Writing Autumn 1
Fiction

The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text: Rainbow Fish by Marcus Pfister We're Going on a Bear Hunt by Michael Rosen	**Text:** The Owl that was Afraid of the Dark by Jill Tomlinson	**Text:** Gregory Cool by Caroline Binch	**Text:** Grandma and Me by Mina Javaherbin	**Text:** Luna - One Small Step by Taiko Studios (animation)	**Text:** Hansel and Gretel
Writing Genre: *Writing to Entertain* 1. Sentence Work 2. Labels, Lists and Captions - Write labels, lists and captions using images from the key text 'Rainbow Fish' 3. Sentence Work 4. Labels, Lists and Captions - Write labels, lists and captions using images from the key text 'Were Going on a Bear Hunt.'	**Writing Genre** *Writing to Entertain* 1. Narrative - Create a piece of narrative based on an adventure of a character that is scared of something. 'The owl that was afraid of the dark" as inspiration 2. Character Description -Using the character in the text, the children will write a detailed description. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Persuade* 1. Persuasive Letter - Write a persuasive letter using the key text 'Gregory Cool'. 2. Poster - Create a poster about the caribbean. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Create a piece of narrative based on the key text. 2. Character Description - Using the character in the text, the children will write a detailed description. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Luna has a daughter that doesn't want to be an astronaut like her mum. What does she want to be when she grows up? How does her Mum support her to fulfil her dreams? 2. Character Description - Write a character description about Luna. young, teen, astronaut, mum 3. (Curriculum Based Writing) - Geography, Scandinavia brochure	**Writing Genre:** *Writing to Entertain* 1. Narrative - Based on the following plot points. Write a chapter of a narrative. Gretel shoving the witch into the oven, freeing Hansel, discovering a trunk of treasures and fleeing. 2. Character Description - Write a character description of Hansel or Gretel. 3. (Curriculum Based Writing)
Subject Content: **Text Features:** - Time sequenced - Begin to differentiate between past and present tense to suit purpose **Other Style Ideas:** - Focus on oral work first - Use opportunities to read your own work aloud **Grammar and Sentences:** - Use **coordinating conjunctions** to link two main ideas, They pulled	**Subject Content:** **Text Features:** - Time sequenced - Begin to differentiate between past and present tense to suit purpose **Other Style Ideas:** - Focus on oral work first - Use opportunities to read your own work aloud **Grammar and Sentences:** - Use **coordinating conjunctions** to link two main ideas, They pulled	**Text Features:** - Use of 2nd person - Planned repetition - Facts and Statistics - Adjectives for positive descriptions **Other Style Ideas:** - Link to oracy, esp. For speeches - Use of colour and images, esp. For advertising **Grammar and Sentences:** - Use **imperative verbs**	**Subject Content:** **Text Features:** - Detailed description - Use paragraphs to organise in time sequence. **Other Style Ideas:** - Opportunities for comparing different forms of past tense (progressive and simple) **Grammar and Sentences:** - Use **fronted adverbial**	**Subject Content:** **Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Use a range of tenses to indicate changes in timing, sequence etc. **Grammar and Sentences:** - Use **subordinate clauses** to add detail or context, including in	**Subject Content:** **Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Use a range of tenses to indicate changes in timing, sequence etc. **Grammar and Sentences:** - Use **subordinate clauses** to add detail or context, including in

