p> <p><a href="https://www.youtube.com/watch?v=3X7D8yz6QFg">https://www.youtube.com/watch?v=3X7D8yz6QFg</a> The Roman Empire and its effect on Britain (BBC)</p>
<b>New Learning Cycle 1:</b> Story	<b>Genre:</b> Historical	<b>Purpose:</b> To entertain	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in the third person</li> <li>• Narratives and retellings are written in past tense</li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Typical characters, settings and events whether imagined or real</li> <li>• Dialogue is used to convey characters' thoughts and moves the narrative forwards</li> <li>• Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language</li> </ul> <p>Common Structure:</p> <ul style="list-style-type: none"> <li>- an opening that establishes setting and introduces the characters;</li> <li>- a complication and resulting events;</li> <li>- a resolution/ending</li> </ul> <p>Historical:</p> <ul style="list-style-type: none"> <li>- Blending non-fiction and fiction texts</li> <li>- Like nonfiction, a historical narrative describes people who actually lived and events that actually happened. However, a historical narrative also includes fictional people and details imagined by the writer. A historical narrative should have the following characteristics: <ul style="list-style-type: none"> <li>• accurate historic events and details of actual places</li> <li>• one person's point of view</li> <li>• some characters and circumstances invented by the writer</li> </ul> </li> <li>- • chronological organization</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Third person</b> and <b>past tense</b>, including <b>past progressive</b> (was walking, were eating) and <b>present perfect</b> within dialogue (What have? What has? They have... He/She has...)</li> <li>• <b>Standard English</b> forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was')</li> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done and <b>create cohesion</b> within paragraphs</li> <li>• <b>Fronted adverbials</b> are used (During the night,...In a distant field,...) and must be punctuated with a commas</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so, 'for'</li> <li>- subordinating 'because' 'after' 'before' 'when'</li> </ul> </li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Inverted commas</b> and a <b>full range of speech punctuation</b> is used to write effective dialogue</li> <li>• <b>Present perfect</b> 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.'</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition)</li> <li>• <b>Figurative language</b>- similes and metaphors</li> <li>• <b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li>• <b>Verbs and adverbs</b> are chosen for effect/ to show rather than tell how a character feels or behaves.</li> <li>• <b>Apostrophes</b> for plural and singular possession/ contractions</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ol style="list-style-type: none"> <li>1. A prequel/sequel of a class text based on The Romans.</li> <li>2. Tell the story of a key event from Julius Ceaser's life or another important Roman figure.</li> <li>3. Share video of gladiators depicting what happened at the colosseum in Rome. Children write a story about a</li> </ol>	<ol style="list-style-type: none"> <li>1. History workshop on The Romans</li> <li>2. Videos and other visual literacy links</li> <li>3. Picture books</li> </ol>	<ul style="list-style-type: none"> <li>• Speech punctuation</li> <li>• Range of verb/adverb combinations for said</li> <li>• Exclamatory sentences with an exclamation mark</li> <li>• Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Mixed sentence lengths for effect</li> <li>• Figurative Language- similes, metaphors, alliteration, onomatopoeia</li> <li>• Prepositional phrases</li> </ul>

<p>gladiator who was imprisoned and sentence to fight to the death but managed to escape.</p>		<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Paragraphs</li> <li>• Fronted adverbial openers</li> <li>• Using a variety of conjunctions in sentences (coordinating and subordinating).</li> </ul>	
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**Misconceptions:**

- Confusion relating to the audience and purpose of text. Historical narratives are accurate but are to entertain so should be different to a non-chronological report for example.
- Mix of tenses or person

<b>New Learning Cycle 2:</b> Non-chronological report	<b>Genre:</b> Report	<b>Purpose:</b> To inform
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**Toolkit**

**Generic Features:**

- 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:
  - 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

**Grammatical/Language Features:**

- Written in the **third person** and in the **past tense (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...)
- **Prepositions** for when/where (before, after...)
- **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**
- **Adverbials** of time, place and manner- including fronted
- **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)

