

## Year 5- Writing Overview

<b>Term:</b> Autumn 1  <b>Genres:</b> - <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Balanced argument</li> </ul>	<b>Project:</b> Amazon Adventure	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- 'The Explorer' Katherine Rundell</li> <li>- 'The Jungle Book'- Rudyard Kipling</li> <li>- Lost in the Amazon- Tod Olsen</li> <li>- 'The Great Kapopok Tree'- Lynne Cherry</li> <li>- 'Where the Rainforest Meets the Sea'- Jeannie Baker</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=7NX8-gMAoAU">https://www.youtube.com/watch?v=7NX8-gMAoAU</a></li> <li>- Rainforest River Journey</li> <li>- David Attenborough- Life- Insects</li> <li>- Deadly 60 series- rainforest animals</li> </ul>
<b>New learning cycle: Setting description</b>	<b>Genre:</b> Fiction – setting description	<b>Purpose:</b> To entertain	
<b>Toolkit</b>			
<b>Generic features</b>		<b>Grammatical/ Language Features</b>	
<ul style="list-style-type: none"> <li>- Use of descriptive language to convey settings</li> <li>- Frequent links to the 5 senses to add atmosphere to the setting</li> <li>- Descriptions, of setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs, and figurative language</li> <li>- Use of adverbials (time, place, and manner)</li> <li>- Prepositional phrases</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. Describe a rainforest scene</li> </ol>	<ol style="list-style-type: none"> <li>1. Sensory experience- see, hear, taste, smell, touch the rainforest</li> <li>2. Image prompts</li> <li>3. <a href="https://www.youtube.com/watch?v=7NX8-gMAoAU">https://www.youtube.com/watch?v=7NX8-gMAoAU</a> Rainforest River Journey</li> <li>1. <a href="https://www.youtube.com/watch?v=tkRg_374DIY">https://www.youtube.com/watch?v=tkRg_374DIY</a> Amazonia (2013) Trailer + film available on Prime</li> </ol>	<ol style="list-style-type: none"> <li>1. Expanded noun phrases with pre and post modifiers</li> <li>2. Figurative language- similes metaphors, onomatopoeia, alliteration</li> <li>3. Commas in lists (list of adjectives)</li> <li>4. Past tense/ past-progressive</li> <li>5. Proofread and edit</li> </ol>	<ul style="list-style-type: none"> <li>• Figurative language- personification</li> </ul>

**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 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.
- When learning to use personification, children may link the actions to living organisms, rather than something that is not.  
For example: Correct personification: The wind sang tunefully (wind cannot sing)  
Incorrect personification: The birds sang tunefully (birds do sing)

<b>New Learning Cycle 2: Balanced Argument</b>		<b>Genre: Discussion</b>		<b>Purpose: To provide a balanced point of view</b>	
<b>Toolkit:</b>					
<b>Generic Features:</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> <p>Another common structure presents the arguments ‘for’ and ‘against’ alternatively.</p>			<ul style="list-style-type: none"> <li>• Written in the <b>present tense</b>, including the <b>present perfect form</b>- has/have (some people have argued... some people have said)</li> <li>• <b>Generalising language</b> and <b>uncountable noun phrases</b> (some people, most dogs)</li> <li>• <b>Nouns</b> that <b>categorise</b> (vehicles, pollution and <b>abstract nouns</b> (power, fear)</li> <li>• <b>Layout devices</b>- headings and subheadings to aid presentation</li> <li>• <b>Relative clauses</b> can be used to add further information using relative pronouns (which, who, that, whose, whom)</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</b> choices 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> </ul>		
<b>Possible Content for Writing</b>		<b>Hook Ideas</b>		<b>Skills to Review</b>	
<ol style="list-style-type: none"> <li>1. The pros and cons of deforestation</li> <li>2. Discussion around indigenous people/untouched rainforest tribes and whether their way of life is ‘out of touch’ with developing, modern day society</li> </ol>		<ol style="list-style-type: none"> <li>1. Debate in role (loggers, conservationists, tribe members)</li> <li>2. Newspaper reports/ TV/Radio news reports about deforestation</li> <li>3. Powerful images</li> <li>4. Picture books- ‘The Great Kapopok Tree’- Lynne Cherry ‘Where the Rainforest Meets the Sea’- Jeannie Bake</li> </ol>		<ol style="list-style-type: none"> <li>1. Paragraphing</li> <li>2. Noun types</li> <li>3. Generalisers/uncountable noun phrases</li> <li>4. Proofread and edit</li> </ol>	
<b>Skills to Teach</b>					
<ol style="list-style-type: none"> <li>1. Range of subordinate conjunctions used as cohesive devices (as, even though)</li> <li>2. Adverbials/ formal adverbials for cohesion within and across paragraphs <ul style="list-style-type: none"> <li>- contrast/comparison</li> <li>- clarification</li> <li>- emphasis</li> <li>- Cause/effect</li> <li>- Exception</li> </ul> </li> </ol>					

**Misconceptions:**

- Writing in a bias way (one viewpoint discussed in more depth; no other viewpoint)

- Writing too personally
- Register (degree of formality)
- Using an inappropriate formal adverbial/cohesive device. For example, using 'in addition' when making a comparison.
- Children may write a subordinate clause (beginning with a subordinate conjunction) as a main clause

