Bonneygrove Primary School
Autumn Term 1
Writing

Year Group	Week 1-3	Week 4-6	Week 7
1	**Narrative (Stories with Predictable Phrasing)**	**Non Fiction (Labels, Lists, Captions)**	**Poetry (Vocabulary Building)**
	Final Outcome: Write simple sentences using patterned language, words and phrases taken from familiar stories	**Final Outcome:** Write labels and sentences for an in-class exhibition/museum display	**Final Outcome:** Read, write and perform free verse. Invent impossible ideas, e.g. magical wishes
	Grammar Focus: • How words can combine to make sentences • Joining words and joining clauses using and Sequencing sentences to form short narratives • Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I	**Grammar Focus:** • Separation of words with spaces • How words can combine to make sentences • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate • Sequencing sentences to form short narratives • Joining words and joining clauses using and • Capital letters for names and for the personal pronoun I	**Grammar Focus:** • use noun phrases • use description e.g. adjectives and adverbs • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping
2	**Narrative (Traditional Tale - Fairy Tale)**	**Non Fiction (Recount)**	**Poetry (Vocabulary Building)**
	Final Outcome: Write a re-telling of a traditional story	**Final Outcome:** Write a first person recount re-telling historical events, using adverbs of time to aid sequencing and maintaining consistency in tense and person	**Final Outcome:** Read list poems. Write and perform own versions. Create a pattern or shape on the page; use simple repeating phrases or lines as models
	Grammar Focus: • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	**Grammar Focus:** • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Subordination (using when, if, that, because) and co-ordination (using or, and, but)	**Grammar Focus:** • formation of nouns using suffixes such as –ness, – er and by compounding [for example, whiteboard, superman] • formation of adjectives using suffixes such as – ful, –less

	• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling • Apostrophes to mark singular possession in nouns [for example, the girl's name]	• Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command • Explore titles of explanations texts and identify that they usually begin with 'how' or 'why' • Write general statements to introduce topics being explained • Correct choice and consistent use of present tense and past tense throughout writing • Use of the suffixes –er, -est in adjectives	• use of the suffixes –er, – est in adjectives • expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
3	**Narrative (Traditional Tales - Fables)**	**Non Fiction (Recount)**	**Poetry (Vocabulary Building)**
	Final Outcome: Write a new fable to convey a moral	**Final Outcome:** Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	**Final Outcome:** Read, write and perform free verse. Write own examples of kennings, tankas, or haikus
	Grammar Focus: • Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] • Introduction to paragraphs as a way to group related material • Introduction to inverted commas to punctuate direct speech	**Grammar Focus:** • Expressing time, place and cause using conjunctions • Expressing time, place and cause using adverbs • Expressing time, place and cause using prepositions • Introduction to paragraphs as a way to group related material and introduce or round off a recount	**Grammar Focus:** • formation of nouns using a range of prefixes [for example super–, anti–, auto–] • word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
4	**Narrative (Myths – Quests)**	**Non Fiction (Report)**	**Poetry (Vocabulary Building)**
	Final Outcome: Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action	**Final Outcome:** Write own report independently based on notes gathered from several sources	**Final Outcome:** Read, write and perform free verse. write own examples of riddles based on models provided.
	Grammar Focus: • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials [for example, Later that day, I heard the bad news.] Use of paragraphs to organise ideas around a theme	**Grammar Focus:** • Draw attention to importance of subject verb agreements • Note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus	**Grammar Focus:** • noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

		• Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials	• Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Fronted adverbials • Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
5		**Narrative** (Traditional Tales – Legends)	**Non Fiction** (Recount)	**Poetry** (Vocabulary Building)
		Final Outcome: Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives	**Final Outcome:** Compose a biographical account based on research	**Final Outcome:** Read, write and perform free verse. Write raps/spoken word poetry on topics relevant to the children's interests/ motivations
		Grammar Focus: • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] or tense choices [for example, he had seen her before] dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity	**Grammar Focus:** • Develop cohesion of the whole text by: ¬ using conjunctions, adverbials, pronouns, synonyms and repetition to build cohesion within a paragraph. ¬ linking ideas across paragraphs using adverbials of time and by referring back to the content of the last paragraph ¬ varied verb forms including manipulating tenses through paragraphs to guide the reader through chronology • Explore the use of reported versus direct speech and compare the effect • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. • Explore a range of sentence types and length, and how to use these for best effect. • Experiment with moving clauses and phrases around in the text, considering the impact on engaging the • Dashes or commas to indicate parenthesis and explore how dashes are less commonly used in more formal texts	**Grammar Focus:** • Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
		Narrative (Fiction)	**Non Fiction** (Biography)	**Poetry** (Vocabulary Building)

6	**Final Outcome:** A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)	**Final Outcome:** To write a third-person biography recognising the effect on the reader of the choice, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ	**Final Outcome:** Read, write and perform free verse. Use simple metaphors and personification to create poems based on real or imagined experience
	 • The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] • Use of the colon to introduce a list and use of semi-colons within lists • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]	 • Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections. • Opening and closing lines of paragraphs support movement across the • Use of the passive to affect the presentation of information in a sentence • Use of the semi-colon, colon and dash to mark the boundary between independent clauses	 • how words are related by meaning as synonyms and antonyms [for example, big, large, little].