<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>• A non-chronological report detailing the daily life of the Romans including housing, clothing, diet</li> <li>• A non-chronological report based on roman legacy, including art, language, architecture, literature</li> <li>• A non-chronological report based around a specific aspect of Ancient Rome, such as weapons, battles, emperors.</li> </ul>	<ul style="list-style-type: none"> <li>• Children read non-fiction texts</li> <li>• NOW PRESS PLAY- Roman Britain</li> <li>• Independent Research</li> <li>• <a href="https://www.youtube.com/watch?v=6dohpfPi6U">https://www.youtube.com/watch?v=6dohpfPi6U</a> Rotten Romans (Horrible History)</li> <li>• <a href="https://www.youtube.com/watch?v=3X7D8yz6QFg">https://www.youtube.com/watch?v=3X7D8yz6QFg</a></li> <li>• The Roman Empire and its effect on Britain (BBC)</li> <li>• BOOK: So You Think You've Got It Bad: A Kid's Life in Ancient Rome- Chae Strathie &amp; Marisa Morea</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphing</li> <li>• Rhetorical Questions</li> <li>• Extend range of sentences with more than one clause</li> <li>• Nouns and pronouns- cohesion</li> <li>• Past tense</li> <li>• Causal conjunctions (including formal types)- so, because, since, consequently, therefore, due to the fact, in order to</li> <li>• Compare and contrast adjectives</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/Contrast conjunctions (but, yet, nor, although)</li> <li>• Formal Adverbials (Moreover, therefore, for instance, consequently, above all else, in addition etc.)</li> <li>• Organisational devices (e.g headings, caption etc)</li> <li>• Formal tone</li> </ul>

**Misconceptions:**

- Children may have limited 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.
- Remembering a comma after formal conjunctions used at the beginning of a sentence