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
<u>and</u> pulled at the turnip to get it out. ● Use **noun phrases** which add detail to description, *very old grandma,brave woodchopper.* **Punctuation:** ● Use **finger spaces** between words. ● Use **capital letters & full stops** to mark sentences. **Adverbials:** ● First, Then, Next **Conjunctions:** ● and	<u>and</u> pulled at the turnip to get it out. ● Use **noun phrases** which add detail to description, *very old grandma,brave woodchopper.* ● Use the **progressive form** for verbs, *Goldilocks <u>was walking</u> through the woods.* ● Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!* **Punctuation:** ● Use **finger spaces** between words. ● Use **capital letters & full stops** to mark sentences. ● Use **capital letters** for first person 'I'. ● Use **apostrophes** to mark contractions, e.g. didn't ● Use **exclamation marks,** particularly in relation to speech. ● Begin to use **inverted commas** to mark direct speech where appropriate. **Adverbials:** ● First, Then, Next, After, Later, The next day… **Conjunctions:** ● and, but, so, or, when	to convey urgency, *Buy it today! Listen very carefully…* ● Use **rhetorical questions** to engage the reader. *Do you want to have an amazing day out?* ● Use **noun phrases** to add detail and description, *Our <u>fantastic resort</u> has <u>amazing facilities</u> for everyone.* **Punctuation:** ● Ensure use of **capital letters** for proper nouns. ● Use **! ?** for rhetorical/ exclamatory sentences. ● Use **commas** to mark relative clauses. ● Use **commas** to make fronted adverbials and subordinate clauses. *After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll be coming back for more!* **Adverbials:** ● Firstly, Also, In addition, However, On the other hand, Therefore, In conclusion **Conjunctions:** ● if, because, unless, so, and, but, even if, when	to show how/when an event occurs, *Without a sound… After a moment…* ● Use **expanded noun phrases** to add detail & description…. *The dark gloomy cupboard under the stairs…* ● Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.* ● Use **nouns & pronouns** for clarity and cohesion *They crept into Mino's great labyrinth. Inside <u>the maze…</u>* **Punctuation:** ● Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'* ● Secure use of **apostrophes** for possession, including for plural nouns. ● Use **commas** after fronted adverbials and subordinate clauses. ● May begin to use **dashes** for emphasis. **Adverbials:** ● Soon, Meanwhile, As, The next day, Later, Carefully, Without a thought. **Conjunctions:** ● if, when, because, while, as, until, whenever, once	varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.* ● Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.* ● Use a wide range of sentence structures to add interest, **Punctuation:** ● Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.* ● Use **dashes** to emphasise additional informational, *The girl was distraught - she cried for hours.* ● Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.* ● Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.* **Adverbials:** ● Meanwhile, Later that day, Silently, Within moment, All night, Nearby, Under the treetops, Never before, -ing openers, -ed openers. **Conjunctions:** ● if, when, because, while, as, until, whenever, once, since, although, unless, rather	varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.* ● Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.* ● Use a wide range of sentence structures to add interest, **Punctuation:** ● Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.* ● Use **dashes** to emphasise additional informational, *The girl was distraught - she cried for hours.* ● Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.* ● Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.* **Adverbials:** ● Meanwhile, Later that day, Silently, Within moment, All night, Nearby, Under the treetops, Never before, -ing openers, -ed openers. **Conjunctions:** ● if, when, because, while, as, until, whenever, once, since, although, unless, rather