<b>Term:</b> Autumn 2  Genres – Explanation text Suspense narrative	<b>Project:</b> Pharaohs	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- 'Varjak Paw' – J.F Said</li> <li>- 'The Mystery of the Egyptian Amulet'- Scott Peters</li> <li>- 'The Red Pyramid'- Rick Riordan</li> <li>- 'The Story of Tutankhamun'- Patricia Cleveland-Peck and Isabel Greenberg</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=hBp0Cvj-KoE&amp;t=22s">https://www.youtube.com/watch?v=hBp0Cvj-KoE&amp;t=22s</a> Tadeo Jones- Inside an Egyptian tomb animation  <a href="https://www.youtube.com/watch?v=B0DP32-mzmU">https://www.youtube.com/watch?v=B0DP32-mzmU</a> Ramses II- documentary	
<b>New Learning Cycle 1:</b> Explanation		<b>Genre:</b> Non-fiction- Explanation	<b>Purpose:</b> To explain/inform	
<b>Toolkit:</b>				
<b>Generic Features:</b>		<b>Grammatical/ Language Features:</b>		
<ul style="list-style-type: none"> <li>• Explanations explain <b>how and why</b> and include information about causes, motives or reasons.</li> <li>• Choose a title that shows what you are explaining- perhaps using why and how</li> <li>• A general statement to introduce the topic being explained (Space exploration is ...)</li> <li>• The steps or phrases are explained logically, in order. Eg. When a rock sample has been identified...because of the difficult terrain...so the hydraulics enable the rover to....</li> <li>• Diagrams or images may be used to help the reader</li> <li>• Subject specific (tier 3) vocabulary where appropriate</li> </ul>		<ul style="list-style-type: none"> <li>• Written in <b>simple present tense</b></li> <li>• Written in the <b>third person</b></li> <li>• Sometimes the <b>second person</b> 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.</li> <li>• Layout devices such as <b>as heading, subheadings</b>, columns can be used to present information clearly</li> <li>• <b>Paragraphs</b> are used to organise information into logical sections</li> <li>• Cohesion is created, and repetition avoided through the use of <b>nouns and pronouns</b> (many, they)</li> <li>• Express degrees of possibility with <b>modal verbs</b> (can, will, should, ought to) and <b>modal adverbs</b> (definitely, possibly, usually)</li> <li>• Questions can be used to form titles and are demarcated with a <b>question mark</b></li> <li>• Use of <b>conjunctions/ prepositions</b> to express time and cause... so, if, because, when, although, after, before</li> <li>• <b>Adverbs</b> to demonstrate time, place, manner (<b>including fronted and formal adverbials</b>)</li> <li>• <b>Relative clauses</b> (beginning with a relative pronoun) can be used to add further information (which, who, whose, that)</li> <li>• <b>Parenthesis</b> is added using brackets, dashes or commas</li> <li>• Adapt degree of <b>formality</b> appropriate to the audience</li> <li>• <b>Semicolons and colons</b> can be used to separate and link ideas</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. Explain the mummification process- how and WHY</li> <li>2. Explain how and why significant individuals, such as Ramses II, acted as they did (history link)</li> </ol>	<ol style="list-style-type: none"> <li>1. Children mummify a doll/teddy to experience the process- take pictures and record notes/stages with the how and WHY</li> <li>2. Drama- mummification process</li> <li>3. <a href="https://www.youtube.com/watch?v=B0DP32-mzmU">https://www.youtube.com/watch?v=B0DP32-mzmU</a> Ramses II documentary</li> </ol>	<ol style="list-style-type: none"> <li>1. Sentence types with accurate punctuation</li> <li>2. Coordinating and subordinating conjunctions</li> <li>3. Adverbials of time, place and manner with commas for clarity</li> <li>4. Proofread and edit</li> </ol>	<ol style="list-style-type: none"> <li>1. Relative clauses beginning with relative pronouns- who, which, whose, whom and that + commas for clarity when using which, who, whose</li> <li>2. Modal Verbs</li> <li>3. Parenthesis- brackets</li> </ol>	