<b>Term:</b> Spring 2	<b>Project:</b> Misty Mountain Sienna	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Himalayan Mountains (Expedition Diaries)- Simon Chapman</li> <li>- Mountains of the World- Dieter Braun</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=TiHVpi-Orqo">https://www.youtube.com/watch?v=TiHVpi-Orqo</a> The Hobbit- to the mountains
<b>New Learning Cycle 1:</b> Setting Description	<b>Genre:</b> Narrative	<b>Purpose:</b> To describe/ entertain	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• Narratives and retellings are written in the third person</li> <li>• Narratives and retellings are written in past tense</li> <li>• Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>• Typical characters, settings and events whether imagined or real</li> <li>• Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Third person and past tense</b></li> <li>• <b>Standard English</b> forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was')</li> <li>• <b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li>• <b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done and <b>create cohesion</b> within paragraphs</li> <li>• <b>Fronted adverbials</b> are used (During the night,...In a distant field,...) and must be punctuated with a commas</li> <li>• <b>Prepositional phrases</b> establishing where and when</li> <li>• <b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>- coordinating 'so, 'for'</li> <li>- subordinating 'because' 'after' 'before' 'when'</li> </ul> </li> <li>• Conjunctions to provide cohesion and varied sentence structures</li> <li>• <b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition)</li> <li>• <b>Figurative language</b>- similes, metaphors, onomatopoeia, alliteration</li> <li>• <b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li>• <b>Verbs and adverbs</b> are chosen for effect/ to show rather than tell how a character feels or behaves.</li> <li>• <b>Apostrophes</b> for plural and singular possession/ contractions</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>• Write the opening (setting) for a narrative story set in the mountains</li> <li>• Describe a mountain scene</li> </ul>	<ul style="list-style-type: none"> <li>• Powerful images of either real mountain landscapes, or those presented in fantasy.</li> <li>• <a href="https://www.youtube.com/watch?v=BE m0AjTbsac">https://www.youtube.com/watch?v=BE m0AjTbsac</a> The Misty Mountains Cold- The Hobbit (song)</li> </ul>	<ul style="list-style-type: none"> <li>• Expanded noun phrases (pre modifiers- adjectives- and prepositional phrases)</li> <li>• Figurative language- similes, metaphors, alliteration, onomatopoeia</li> <li>• Adverbials- including fronted</li> </ul>	<ul style="list-style-type: none"> <li>• Range of sentence openers (verb, adverbial, adjectives, simile) <ul style="list-style-type: none"> <li>○ ISPACE</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=TiHVpi-Orqo">https://www.youtube.com/watch?v=TiHVpi-Orqo</a> The Hobbit- to the mountains</li> </ul>		
<p>Misconceptions:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Multiple adjectives in noun phrases of similar meaning (The large, ginormous, huge ...)</li> <li>Overuse of adjectives</li> </ul>			
<b>New Learning Cycle 2: Story</b>	<b>Genre: Fantasy/Adventure Narrative</b>	<b>Purpose: To entertain</b>	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>Narratives and retellings are written in the third person</li> <li>Narratives and retellings are written in past tense</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Typical characters, settings and events whether imagined or real</li> <li>Dialogue is used to convey characters' thoughts and moves the narrative forwards</li> <li>Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language</li> </ul> <p>Common Structure:</p> <ul style="list-style-type: none"> <li>an opening that establishes setting and introduces the characters;</li> <li>a complication and resulting events;</li> <li>a resolution/ending</li> </ul> <p>Adventure</p> <ul style="list-style-type: none"> <li>Series of exciting events</li> <li>A 'hero' character</li> <li>A 'threat' or villain</li> <li>Tension waves</li> </ul>		<ul style="list-style-type: none"> <li><b>Third person</b> and <b>past tense</b>, including <b>past progressive</b> (was walking, were eating) and <b>present perfect</b> within dialogue (What have? What has? They have... He/She has...)</li> <li><b>Standard English</b> forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was')</li> <li><b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li><b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done and <b>create cohesion</b> within paragraphs</li> <li><b>Fronted adverbials</b> are used (During the night,...In a distant field,...) and must be punctuated with a commas</li> <li><b>Prepositional phrases</b> establishing where and when</li> <li><b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>coordinating 'so, 'for'</li> <li>subordinating 'because' 'after' 'before' 'when'</li> </ul> </li> <li>Conjunctions to provide cohesion and varied sentence structures</li> <li><b>Inverted commas</b> and a <b>full range of speech punctuation</b> is used to write effective dialogue</li> <li><b>Present perfect</b> 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.'</li> <li><b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition)</li> <li><b>Figurative language</b>- similes and metaphors</li> <li><b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li><b>Verbs and adverbs</b> are chosen for effect/ to show rather than tell how a character feels or behaves.</li> <li><b>Apostrophes</b> for plural and singular possession/ contractions</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>An adventure story/retelling in a fantasy mountain setting</li> <li>Write their own version of a story based on climbing Everest or Ben Nevis.</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.youtube.com/watch?v=iD-Sol1wGig">https://www.youtube.com/watch?v=iD-Sol1wGig</a> 'Spring'- retell as a narrative Start form 00:28</li> </ul>	<ul style="list-style-type: none"> <li>Speech punctuation</li> <li>Range of verb/adverb combinations for said</li> <li>Exclamatory sentences with an exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>Action added to speech. e.g "What are you doing here?" asked the Yeti <b>as he rubbed his eyes."</b></li> </ul>

<ul style="list-style-type: none"> <li>A story set in the mountains based on a mountain creature (such as a yeti)</li> </ul>	<ul style="list-style-type: none"> <li>Images and videos of explorers climbing Everest or another mountain.</li> <li>Images to inspire:  <a href="https://www.onceuponapicture.co.uk/portfolio_page/imminent/">https://www.onceuponapicture.co.uk/portfolio_page/imminent/</a>  <a href="https://www.onceuponapicture.co.uk/portfolio_page/the-summoner/">https://www.onceuponapicture.co.uk/portfolio_page/the-summoner/</a></li> </ul>	<ul style="list-style-type: none"> <li>Figurative Language- similes, metaphors, alliteration, onomatopoeia</li> <li>Expanded noun phrases</li> <li>Mixed sentence lengths for effect</li> </ul>	
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**Misconceptions:**