Writing Autumn 2
Non Fiction

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text: Chocolate Cake by Michael Rosen	**Text:** How to make a bird feeder?	**Text:** Elephants	**Text:** Invite an author	**Text:** The Balanced Argument	**Text:** Origins of Species
Writing Genre: *Writing to Inform* 1. Instructions - Following a practical experience write up the instructions for 'How to make a chocolate nest?' using the key text 'Chocolate Cake' as inspiration. 2. Recount of Real Event - Write simple first person recounts based on personal experience e.g. when they made the chocolate nest. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Instructions -Following a practical experience write up the instructions for 'How to a jam sandwich ' using the key text 'How to make a bird feeder' as inspiration. 2. Recount of Real Event - Write simple first person recounts based on personal experience e.g. when they made the jam sandwich. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Instructions - After reading 'Elephants' write a set of detailed instructions on how to care for an Elephant. 2. Non Chronological Report - Children will write a non – chronological report on elephants using the text. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Persuasive letter - Write a letter to your favourite author and invite them into the school. Explain the importance of reading for children and how they can help you promote reading for pleasure. 2. Speech - Write a speech to the government to ask for more school funding for more books in your classroom, more resources for your library and a bigger budget for author visits. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Discuss* 1. Writing a Balanced Argument - Are we too dependent on computers? Consider both the benefits and downsides of computers. Research the issue extensively. What do computer manufacturing companies think? Look into the positives and negatives. 2. Newspaper Article - Should children have to wear school uniforms to school. Undertake extensive research in the school about this issue. Do a poll in assembly. What are the views of younger pupils/older pupils? 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Non Chronological Report about Evolution 2. Biography on Darwin 3. (Curriculum Based Writing)
Text Features: - Appropriate use of past and present tense **Other Style Ideas:** - Could use a writing frame to structure sections - May include images **Grammar and Sentences:** - Use **coordinating**	**Text Features:** - Appropriate use of past and present tense **Other Style Ideas:** - Could use a writing frame to structure sections - May include images **Grammar and Sentences:** - Use **coordinating**	**Text Features:** - Paragraphs used to group related ideas - Subheadings to label content **Other Style Ideas:** - May be built around a key image - Use techniques to	**Text Features:** - Paragraphs used to group related ideas - Subheadings to label content **Other Style Ideas:** - May be built around a key image - Use techniques to	**Text Features:** - Appropriate use of cohesive devices - Use of subjunctive form where needed **Other Style Ideas:** - Use paragraphs to structure arguments. - Maintain	**Text Features:** - Paragraphs used to group related ideas - Heading/subheadings - Use of technical vocabulary - Detailed description **Other Style Ideas:** - May include a glossary.