<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- End of sentence punctuation to go after the closing brackets, unless the information within brackets is a sentence of its own.</li> <li>- Inconsistent register/formality</li> <li>- Writing a subordinate clause as its own sentence</li> <li>- Over use of description- factual description only.</li> <li>- Only explaining how and not WHY</li> <li>- Using the incorrect relative pronoun. For example, using 'which' when giving extra detail about a person.</li> <li>-</li> </ul>		
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<b>New Learning Cycle 2:</b> Suspense Story	<b>Genre:</b> Narrative	<b>Purpose:</b> To entertain
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<b>Toolkit</b>	
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<b>Generic Features:</b>	<b>Grammatical/Language Features:</b>
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<ul style="list-style-type: none"> <li>• Narratives and retellings are written in the first or third person</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense</li> <li>• Narratives are told sequentially and non-sequentially (eg. flashbacks) through the use of adverbials and prepositions</li> <li>• Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</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>Mystery:</p> <ul style="list-style-type: none"> <li>- Chronological events</li> <li>- Drip- feed facts/ layering of information to create suspense and develop a full picture for the reader.</li> <li>- Settings are often places that the main character is unfamiliar.</li> <li>- Settings can be familiar, but with an added ingredient to trigger the mystery (unfamiliar object, person a strange event)</li> <li>- Questions to exaggerate a mystery- Why had it stopped? Where was...?</li> </ul> <p>Adventure</p> <ul style="list-style-type: none"> <li>- Series of exciting events</li> <li>- Tension in waves</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Third person</b> and <b>past tense</b> are used, including <b>past progressive</b> (was eating, were walking) and <b>present perfect</b> (have, has). Opportunities exist for <b>past perfect</b> (had tried, had been searching, had been hoping)</li> <li>• <b>Adverbials</b> of time, place and manner</li> <li>• <b>Pronouns</b> used intentionally to avoid naming or defining characters (empty words- something, it, someone, he, she)</li> <li>• <b>Manipulating sentence length for effect</b></li> <li>• <b>Paragraphs</b>- change in time, place, event, conversational dialogue</li> <li>• <b>Expanded noun phrases</b> create effective description</li> <li>• <b>Figurative Language</b>- similes, metaphors, alliteration, onomatopoeia, personification</li> <li>• <b>Modal verbs</b> suggest the degree of possibility (they should never have, the children might be able to)</li> <li>• <b>Adverbs of possibility</b> (probably, definitely)</li> <li>• <b>Conjunctions</b> to express cause, time and to develop cohesion</li> <li>• <b>Parenthesis</b> can be used to add additional information, through the use of brackets, dashes or commas</li> <li>• <b>Relative clauses</b> can be used to add further information using relative pronouns (which, who, that, whose, whom)</li> <li>• <b>Semicolons</b> can be used to separate and link ideas</li> <li>• <b>Correctly punctuated dialogue</b></li> <li>• <b>Powerful, emotive, cinematic vocabulary</b> (launched, leaped, charged, hurtled, devoured)</li> </ul>
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<b>Possible Content for Writing</b>	<b>Hook Ideas</b>	<b>Skills to Review</b>	<b>Skills to Teach</b>
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<ol style="list-style-type: none"> <li>1. A story based around Egyptologists/explorers/ archaeologists discovering and entering an Egyptian tomb</li> </ol>	<ol style="list-style-type: none"> <li>1. Drama/ Role Play- children enter a tomb (use the hall/ classroom)- darkened room, tunnel, sound effects etc.</li> <li>2. Video clip of entering a tomb <a href="https://www.youtube.com/watch?v=hBp0Cvj-KoE&amp;t=22s">https://www.youtube.com/watch?v=hBp0Cvj-KoE&amp;t=22s</a></li> <li>3. Tomb ambience <a href="https://www.youtube.com/watch?v=r68AXsR4-yk&amp;t=1006s">https://www.youtube.com/watch?v=r68AXsR4-yk&amp;t=1006s</a> <a href="https://www.youtube.com/watch?v=729iY_Hk2_c&amp;t=626s">https://www.youtube.com/watch?v=729iY_Hk2_c&amp;t=626s</a></li> <li>4. Extracts from Howard Carter's Diary</li> </ol>	<ol style="list-style-type: none"> <li>1. Correctly punctuated dialogue, using varied verb/adverb combinations for effect (combine with new learning)</li> <li>2. Effective use of nouns and pronouns (include 'empty' words)</li> <li>3. Expanded noun phrases</li> <li>4. Figurative language (including personification)</li> <li>5. Show not tell sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialogue- paragraphing conversation (new speaker, new line)</li> <li>2. Dialogue advances action</li> <li>3. Use of ellipsis as a suspense technique</li> <li>4. Single and multi-clause sentence lengths for effect (longer for build-up, shorter for action)</li> </ol>
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<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Overuse of ellipsis</li> </ul>
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- Too much dialogue, or conversational dialogue that does not move the story forward (ineffective)
- Dialogue punctuated incorrectly- punctuation must go INSIDE the inverted commas; all dialogue must have a piece of punctuation before the closing inverted commas; inverted commas placed after verb/adverb combinations for said instead of the spoken words