- Children may use verb and adverb combinations after every part of speech; whereas, this is not appropriate if it breaks up the pace/ flow of a conversation
- Missing out speech punctuation/ capital letters
- Incorrect inverted comma placement. Some children place it after the verb for said.
- 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.
- Multiple adjectives in noun phrases of similar meaning (The large, ginormous, huge ...)
- Overuse of adjectives

<b>Term:</b> Summer 1	<b>Project:</b> Traders and Raiders	<b>Book Links:</b> <ul style="list-style-type: none"> <li>'Beowulf' – Michael Morpurgo</li> <li>'Beowulf' (Usborne)- Rob Lloyd and Victor Tavares</li> <li>'How to Train your Dragon'- Cressida Cowell</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.literacyshed.com/jotun.html">https://www.literacyshed.com/jotun.html</a> Jotun- Viking Story <a href="https://www.youtube.com/watch?v=Zui5doGGM7E">https://www.youtube.com/watch?v=Zui5doGGM7E</a> How to Train your Dragon- Training Montage <a href="https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f">https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f</a> Animated Viking Sagas
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<b>New Learning Cycle 1:</b> Advert	<b>Genre:</b> Advert	<b>Purpose:</b> To persuade
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**Toolkit**

**Generic Features:**

- 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.

**Advert:**

- The aim is to SELL
- Could include comments/ reviews from other sources (given as evidence of point)
- Positive/ emotive vocabulary choices

**Grammatical/Language Features:**

- 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.

Possible Content for Writing	Hook Ideas	Skills to Review	Skills to Teach
<ol style="list-style-type: none"> <li>Children create an advert for a Viking Longboat</li> <li>Advertisement for "Saxon Shore Forts" made by the Romans to prevent Viking attack</li> </ol>	<ol style="list-style-type: none"> <li>History workshop</li> <li>NOW PRESS PLAY: Anglo Saxons</li> <li>Videos and stories depicting the Viking invasion on The Romans</li> </ol>	<ul style="list-style-type: none"> <li>Questions</li> <li>Present Tense</li> <li>Expanded noun phrases- careful choice of vocabulary to sound persuasive</li> </ul>	<ul style="list-style-type: none"> <li>Present perfect tense</li> <li>Rhetorical questions</li> <li>Persuasive adverbials (range of sentence openers- 'an intelligent person such as yourself, surely...')</li> </ul>