conjunctions to link two main ideas, *Badgers sleep in the day and look for food at night.* ● Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws.* ● Use **noun phrases** which inform, *sharp claws, black fur* ● Use **exclamation sentences** where appropriate, *What a fantastic time we all had!* **Punctuation:** ● Use **finger spaces** between words. ● Use **capital letters & full stops** to mark sentences. ● Use **question marks**, *Did you know...?* **Adverbials:** ● First, Firstly, Next, After, Later **Conjunctions:** ● and, because	**conjunctions** to link two main ideas, *Badgers sleep in the day and look for food at night.* ● Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws.* ● Use **noun phrases** which inform, *sharp claws, black fur* ● Use **commas** to seperate items in a list, *You will need flour, eggs, sugar and water.* ● Use **exclamation sentences** where appropriate, *What a fantastic time we all had!* **Punctuation:** ● Use **finger spaces** between words. ● Use **capital letters & full stops** to mark sentences. ● Use **question marks**, *Did you know...?* **Adverbials:** ● First, Firstly, Next, After, Later **Conjunctions:** ● and, but, so, or, when, if, because	highlight key words (bold, underline, etc.) **Grammar and Sentences:** ● Use **subordinating conjunctions** to join clauses, including as openers, *Although they have a fierce reputation, the Vikings weren't all bad.* ● Use **expanded noun phrases to inform**, *A tall dark-haired man was seen leaving the scene.* ● Use **commas** to separate adjectives in a list, *You will need flour, eggs, sugar and water.* ● Begin to use **present perfect tense** to place events in time, *This week we have visited the Science Museum.* **Punctuation:** ● Consolidate four main punctuation marks (. , ! ?) ● Use **capital letters** for proper nouns. ● Use **commas** to mark fronted adverbials *After lunch, we went into the museum.* ● Use **commas** to mark subordinate clause *When he was a boy, Dahl did not like reading.* ● Use **inverted commas** for direct speech. ● Use **bullet points** to list items. **Adverbials:** ● First, Firstly, Before, After, Later, Soon, Also, In addition, However **Conjunctions:** ● when, because, after, while, before, if	highlight key words (bold, underline, etc.) **Grammar and Sentences:** ● Use **subordinating conjunctions** to join clauses, including as openers, *Although they have a fierce reputation, the Vikings weren't all bad.* ● Use **expanded noun phrases to inform**, *A tall dark-haired man was seen leaving the scene.* ● Use **commas** to separate adjectives in a list, *You will need flour, eggs, sugar and water.* ● Use **relative clauses** to add further detail, *We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.* ● Begin to use **present perfect tense** to place events in time, *This week we have visited the Science Museum.* **Punctuation:** ● Consolidate four main punctuation marks (. , ! ?) ● Use **capital letters** for proper nouns. ● Use **commas** to mark fronted adverbials *After lunch, we went into the museum.* ● Use **commas** to mark subordinate clause *When he was a boy, Dahl did not like reading.* ● Use **inverted commas** for direct speech. ● Use **bullet points** to list items. **Adverbials:** ● First, Firstly, Before, After, Later, Soon, Also, In addition, However **Conjunctions:** ● when, because, after, while, before, if	formal/impersonal tone **Grammar and Sentences:** ● Use **modal** verbs to convey degrees of probability, *It could be argued... Some might say...* ● Use **relative clauses** to provide supporting detail. *The rainforest, which covers almost a third of South America...* ● Use **adverbials** to provide cohesion across the text, *Despite its flaws... On the other hand...* ● Use **expanded noun phrases** to describe in detail. *The dramatic performance by the amateur group was...* ● Begin to use **passive voice** to maintain impersonal tone, *The film was made using CGI graphics.* **Punctuation:** ● Use **brackets or dashes** for parentheses, including for emphasis. *The performance-the first by such a young gymnast-was a masterpiece!* ● Use **semi-colons** to mark related clauses, *Some argue....; others say...* ● Use **commas** to mark relative clauses. ● Use **colons and semi-colons** to punctuate complex lists. **Adverbials:** ● Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion **Conjunctions:** ● if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether	● Sections may contain more than one paragraph. ● A range of tenses to indicate changes in timing, sequences. **Grammar and Sentences:** ● Use **subordinating conjunctions** in varied positions, *the polar Bear, although it is large, can move at great speed.* ● Use **expanded noun phrases** to inform, *... a tall dark-haired man with a bright-red cap...* ● Use **relative clauses** to add further detail. *We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.* ● Begin to use **colons** to link related clauses, *England was a good country to invade: it had plenty of useful land.* **Punctuation:** ● Use **brackets or dashes** to explain technical vocabulary. ● Use **semi-colons** to punctuate complex lists, including when using bullet points. ● Use **colons** to introduce lists or sections. ● Use **brackets or dashes** to mark relative clauses. ● Secure use of **commas** to mark clauses, including opening subordinating clauses. ● Begin to use **colons and semi-colons** to mark clauses. **Adverbials:** ● Meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to, For example. **Conjunctions:** ● when, before, after, while, because, if, although, as

Writing Spring 1
Fiction

The national curriculum for English aims to ensure that all pupils:
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- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
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Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text: Beegu by Alexis Deacon	**Text:** *Lila and the Secret of Rain by David Conway*	**Text:** The Stone Age Boy By Satoshi Kitamura	**Text:** Charlie and the Chocolate Factory by Roald Dahl	**Text:** Coming to England by Floella Benjamin (Fiction-Writing to Entertain)	**Text:** The Journey
Writing Genre: *Writing to Entertain* 1. Narrative - Create a piece of narrative based on a familiar story using 'Beegu' as inspiration. 2. Character Description - Using the character in the text, the children will write a detailed description. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Create a piece of narrative based on a familiar story using 'Lila and the Secret of Rain' as inspiration. 2. Setting Description - Using an illustration in the text, the children will write detailed descriptions of the settings the little girl visits. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Create a piece of narrative based on a stone age boy as inspiration. 2. Setting Description - Using the text the children will write a setting description of 'the stone age'. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Write a narrative based on Charlie and Grandpa Joe decide to go into competition with Willy Wonka. They set up a new chocolate factory and their own branded chocolate tour, "Bucket Bar". 2. Setting Description - Describe the tour of the chocolate factory. What does Charlie and Grandpa Joe see? e.g. chocolate river, lollipop lights, candyfloss mugs, gobstopper meals. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Diary entry - Write a diary entry from the perspective of the child on his first day of school. 2. Biography - Write a biography of Floella Benjamin. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 4. Narrative - Write a story about a family helping other families at a local community centre who are new to the country. 5. Setting Description - Choose a setting within the story and write a setting description. 6. (Curriculum Based Writing)
Text Features: - Time sequenced - Begin to differentiate between past and present tense to suit purpose **Other Style Ideas:** - Focus on oral work first - Use opportunities to read your own work aloud	**Text Features:** - Time sequenced - Begin to differentiate between past and present tense to suit purpose **Other Style Ideas:** - Focus on oral work first - Use opportunities to read your own work aloud	**Subject Content:** **Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Opportunities for comparing different	**Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Opportunities for comparing different forms of past tense	**Text Features:** - Paragraphs used to group related ideas - Heading/subheadings - Use of technical vocabulary - Detailed description **Other Style Ideas:** - May include a glossary	**bject Content:** **Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Use a range of tenses to indicate changes in