<b>Term:</b> Spring 1  <b>Genres</b> <ul style="list-style-type: none"> <li>- Non-chronological report</li> <li>- Advert</li> </ul>	<b>Project:</b> Stargazers	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- Non-chronological reports</li> <li>- ‘Curiosity: The Story of a Mars Rover’- Markus Motum</li> <li>- ‘Cosmic’- Frank Cottrell-Boyce</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- <a href="https://www.youtube.com/watch?v=n5pm-UopPR4">https://www.youtube.com/watch?v=n5pm-UopPR4</a> ‘I lived on the moon’- music video- Literacy Shed</li> <li>- <a href="https://www.youtube.com/watch?v=k0ijEEivCbg">https://www.youtube.com/watch?v=k0ijEEivCbg</a> ‘Gravity’ Trailer</li> </ul>
<b>New Learning Cycle 1:</b> Non-Chronological report	<b>Genre:</b> Non-chronological report	<b>Purpose:</b> To inform	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• Written in the third person and past tense</li> <li>• Present tense may be used to denote the shift between past events and current actions</li> <li>• A headline is used to title the report. They often use alliteration, rhyme, puns or a play on words to grab the reader’s attention</li> <li>• A by-line gives the author’s name</li> <li>• The introductory paragraph outlines the key details of the events answering the key ‘W’ questions (Who? What? Where? When?)</li> <li>• Paragraphs are used to write about the events in chronological order</li> <li>• A final paragraph explains what might happen next</li> <li>• Concise, clear, formal language</li> <li>• Use of direct speech for quotes</li> <li>• Reported speech may be used, partly cohesively and partly to provide further detail</li> <li>• Shorter, factual sentences</li> <li>• Photographs and captions summarising the text</li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>third person and past tense</b>- opportunities to use the <b>past progressive tense</b> (were playing, were laughing)</li> <li>• Opportunity for <b>past perfect</b> (had tried, had hunted) and <b>past perfect progressive</b> (had been singing, had been hoping)</li> <li>• Some use of <b>present tense</b> (is/are) and <b>present progressive</b> (am hoping, are going, is willing) within direct speech</li> <li>• <b>Paragraphs</b> are used to organise ideas and sequence events</li> <li>• Use of <b>conjunctions/ prepositions</b> to express time, cause and chronology... so, if, because, when, although, after, before, until, while, since</li> <li>• <b>Adverbials, including formal</b> to demonstrate time, place, manner and cohesion within paragraphs (<b>including fronted</b>)</li> <li>• <b>Noun phrases</b> can be used to add details for the reader</li> <li>• <b>Fully punctuated direct speech</b></li> <li>• <b>Parenthesis</b> is added using brackets, dashes or commas</li> <li>• <b>Modals</b> are used to suggests degrees of possibility</li> <li>• <b>Formal Writing</b></li> <li>• <b>Semicolons</b> can be used to separate and link ideas</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. Report about a new star/planet</li> <li>2. report about the moon landing</li> <li>3. Report about a new discovery (planet, life on another planet)</li> </ol>	<ol style="list-style-type: none"> <li>1. Video explaining that there has been a new planet founded <a href="https://www.youtube.com/watch?v=k0ijEEivCbg">https://www.youtube.com/watch?v=k0ijEEivCbg</a></li> <li>2. ‘Gravity’ Trailer</li> <li>3. ‘Pandora Discovered’- Pandora mini documentary (based on imaginary planet from the film Avatar) <a href="https://www.youtube.com/watch?v=GBGDmin_38E&amp;t=4s">https://www.youtube.com/watch?v=GBGDmin_38E&amp;t=4s</a></li> </ol>	<ol style="list-style-type: none"> <li>1. Conjunctions (coordinating and subordinating)</li> <li>2. Adverbials of time, place and manner with commas for clarity</li> <li>3. Parenthesis (brackets)- combine with new learning</li> <li>4. Modal verbs (combine with new learning)</li> <li>5. Varying sentence openers (fronted adverbials, subordinate conjunctions)</li> <li>6. Dialogue- for quotes, including past progressive tense</li> <li>7. Present progressive tense for current actions (police are working... is investigating etc.</li> <li>8. Relative clauses</li> </ol>	<ol style="list-style-type: none"> <li>1. Parenthesis- commas and dashes</li> <li>2. Modals- adverbs to indicate degree of possibility (definitely, probably, certainly, absolutely)</li> <li>3. Use subheadings, headings, bullet points and columns</li> </ol>

<b>Misconceptions:</b>			
<ul style="list-style-type: none"> <li>- Children write their newspaper reports as a narrative with too much description and detailed sentences</li> <li>- Children may struggle with the formality</li> <li>- Writing their own opinion in the report rather than facts.</li> <li>- Incorrectly punctuating direct speech</li> <li>- Adding in too many/varied verbs for said making direct speech (quotes in the newspaper) sound like characters in narrative</li> </ul>			
<b>New Learning Cycle 2: Advert</b>	<b>Genre: Advert</b>		<b>Purpose: To persuade/entertain</b>
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• 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:</li> <li>• An opening statement/ paragraph- generally introduces/classifies the subject.</li> <li>• Information about aim, purpose, audience and outcome of product</li> <li>• Describe parts, functions, qualities</li> <li>• Photographs and diagrams to help summarise information</li> <li>• Adverts are usually written with persuasive language</li> <li>• Formal style of writing</li> <li>• Technical vocabulary/ tier 3 words used where appropriate</li> </ul>		<ul style="list-style-type: none"> <li>• Written in the <b>third person</b> and in the <b>present tense</b></li> <li>• <b>Questions</b> can be used to form titles and are denoted with a question mark</li> <li>• Use of <b>conjunctions</b> to aid cohesion, including causal and time conjunctions (so, because, before, after...)</li> <li>• <b>Nouns and pronouns</b> are used appropriately, creating cohesion</li> <li>• <b>Paragraphs</b> are used to collate related information. Content is organised logically.</li> <li>• <b>Layout devices</b>, such as headings and subheadings are used to help organise paragraphs</li> <li>• <b>Formal/ informal language</b> choices</li> <li>• <b>Generalising language</b> and <b>uncountable noun phrases</b> (some animals, most birds)</li> <li>• <b>Adjectives</b> 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.</li> <li>• <b>Adjectives to compare and contrast</b> can be used to develop description further (bigger/biggest, smaller/smallest)</li> <li>• <b>Relative clauses</b> can be used to add further information using relative pronouns (which, who, that, whose, whom)</li> <li>• <b>Parenthesis</b> to add extra information- commas, dashes, brackets</li> </ul>	
<b>Possible Content for Writing</b>	<b>Hook Ideas</b>		<b>Skills to Review</b>
<ol style="list-style-type: none"> <li>1. Report about a known planet</li> <li>2. Report about a new/imaginary planet</li> <li>3. Report about a mission (such as the moon landing or Apollo 13)</li> </ol>	<ol style="list-style-type: none"> <li>1. BBC's 'The Planets' series- Brian Cox</li> <li>2. 'Curiosity: The Story of a Mars Rover'- Markus Motum</li> <li>3. Visit to the Space Centre- Leicester</li> <li>4. 'Pandora Discovered'- Pandora mini documentary (based on imaginary planet from the film Avatar) <a href="https://www.youtube.com/watch?v=GBGDmin_38E&amp;t=4s">https://www.youtube.com/watch?v=GBGDmin_38E&amp;t=4s</a></li> <li>5. Children produce a piece of art and a fact file about a planet they have invented</li> </ol>		<ol style="list-style-type: none"> <li>1. Subordinate conjunctions to express time and cause (because, when, if, although, until, since, while)</li> <li>2. Range of formal conjunctions (however, therefore, despite, in comparison, in order to)</li> <li>3. Generalising language/uncountable noun phrases</li> <li>4. Adjectives to create catchy slogans and comments</li> <li>5. Proofread and edit</li> </ol>
<b>Skills to Teach</b>			
<ol style="list-style-type: none"> <li>1. Persuasive language</li> <li>2. Layout designs</li> </ol>			
<b>Misconceptions:</b>			
<ul style="list-style-type: none"> <li>- Confusing an explanation with a report. Explanations discuss WHY and HOW; whereas, reports describe what something did or what happened</li> <li>- Unclear idea of audience or purpose resulting in incorrect degrees of formality (incorrect register)</li> <li>- Mixing paragraph content together- similar content in more than one paragraph</li> </ul>			