		<ul style="list-style-type: none"> <li>Subordinate clauses (including terminology)</li> </ul>	<ul style="list-style-type: none"> <li>Repetition for effect</li> </ul>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>Mix of tenses</li> <li>Too much focus on description or making the text become a narrative.</li> </ul>			
<b>New Learning Cycle 2: Myth/Viking Saga</b>	<b>Genre: Narrative</b>	<b>Purpose: To entertain</b>	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>Narratives and retellings are written in the third person</li> <li>Narratives and retellings are written in past tense</li> <li>Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>Descriptions, including those of settings, are developed through the use of adverbials, e.g. in the deep dark woods...</li> <li>Typical characters, settings and events whether imagined or real</li> <li>Dialogue is used to convey characters' thoughts and moves the narrative forwards</li> <li>Language choices help create realistic sounding narratives eg. adverbs, adjectives, expressive verbs and figurative language</li> </ul> <p>Common Structure:</p> <ul style="list-style-type: none"> <li>an opening that establishes setting and introduces the characters;</li> <li>a complication and resulting events;</li> <li>a resolution/ending</li> </ul> <p>Myth:</p> <ul style="list-style-type: none"> <li>Plot is often based around a long, dangerous journey, a quest or a series of trials for the hero</li> <li>Characters often behave in superhuman ways</li> <li>Mythical creatures</li> <li>Vivid descriptions of characters and settings</li> <li>Rich vocabulary evoking power and splendour</li> <li>Little to no dialogue</li> </ul>		<ul style="list-style-type: none"> <li><b>Third person</b> and <b>past tense</b>, including <b>past progressive</b> (was walking, were eating) and <b>present perfect</b> within dialogue (What have? What has? They have... He/She has...)</li> <li><b>Standard English</b> forms of verb inflections are used instead of local, spoken language ('We were' instead of 'We was')</li> <li><b>Paragraphing</b> (logical sections such as a setting, character, change in time)</li> <li><b>Adverbs/ adverbials</b> to denote shift in time, change of place or the manner in which something is done and <b>create cohesion</b> within paragraphs</li> <li><b>Fronted adverbials</b> are used (During the night,...In a distant field,...) and must be punctuated with a commas</li> <li><b>Prepositional phrases</b> establishing where and when</li> <li><b>Conjunctions</b> to enable causation in the narrative and to express time <ul style="list-style-type: none"> <li>coordinating 'so, 'for'</li> <li>subordinating 'because' 'after' 'before' 'when'</li> </ul> </li> <li>Conjunctions to provide cohesion and varied sentence structures</li> <li><b>Inverted commas</b> and a <b>full range of speech punctuation</b> is used to write effective dialogue</li> <li><b>Present perfect</b> 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.'</li> <li><b>Expanded noun phrases</b> with pre modifiers and prepositional phrases to create effective descriptions (expand with adjectives, a noun or with a preposition)</li> <li><b>Figurative language</b>- similes and metaphors</li> <li><b>Nouns and pronouns</b> used effectively to aid cohesion and clarity</li> <li><b>Verbs and adverbs</b> are chosen for effect/ to show rather than tell how a character feels or behaves.</li> <li><b>Apostrophes</b> for plural and singular possession/ contractions</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>Retelling of a Viking myth/saga</li> <li>Narrative based around 'Jotun' - a Viking story</li> </ul>	<ul style="list-style-type: none"> <li><a href="https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f">https://www.bbc.co.uk/teach/school-radio/english-ks1-english-viking-sagas/zkyqd6f</a> <ul style="list-style-type: none"> <li>Animated Viking Sagas</li> </ul> </li> <li><a href="https://www.literacyshed.com/jotun.html">https://www.literacyshed.com/jotun.html</a> Jotun- Viking Story</li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Adverbials of time, place and manner</li> <li>Show not tell sentences</li> <li>Mixed sentence length for effect</li> <li>Range of sentence openers</li> <li>Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>No new learning</li> </ul>