Grammar and Sentences:
- Use **coordinating conjunctions** to link two main ideas, They pulled <u>and</u> pulled at the turnip to get it out.
- Use **noun phrases** which add detail to description, *very old grandma,brave woodchopper.*
- Use the **progressive form** for verbs, *Goldilocks <u>was walking</u> through the woods.*
- Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!*

Punctuation:
- Use **finger spaces** between words.
- Use **capital letters & full stops** to mark sentences.
- Use **capital letters** for first person 'I'.
- Use **exclamation marks,** particularly in relation to speech.

Adverbials:
- First, Then, Next, After

Conjunctions:
- and

Grammar and Sentences:
- Use **coordinating conjunctions** to link two main ideas, They pulled <u>and</u> pulled at the turnip to get it out.
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Punctuation:
- Use **finger spaces** between words.
- Use **capital letters & full stops** to mark sentences.
- Use **capital letters** for first person 'I'.
- Use **apostrophes** to mark contractions, e.g. didn't
- Use **exclamation marks,** particularly in relation to speech.
- Begin to use **inverted commas** to mark direct speech where appropriate.

Adverbials:
- First, Then, Next, After, Later, The next day…

Conjunctions:
- and, but, so, or, when

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forms of past tense (progressive and simple)

Grammar and Sentences:
- Use **fronted adverbial** to show how/when an event occurs, *Without a sound… After a moment…*
- Use **expanded noun phrases** to add detail & description…. *The dark gloomy cupboard under the stairs…*
- Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.*

Punctuation:
- Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'*
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses.

Adverbials:
- Soon, Meanwhile, As, The next day, Later, Carefully, Without a thought.

Conjunctions:
- if, when, because, while, as, until, whenever, once

(progressive and simple)

Grammar and Sentences:
- Use **fronted adverbial** to show how/when an event occurs, *Without a sound… After a moment…*
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- Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.*
- Use **nouns & pronouns** for clarity and cohesion *They crept into Mino's great labyrinth. Inside <u>the maze….</u>*

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- Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'*
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- Sections may contain more than one paragraph
- A range of tenses to indicate changes in timing, sequences

Grammar and Sentences:
- Use **subordinating conjunctions** in varied positions, *the polar Bear, although it is large, can move at great speed.*
- Use **expanded noun phrases** to inform, *… a tall dark-haired man with a bright-red cap…*
- Use **relative clauses** to add further detail. *We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.*
- Begin to use **colons** to link related clauses, *England was a good country to invade: it had plenty of useful land.*

Punctuation:
- Use **brackets or dashes** to explain technical vocabulary.
- Use **semi-colons** to punctuate complex lists, including when using bullet points.
- Use **colons** to introduce lists or sections.
- Use **brackets or dashes** to mark relative clauses.
- Secure use of **commas** to mark clauses, including opening subordinating clauses.
- Begin to use **colons and semi-colons** to mark clauses.