- Inconsistent bullet points (punctuation, capitalisation)
- Children may start writing about specific details/features in the opening paragraph; this needs to remain general
- Forming the colon incorrectly
- Bullet points are too large

<b>Term:</b> Spring 2  <b>Genres</b> <ul style="list-style-type: none"> <li>- Informal letter</li> <li>- Historical narrative</li> </ul>	<b>Project:</b> Peasants, Princes and Pestilence	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- 'Fire Bed and Bone'- Henrietta Branford</li> <li>- 'Ring of Roses'- Mary Hooper</li> <li>- 'Measly Middle Ages'- Horrible Histories</li> </ul>	<b>Visual Literacy:</b> <a href="https://www.youtube.com/watch?v=JHmdH-PkTRI">https://www.youtube.com/watch?v=JHmdH-PkTRI</a> Horrible Histories- Plague song
<b>New Learning Cycle 1:</b> Informal Letter	<b>Genre:</b> Recount/ Personal Retelling	<b>Purpose:</b> To inform/ to recount	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>• Personal recounts and retellings are written in <b>first person</b></li> <li>• Personal Recounts and retellings are written in <b>past tense</b></li> <li>• Events are sequenced to create chronological plots through the use of adverbials and prepositions.</li> <li>• Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• The subject of the recount/retelling is usually an individual, group of people or a significant event</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> are used, including <b>past progressive</b> (was eating, were walking) and <b>present perfect</b> (have, has). Opportunities exist for <b>past perfect</b> (had tried, had been searching, had been hoping)</li> <li>• <b>Adverbials</b> of time, place and manner</li> <li>• <b>Paragraphs</b>- change in time, place, event. Conversational dialogue</li> <li>• <b>Expanded noun phrases</b> create effective description</li> <li>• <b>Figurative Language</b>- similes, metaphors, alliteration, onomatopoeia, personification</li> <li>• <b>Modal verbs</b> can be used to suggest the degree of possibility (they should never have, the children might be able to)</li> <li>• <b>Adverbs of possibility</b> (probably, definitely)</li> <li>• <b>Conjunctions</b> to express cause, time and to develop cohesion</li> <li>• <b>Parenthesis</b> can be used to add additional information, through the use of brackets, dashes or commas</li> <li>• <b>Relative clauses</b> can be used to add further information using relative pronouns (which, who, that, whose, whom)</li> <li>• <b>Apostrophes</b> for contractions and possession (singular and plural)</li> <li>• <b>Informal language</b></li> <li>• <b>Semicolons and colons</b> can be used to separate and link ideas</li> </ul>	
<b>Informal Letter</b> <ul style="list-style-type: none"> <li>- Address, date, greeting, body and close</li> <li>- After thought (PS)</li> <li>- Emotive vocabulary choices</li> </ul>			
<b>Possible Content for Writing</b> <ol style="list-style-type: none"> <li>1. A letter to a loved one from a victim of plague</li> <li>2. A letter to a victim of plague from a loved one</li> </ol>	<b>Hook Ideas</b> <ol style="list-style-type: none"> <li>1. Visual Literacy <a href="https://www.youtube.com/watch?v=HPe6BgzHWY0&amp;t=981s">https://www.youtube.com/watch?v=HPe6BgzHWY0&amp;t=981s</a> Plague Documentary</li> <li>2. Accounts of the plague (corner stones/diary entries)</li> <li>3. <a href="http://www.theoaksschool.co.uk/science-the-bubonic-plague/">http://www.theoaksschool.co.uk/science-the-bubonic-plague/</a> Exploding Bubo Science Experiment</li> </ol>	<b>Skills to Review</b> <ol style="list-style-type: none"> <li>1. Accurate sentence punctuation</li> <li>2. Adverbials of time, place and manner</li> <li>3. Apostrophes for contractions (informal)</li> <li>4. Tense- past, past progressive, present perfect, past perfect</li> <li>5. Range of sentence lengths for effect</li> <li>6. Proofread and edit</li> </ol>	<b>Skills to Teach</b> <ol style="list-style-type: none"> <li>1. <b>Semicolons to demarcate clauses</b></li> <li>2. Informal language – colloquialisms</li> <li>3. Commas for clarity</li> </ol>

