



Bonneygrove Primary School

Autumn Term 2

Writing

Year Group	Week 1-3	Week 4-6	Week 7
1	Narrative (Stories with Predictable Phrasing)	Non Fiction (Recount)	Poetry (Structure Rhyming Couplets)
	Final Outcome: Write simple sentences using patterned language, words and phrases taken from familiar stories	Final Outcome: Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	Final Outcome: Read, write and perform free verse. Invent impossible ideas, e.g. magical wishes
	Grammar Focus: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 (Structure Calligrams)
	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: Write own calligram based on single words
	Grammar Focus: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command 	Grammar Focus: <ul style="list-style-type: none"> 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 use of the suffixes –er, –est in adjectives

	<ul style="list-style-type: none"> 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] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]
3	Narrative (Writing and performing a play) Final Outcome: Write and perform a play, based on a familiar story	Non Fiction (Instructions/ giving directions) Final Outcome: Write and evaluate a range of instructions including directions e.g. a treasure hunt	Poetry (Structure – limericks) Final Outcome: Recite familiar limericks by heart
	Grammar Focus: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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) 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	Non Fiction (Report) Final Outcome: Write own report independently based on notes gathered from several sources	Poetry (Riddles) Final Outcome: Read and write riddles
	Grammar Focus: <ul style="list-style-type: none"> 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) 	Grammar Focus: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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)

	<ul style="list-style-type: none"> Fronted adverbials [for example, Later that day, I heard the bad news.] 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 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
5	Narrative (Traditional Tales – Story Writing)	Non Fiction (Explanation)	Poetry (Structure Cinquain)
	Final Outcome: Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives	Final Outcome: Possibly linked to geography e.g. an explanation text for physical geog e.g. climate zones, river, mountains, earthquakes etc	Final Outcome: Read and respond to cinquains. Experiment with writing own.
	Grammar Focus: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify]
6	Narrative (Fiction Genres)	Non Fiction (Report)	Poetry (Structure Cinquain)
	Final Outcome: A non-linear story that combines the everyday with fantastical elements. Includes a flashback.	Final Outcome: Write reports as part of a presentation of a non-fiction subject. Choose appropriate style and form of writing to suit	Final Outcome: Read and respond to cinquains. Experiment with writing own.

		specific purpose and audience, drawing on knowledge of different non-fiction text types.	
	Grammar Focus: <ul style="list-style-type: none"> • 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] 	Grammar Focus: <ul style="list-style-type: none"> • 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 	Grammar Focus: <ul style="list-style-type: none"> • how words are related by meaning as synonyms and antonyms [for example, big, large, little].