Adverbials:
- Meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to, For example.

Conjunctions:
- when, before, after, while, because, if, although, as

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timing, sequence etc.

Grammar and Sentences:
- Use **subordinate clauses** to add detail or context, including in varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.*
- Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.*
- Use a wide range of sentence structures to add interest,

Punctuation:
- Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.*
- Use **dashes** to emphasise additional informational, *The girl was distraught - she cried for hours.*
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Writing Spring 2
Non Fiction

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-

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text: Penguins	**Text** *There's an orangutan in my bedroom. TV Advert*	**Text:** Homosapiens	**Text:** Holiday Brochure	**Text:** Refugees	**Text:** Are we damaging our world?
Writing Genre: *Writing to Inform* 1. Non Chronological Leaflet - A simple non chronological leaflet with a series of sentences to describe aspects of the subject 'Penguins' using the key text 'Penguins' as inspiration. 2. Letter - Write a letter to the penguin in text 'Penguins' asking the penguin about his home. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Non Chronological Report - A simple non chronological poster with a series of sentences to describe aspects surrounding the subject of 'orangutans' 2. Letter - Write a letter to the government or head teacher about saving the orangutans. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Explanation - Using the key text children will write explanations on who the Homosapiens were. 2. Non Chronological Leaflet - Children will create a leaflet about Homosapiens. 3. (Curriculum Based Writing - Biography)	**Writing Genre:** *Writing to Persuade* 1. Advert - Write the voiceover for a TV advert for a holiday destination. 2. Persuasive Brochure - Choose another 'hot' destination and write a brochure to sell the place. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Persuade* 1. Speech - Write a speech on one of societies issues: Homelessness Pollution Traffic Healthy eating 2. Persuasive Letter - Write a letter on one of the societies issues: Homelessness Pollution Traffic Healthy eating 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to discuss and Persuade* 1. Balanced Argument - Write a balanced argument. 2. Newspaper Article - Undertake extensive research in the school about this issue. Do a poll in assembly. What are the views of younger pupils/older pupils? Write a newspaper article about what you find out. 3. Letter - Write a letter to the government about the impact we are having on our world. 4. (Curriculum Based Writing)+
Text Features: ● Appropriate use of past and present tense **Other Style Ideas:** ● Could use a writing frame to structure sections ● May include images **Grammar and Sentences:** ● Use **coordinating**	**Text Features:** ● Appropriate use of past and present tense **Other Style Ideas:** ● Could use a writing frame to structure sections ● May include images **Grammar and Sentences:** ● Use **coordinating**	**Text Features:** ● Paragraphs used to group related ideas ● Subheadings to label content **Other Style Ideas:** ● May be built around a key image ● Use techniques to	**Text Features:** ● Use of 2nd person ● Planned repetition ● Facts and Statistics ● Adjectives for positive descriptions **Other Style Ideas:** ● Link to oracy, esp. For speeches	**Text Features:** ● Use of 2nd person ● Personal Pronouns ● Planned repetition ● Facts & Statistics ● Hyperbole **Other Style Ideas:** ● Link to oracy, esp. For speeches	**Text Features:** ● Appropriate use of cohesive devices ● Use of subjunctive form where needed ● Use of 2nd person ● Personal Pronouns ● Planned repetition ● Facts & Statistics

Column 1:

- **conjunctions** to link two main ideas, *Badgers sleep in the day* <u>and</u> *look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well* <u>because</u> *they have sharp claws.*
- Use **noun phrases** which inform, *sharp claws, black fur*
- Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

Punctuation:
- Use **finger spaces** between words.
- Use **capital letters & full stops** to mark sentences.
- Use **question marks**, *Did you know...?*

Adverbials:
- First, Firstly, Next, After, Later

Conjunctions:
- and, because

Column 2:

- **conjunctions** to link two main ideas, *Badgers sleep in the day* <u>and</u> *look for food at night.*
- Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well* <u>because</u> *they have sharp claws.*
- Use **noun phrases** which inform, *sharp claws, black fur*
- Use **commas** to seperate items in a list, *You will need flour, eggs, sugar and water.*
- Use **exclamation sentences** where appropriate, *What a fantastic time we all had!*