<b>New Learning Cycle 2: Historical narrative</b>	<b>Genre: Historical 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 first or third person</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense</li> <li>• Narratives are told sequentially and non-sequentially (eg. flashbacks) through the use of adverbials and prepositions</li> <li>• Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• Dialogue is used to convey characters' thoughts and to move the narrative forward.</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>		<ul style="list-style-type: none"> <li>• <b>First person</b> and <b>past tense</b> are used, including <b>past progressive</b> (was eating, were walking) and <b>present perfect</b> (have, has). Opportunities exist for <b>past perfect</b> (had tried, had been searching, had been hoping)</li> <li>• <b>Adverbials</b> of time, place and manner</li> <li>• <b>Paragraphs</b>- change in time, place, event. Conversational dialogue</li> <li>• <b>Expanded noun phrases</b> create effective description</li> <li>• <b>Figurative Language</b>- similes, metaphors, alliteration, onomatopoeia, personification</li> <li>• <b>Modal verbs</b> can be used to suggest the degree of possibility (they should never have, the children might be able to)</li> <li>• <b>Adverbs of possibility</b> (probably, definitely)</li> <li>• <b>Conjunctions</b> to express cause, time and to develop cohesion</li> <li>• <b>Parenthesis</b> can be used to add additional information, through the use of brackets, dashes or commas</li> <li>• <b>Relative clauses</b> can be used to add further information using relative pronouns (which, who, that, whose, whom)</li> <li>• <b>Apostrophes</b> for contractions and possession (singular and plural)</li> <li>• <b>Informal language</b></li> <li>• <b>Semicolons and colons</b> can be used to separate and link ideas</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 narrative related to the medieval period</li> <li>2. A narrative set in the medieval period – linked to the outbreak of the plague</li> </ol>	<ol style="list-style-type: none"> <li>4. Visual Literacy <a href="https://www.youtube.com/watch?v=HPe6BgzHWY0&amp;t=981s">https://www.youtube.com/watch?v=HPe6BgzHWY0&amp;t=981s</a> Plague Documentary</li> <li>5. Accounts of the plague (corner stones/diary entries)</li> <li>6. <a href="http://www.theoaksschool.co.uk/science-the-bubonic-plague/">http://www.theoaksschool.co.uk/science-the-bubonic-plague/</a> Exploding Bubo Science Experiment</li> </ol>	<ol style="list-style-type: none"> <li>1. Accurate sentence punctuation</li> <li>2. Adverbials of time, place and manner</li> <li>3. Apostrophes for contractions (informal)</li> <li>4. Tense- past, past progressive, present perfect, past perfect</li> <li>5. Range of sentence lengths for effect</li> <li>6. Proofread and edit</li> </ol>	<ol style="list-style-type: none"> <li>2. Ambitious vocabulary</li> </ol>
<p><b>Misconceptions:</b></p> <ul style="list-style-type: none"> <li>- Incorrect degree of formality</li> <li>- Confusion between tenses</li> <li>- Incorrect placement of apostrophes</li> <li>- Words written with apostrophes are joined with no space is left to show the omitted letters</li> <li>- Inconsistent degree of formality</li> <li>- Comma splicing between two main clauses instead of separating with a full stop, semicolon or colon</li> </ul> <p>Using a semicolon incorrectly- usually one clause is not a main clause, coordinating conjunction is still present, sentences are not connected</p>			



