



AUTUMN TERM

GENRE & TEXTS	WRITING OBJECTIVES	GRAMMAR & PUNCTUATION OBJECTIVES
<p><b>Mystery &amp; Suspense stories</b></p> <ul style="list-style-type: none"> <li>Alma</li> <li>Scare at Shadow Fair</li> </ul>	<p>Consider how authors have developed characters and settings in texts they have read, listened to or seen performed</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action précising longer passages</p>	<p>Use <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate <b>degrees of possibility</b> using adverbs [e.g. perhaps, surely] or <b>modal verbs</b> [e.g. might, should, will, must]</p>
<p><b>Free verse</b></p> <ul style="list-style-type: none"> <li>In Flanders Fields</li> </ul>	<p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>How words are related by meaning as <b>synonyms</b> and <b>antonyms</b></p>
<p><b>Newspaper Reports</b></p> <ul style="list-style-type: none"> <li>Mog’s Christmas Calamity</li> <li>The Railway Children Return</li> <li>Peter and the Wolf</li> </ul>	<p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining</p>	<p>Use devices to build <b>cohesion</b> within a paragraph</p> <p>Link ideas across paragraphs using:</p> <ul style="list-style-type: none"> <li>adverbials of time</li> <li>place</li> <li>number</li> <li>tense choices</li> </ul>
<p><b>Biographies</b></p> <ul style="list-style-type: none"> <li>David Attenborough</li> </ul>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p>	<p>Use <b>commas</b> to <b>clarify</b> meaning or avoid ambiguity</p> <p>Use <b>brackets, dashes or commas</b> to indicate parenthesis</p> <p>Use the <b>passive voice</b> to affect the presentation of information in a sentence</p>

**SPRING TERM**

GENRE & TEXTS	WRITING OBJECTIVES	GRAMMAR & PUNCTUATION OBJECTIVES
<p><b>Myths and Legends (Greeks)</b></p> <ul style="list-style-type: none"> <li>• Persephone</li> <li>• Jason and the Argonauts</li> </ul>	<p>Consider how authors have developed characters and settings in texts they have read, listened to or seen performed</p> <p>Describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action precising longer passages</p>	<p>Use <b>Relative clauses</b> beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate <b>degrees of possibility</b> using adverbs [e.g. perhaps, surely] or <b>modal verbs</b> [e.g. might, should, will, must]</p>
<p><b>Narrative Poetry</b></p> <ul style="list-style-type: none"> <li>• The Lady of Shallot</li> </ul>	<p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>How words are related by meaning as <b>synonyms</b> and <b>antonyms</b></p>
<p><b>Non-Chronological Reports</b></p> <ul style="list-style-type: none"> <li>• The Human Planet</li> <li>• The Sun</li> </ul>	<p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Use devices to build <b>cohesion</b> within a paragraph</p> <p>Link ideas across paragraphs using:</p> <ul style="list-style-type: none"> <li>• adverbials of time</li> <li>• place</li> <li>• number</li> <li>• tense choices</li> </ul> <p>Use <b>brackets, dashes or commas</b> to indicate parenthesis</p>

**SUMMER TERM**

<b>GENRE &amp; TEXTS</b>	<b>WRITING OBJECTIVES</b>	<b>GRAMMAR &amp; PUNCTUATION OBJECTIVES</b>
<p><b>Discussion texts</b></p> <ul style="list-style-type: none"> <li>• Should zoos be banned</li> </ul>	<p><b>Link</b> ideas across paragraphs using a wider range of <b>cohesive</b> devices</p>	<p>Know the difference between structures typical of <b>informal speech</b> and structures appropriate for <b>formal speech</b> and writing</p> <p>Indicate <b>degrees of possibility</b> using adverbs [e.g. perhaps, surely] or <b>modal verbs</b> [e.g. might, should, will, must]</p>
<p><b>Shadormas</b></p> <ul style="list-style-type: none"> <li>• WW2 Poetry</li> </ul>	<p>Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>How words are related by meaning as <b>synonyms</b> and <b>antonyms</b></p>
<p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>• Tiger Temple</li> </ul>	<p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p><b>Link</b> ideas across paragraphs using a wider range of <b>cohesive</b> devices</p>	<p>Use devices to build <b>cohesion</b> within a paragraph</p> <p>Link ideas across paragraphs using:</p> <ul style="list-style-type: none"> <li>• adverbials of time</li> <li>• place</li> <li>• number</li> <li>• tense choices</li> </ul> <p>Use <b>brackets, dashes or commas</b> to indicate parenthesis</p>
<p><b>Explanatory Texts</b></p> <ul style="list-style-type: none"> <li>• The Solar System</li> </ul>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Use <b>commas</b> to <b>clarify</b> meaning or avoid ambiguity</p> <p>Use <b>layout devices</b></p> <p>Use the <b>semi-colon, colon</b> and <b>dash</b> to mark the boundary between independent clauses</p> <p>Use the <b>colon</b> to introduce a <b>list</b> and use semi-colons within lists</p> <p>Punctuation of <b>bullet points</b> to list information</p>

<b>HANDWRITING</b>	Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"><li>• choosing which shape of a letter to use when given choices</li><li>• deciding whether or not to join specific letters</li><li>• choosing the writing implement that is best suited for a task.</li></ul>	<b>ONGOING</b>	<ul style="list-style-type: none"><li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li><li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>• assess the effectiveness of their own and others' writing</li><li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li><li>• ensure the consistent and correct use of tense throughout a piece of writing</li><li>• ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li><li>• proof-read for spelling and punctuation errors</li></ul>
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