		<ul style="list-style-type: none"> <li>• Speech punctuation (if appropriate)</li> </ul>	
<p>Misconceptions:</p> <ul style="list-style-type: none"> <li>- Comma splicing (a comma between two main clauses)</li> <li>- Commas when subordinate clauses are at the end of the sentence</li> <li>- Always starting sentences in the same way</li> <li>- Multiple adjectives in noun phrases of similar meaning (The large, ginormous, huge ...)</li> <li>- Overuse of adjectives</li> </ul>			
<b>Term:</b> Summer 2	<b>Project:</b> Blue Abyss	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Flotsam (Picture Book)- David Wiesner</li> <li>- The Secret of Black Rock (Picture Book)- Joe Todd-Stanton</li> <li>- Poetry Anthology</li> </ul>	<b>Visual Literacy:</b> David Attenborough- Blue Planet II A Whale's Tale <a href="https://www.youtube.com/watch?v=xFPoIU5iiYQ">https://www.youtube.com/watch?v=xFPoIU5iiYQ</a>
<b>New Learning Cycle 1:</b> Formal letter	<b>Genre:</b> Persuasive/formal letter	<b>Purpose:</b> To present a balanced view	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• An opening statement that sums up the viewpoint being presented. (I am a local resident of... and I writing with concerns about...)</li> <li>• Strategically organised information presents and then elaborates on the desired viewpoint</li> <li>• A closing statement repeats and reinforces the viewpoint. (There is no doubt that...)</li> <li>• Letter: <ul style="list-style-type: none"> <li>- Address, date, greeting, body and close</li> <li>- Could include comments/ reviews from other sources (given as evidence of point)</li> <li>- Positive/ emotive vocabulary choices</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>present tense</b> (can include <b>present perfect</b>- have/has)</li> <li>• Sometimes the <b>second person</b> is used to appeal to the reader and enable adaption in the degrees of formality and informality (you, your)</li> <li>• <b>Cohesion</b> created through the use on <b>nouns and pronouns</b></li> <li>• <b>Repetition</b> can be used to strengthen the view point and acts a cohesive device.</li> <li>• Logical <b>adverbials, prepositions and conjunctions</b> to aid cohesion and structure writing (This proves that...It is clear.... Therefore...)</li> <li>• <b>Paragraphs</b> are used to organise content into logical sections</li> <li>• Make <b>formal vocabulary</b> choices</li> <li>• <b>Rhetorical questions</b></li> <li>• Persuasive <b>noun phrases</b></li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
<ul style="list-style-type: none"> <li>• Children write a letter to the government persuading them to take action against plastic pollution</li> <li>• Children write a letter to a plastic company (such as milk bottles) persuading them to use alternative materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Images and videos of The Great Pacific Garbage Patch</li> <li>• Images and videos of the plastic issue in the ocean</li> <li>• Class debate: humans need to stop making plastic</li> </ul>	<ul style="list-style-type: none"> <li>• Letter structure</li> <li>• Rhetorical Questions</li> <li>• Statement, question, command</li> <li>• Present Perfect form of verbs (have/has/since)</li> <li>• Second person</li> <li>• Paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Compare/Contrast conjunctions (but, yet, nor, although)</li> <li>• Formal Adverbials (Moreover, therefore, for instance, consequently, above all else, in addition etc.)</li> </ul>

	<ul style="list-style-type: none"> <li>A whale's tale- <a href="https://www.youtube.com/watch?v=xFPoIU5iiYQ">https://www.youtube.com/watch?v=xFPoIU5iiYQ</a></li> </ul>		
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Misconceptions:

- Writing in a bias way (one viewpoint)
- Writing too personally
- Register (degree of formality)
- Consistently writing in the present tense
- Confusing present perfect (has have) with past perfect (had)

<b>New Learning Cycle 2: Poetry</b>	<b>Genre:</b> Haiku poem	<b>Purpose:</b> To entertain
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**Toolkit**

**Generic Features:**

- Haiku Poem - a short three-line poem that usually follows a 5-7-5 syllable structure
- May not follow a particular structure, but may include similar grammatical patterns
- Poems use the same language features as other text types, but each feature is often used more intensively to achieve a desired effect eg. mood, musicality, use of imagery.
- The use of figurative language (similes and metaphors) is often a key ingredient in memorable poetry.
- Rich vocabulary
- The use of sound effects (alliteration assonance and onomatopoeia)
- Often no rhyme
- Meter (rhythm, stress patterns), vocabulary and figurative language use set free verse poems apart from prose.

**Grammatical/Language Features:**

- Figurative language**- similes, metaphors, alliteration, onomatopoeia
- Carefully chosen **adjectives and verbs**- link to senses
- Expanded noun phrases** with pre modifiers and prepositional phrases to create effective descriptions
- Commas for lists**

<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
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- Children write a poem about the sea (or other body of water) using figurative language

- Read poems containing similes and metaphors
- Sensory experience sound- calm sea, rough sea, inviting sea etc.
- If the sea were a creature... What could/would it do? What would it be?

- Figurative language- similes
- Expanded noun phrases
- Range of sentence openers (including a simile opener- 'Like a ..., ...')

- Figurative language- metaphors, alliteration, onomatopoeia

Misconceptions:

- 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.
- 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.