<b>Term:</b> Summer 1  <b>Genres</b> <ul style="list-style-type: none"> <li>- Persuasive letter</li> <li>- Poetry – rhyming couplet</li> </ul>	<b>Project:</b> Food Around the World	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- ‘The Astounding Broccoli Boy’- Frank Cottrell Boyce</li> <li>- ‘The Candymakers’ by Wendy Mass</li> </ul>	<b>Visual Literacy:</b> <ul style="list-style-type: none"> <li>- Travel adverts</li> <li>- Documentaries related to food, particularly junk food/fast food</li> </ul>
<b>New Learning Cycle 1</b> Brochure/Leaflet	<b>Genre:</b> Persuasive Writing	<b>Purpose:</b> To persuade/ to sell	
<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. (Island X is the perfect, luxury escape for families...)</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>• Moves from general to specific when key points are being presented. E.g. The hotel is comfortable (general). The beds are soft, carpets are thick.... (specific)</li> <li>• Rhetorical questions to connect with the reader</li> <li>• Text combined with other media to enhance the points given (photos for example)</li> </ul> <p>Brochure:</p> <ul style="list-style-type: none"> <li>- Could include comments/ reviews from other sources (given as evidence of point)</li> <li>- Positive/ emotive vocabulary choices</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>- <b>Paragraphs</b> are used to organise content into logical sections</li> <li>- Simple organisational devices such as <b>headings and subheadings</b></li> <li>- <b>Modals</b> can be used to suggest degrees of possibility (this could be...you should...you might want to)</li> <li>- Make <b>formal/informal vocabulary</b> choices</li> <li>- <b>Rhetorical questions</b></li> <li>- Persuasive <b>noun phrases</b></li> <li>- <b>Semicolons and colons</b> can be used to separate and link ideas</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. Create a page for a holiday brochure to unique destination</li> <li>2. Create a leaflet for a holiday destination</li> </ol>	<ol style="list-style-type: none"> <li>1. Holiday brochures/ television adverts</li> <li>2. ‘Dragon’s Den’ style presentation- children need to persuade a peer/teacher to book a holiday</li> <li>3. Drama/Role Play/IT- create a TV advert</li> </ol>	<ol style="list-style-type: none"> <li>1. Rhetorical questions</li> <li>2. Use of second person (formality choices)</li> <li>3. Semicolons</li> <li>4. Expanded noun phrases</li> <li>5. Parenthesis</li> </ol>	<ol style="list-style-type: none"> <li>1. Persuasive phrases</li> <li>2. Degree of formality (changes)</li> </ol>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Inconsistencies in formality of writing</li> <li>- Overuse of adjectives (not describing effectively)</li> <li>- Not punctuating rhetorical questions</li> <li>- Comma splicing between two main clauses instead of separating with a full stop, semicolon or colon</li> <li>- Using a semicolon incorrectly- usually one clause is not a main clause, coordinating conjunction is still present, sentences are not connected</li> </ul>			

<b>New Learning Cycle 2: Poetry rhyming</b>	<b>Genre: Poetry</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>• A consistent framework based on rhyming pattern, rhythm, metre, or a combination of these</li> <li>• The structure influences the way the poem sounds when read aloud, making it memorable</li> <li>• Couplets have two consecutive lines, each with the same metre (rhythm/stress patterns- <b>de-dum de-dum</b> or <b>dum-de dum-de</b>) and often share the same rhyme (rhyming couplets)</li> <li>• The consecutive lines form one complete idea</li> <li>• The two-line couplet could form its own stanza or be part of a longer verse</li> <li>• The same amount of syllables in each line of the couplet</li> <li>• Language and lines may be manipulated to comply with the poetry pattern (One sentence could be split across two couplets)</li> </ul> <p>eg.     Heaviness of cloud tumbles over land,           fields raked like people's pockets. So I scan</p> <p>          the horizon for the house where I was born: here           native voices tucked in brickwork are just as clear;</p> <p>          her hair nets my imagination, her roots           wrap my bones, my skull pinned underfoot.</p>		<ul style="list-style-type: none"> <li>• <b>Rich vocabulary:</b> powerful nouns, verbs, adjectives, invented words and unusual word combinations</li> <li>• <b>Figurative Language:</b> similes, metaphors, personification, alliteration, onomatopoeia</li> <li>• Consistent <b>metre/rhyming pattern</b></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. Poem about linked with the Myans and their way of life</li> <li>1. Poem linked with school life</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading and performing couplets poems</li> </ol>	<ol style="list-style-type: none"> <li>1. Figurative Language</li> <li>2. Syllables/Rhyme (sounds)</li> <li>3. Manipulating sentences for different effects (position of clauses, word order)</li> </ol>	<ol style="list-style-type: none"> <li>1. Manipulating sentences for different effects (position of clauses, word order)</li> <li>2. Intentional repetition (Year 5 GD)</li> </ol>
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Children need to avoid the 'forced' rhyme where a word has been added simply because it rhymes</li> <li>- Children may split words up incorrectly into syllables such as 'frighten/ing' instead of 'fright/en/ing' - each syllable has its own vowel sound (draw on phonics knowledge)</li> <li>- Children may struggle with a consistent pattern or rhythm</li> <li>- Children may struggle with rhyming- use only half rhymes or words that do not rhyme at all</li> <li>- Many children believe that all poetry lines begin with a capital and end in a comma. Many poems use usual sentence punctuation. Capitalisation at the beginning of lines is an older convention and done through choice.</li> </ul>			

<b>Term:</b> Summer 2  <ul style="list-style-type: none"> <li>- <b>Narrative – Fantasy narrative</b></li> <li>- <b>Setting Description</b></li> </ul>	<b>Project: Mesmerising Mayans</b>	<b>Book Links:</b> <ul style="list-style-type: none"> <li>- ‘Middleworld (Jaguar Stones)’- J&amp;P Voelkel</li> <li>- ‘Rainplayer’ (picture book)- David Wisniewski</li> <li>- ‘The Hero Twins: Against the Lords of Death’ (Graphic novel- Jolley Dan and Witt David</li> </ul>	<b>Visual Literacy:</b>  Clips from fantasy films  Opening to Mayan fantasy film to set the scene.
<b>New Learning Cycle 1: Fantasy Story</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 first or third person</li> <li>• Narratives and retellings are written in past tense, occasionally these are told in the present tense</li> <li>• Narratives are told sequentially and non-sequentially (eg. flashbacks) through the use of adverbials and prepositions</li> <li>• Descriptions, of characters, setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs and figurative language</li> <li>• Dialogue is used to convey characters’ thoughts and to move the narrative forward</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>- Tension in waves</li> </ul> <p>Fantasy:</p> <ul style="list-style-type: none"> <li>- Fantasy world, characters and/or creatures</li> <li>- Focus on character development and description</li> <li>- May ‘play’ with the concept of time (moving through time in a different way)</li> </ul>		<ul style="list-style-type: none"> <li>- <b>Third person</b> and <b>past tense</b> are used, including <b>past progressive</b> (was eating, were walking) and <b>present perfect</b> (have, has). Opportunities exist for <b>past perfect</b> (had tried, had been searching, had been hoping)</li> <li>- <b>Adverbials</b> of time, place and manner</li> <li>- <b>Pronouns</b> used intentionally to avoid naming or defining characters (empty words- something, it, someone, he, she)</li> <li>- <b>Manipulating sentence length for effect</b></li> <li>- <b>Paragraphs</b>- change in time, place, event, conversational dialogue</li> <li>- <b>Expanded noun phrases</b> create effective description</li> <li>- <b>Figurative Language</b>- similes, metaphors, alliteration, onomatopoeia, personification</li> <li>- <b>Modal verbs</b> suggest the degree of possibility (they should never have, the children might be able to)</li> <li>- <b>Adverbs of possibility</b> (probably, definitely)</li> <li>- <b>Conjunctions</b> to express cause, time and to develop cohesion</li> <li>- <b>Parenthesis</b> can be used to add additional information, through the use of brackets, dashes or commas</li> <li>- <b>Wide range of punctuation</b> including ; and :</li> <li>- <b>Relative clauses</b> can be used to add further information using relative pronouns (which, who, that, whose, whom)</li> <li>- <b>Semicolons and colons</b> can be used to separate and link ideas</li> <li>- <b>Correctly punctuated dialogue</b></li> <li>- <b>Powerful, emotive, cinematic vocabulary</b> (launched, leaped, charged, hurtled, devoured)</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. Tell a tale of discovering a fantasy island (Mayan character/setting)</li> <li>2. A story based around an Ancient Mayan object/artefact</li> <li>3. Fantasy story based around a Mayan temple</li> <li>4. Fantasy story based around a Mayan curse</li> </ol>	<ol style="list-style-type: none"> <li>1. Image prompt</li> <li>2. Piece of art- children create their own fantasy world</li> <li>3. Create a fantasy creature (character prompt)</li> </ol>	<ol style="list-style-type: none"> <li>1. Adverbials of time, place and manner</li> <li>2. Changing paragraphs in narrative</li> <li>3. Effective dialogue (correctly punctuated, moves the story on)</li> <li>4. Expanded noun phrases</li> <li>5. Figurative language (similes, metaphors, personification)</li> <li>6. Range of sentence openers/ sentence lengths</li> </ol>	<ol style="list-style-type: none"> <li>1. Dialogue to convey character (revision)</li> <li>2. Multiclausal sentences (Year 5 GD)</li> <li>3. <b>Semicolons to demarcate clauses</b></li> </ol>

		7. Proofread and edit 8. Commas for clarity	
<b>Misconceptions:</b> <ul style="list-style-type: none"> <li>- Ineffective, tedious dialogue (doesn't move the story on or shape characters, no real purpose)</li> <li>- Ill-sequenced plots</li> <li>- Overuse of expanded noun phrases (ineffective description)</li> <li>- Block writing in narrative (no paragraphing for new person, place, topic or time)</li> </ul>			
<b>New Learning Cycle 2: Setting description</b>	<b>Genre:</b> Setting description	<b>Purpose:</b> To entertain	
<b>Toolkit</b>			
<b>Generic Features:</b>		<b>Grammatical/Language Features:</b>	
<ul style="list-style-type: none"> <li>- Use of descriptive language to convey settings</li> <li>- Frequent links to the 5 senses to add atmosphere to the setting</li> <li>- Descriptions, of setting and atmosphere are developed through precise vocabulary choices eg. adverbs, adjectives, precise nouns, expressive verbs, and figurative language</li> <li>- Use of adverbials (time, place, and manner)</li> <li>- Prepositional phrases</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>
1. Setting description linked to a Mayan civilisation 2. Setting description of a Mayan town (Chichen Itza)	<ul style="list-style-type: none"> <li>- Visual literacy for Mayan Civilisations</li> <li>- Virtual tour of Chichen Itza</li> </ul>	1. Figurative Language 2. Manipulating sentences for different effects (position of clauses, word order) 3. Sentence length for effect 4. Dialogue for advance of action	Revisit previously taught skills.
<b>Misconceptions:</b> <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> </ul>			

- When learning to use personification, children may link the actions to living organisms, rather than something that is not.  
For example: Correct personification: The wind sang tunefully (wind cannot sing)  
Incorrect personification: The birds sang tunefully (birds do sing)

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