Punctuation:
- Use **finger spaces** between words.
- Use **capital letters & full stops** to mark sentences.
- Use **question marks**, *Did you know...?*
- Use **apostrophes** to mark possession, *A badger's home is underground.*

Adverbials:
- First, Firstly, Next, After, Later

Conjunctions:
- and, but, so, or, when, if, because

Column 3:

highlight key words (bold, underline, etc.)

Grammar and Sentences:
- Use **subordinating conjunctions** to join clauses, including as openers, *Although they have a fierce reputation, the Vikings weren't all bad.*
- Use **expanded noun** phrases to inform, *A tall dark-haired man was seen leaving the scene.*
- Use **commas** to separate adjectives in a list, *You will need flour, eggs, sugar and water.*
- Begin to use **present perfect tense** to place events in time, *This week we have visited the Science Museum.*

Punctuation:
- Consolidate four main punctuation marks (. , ! ?)
- Use **capital letters** for proper nouns.
- Use **commas** to mark fronted adverbials *After lunch, we went into the museum.*
- Use **commas** to mark subordinate clause *When he was a boy, Dahl did not like reading.*
- Use **inverted commas** for direct speech.
- Use **bullet points** to list items.

Adverbials:
- First, Firstly, Before, After, Later, Soon, Also, In addition, However

Conjunctions:
- when, because, after, while, before, if

Column 4:

- Use of colour and images, esp. For advertising

Grammar and Sentences:
- Use **imperative verbs** to convey urgency, *Buy it today!   Listen very carefully...*
- Use **rhetorical questions** to engage the reader. *Do you want to have an amazing day out?*
- Use **noun phrases** to add detail and description, *Our* <u>fantastic resort</u> *has* <u>amazing facilities</u> *for everyone.*
- Use **relative clauses** to provide additional enticement *Our hotel,* <u>which has 3 swimming pools</u>*, over looks a beautiful beach.*

Punctuation:
- Ensure use of **capital letters** for proper nouns.
- Use **! ?** for rhetorical/ exclamatory sentences.
- Use **commas** to mark relative clauses.
- Use **commas** to make fronted adverbials and subordinate clauses. *After your visit, you won't want to leave. Once you've tasted our delicious sandwiches, you'll be coming back for more!*

Adverbials:
- Firstly, Also, In addition, However, On the other hand, Therefore, In conclusion

Conjunctions:
- if, because, unless, so, and, but, even if, when

Column 5:

- Use of colour and images, esp. For advertising.

Grammar and Sentences:
- Use **imperative and modal** verbs to convey urgency, <u>Buy</u> *it today! This product* <u>will</u> *transform your life..*
- Use **adverbials**, to convey a sense of certainty, *Surely we can all agree..?*
- Use **short sentences** for emphasis. *This has to stop! Vote for change!*
- Use of the **subjunctive form** for formal structure. *If I were you, I would...*

Punctuation:
- Use ?! for rhetorical/exclamatory sentences.
- Use **colons and semi-colons** for list features, attractions or arguments.
- Use **brackets or dashes** for parenthesis, including for emphasis. *This is our chance-our only chance-to make a difference.*
- Use **semi-colons** for structure repetition, *Bring your friends; bring your children; bring the whole family!*

Adverbials:
- Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion.

Conjunctions:
- if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether

Column 6:

- Hyperbole

Other Style Ideas:
- Use paragraphs to structure arguments.
- Maintain formal/impersonal tone
- Link to oracy, esp. For speeches
- Use of colour and images, esp. For advertising.

Grammar and Sentences:
- Use **modal** verbs to convey degrees of probability, *It* <u>could</u> *be argued... Some* <u>might</u> *say...*
- Use **relative clauses** to provide supporting detail. *The rainforest,* <u>which covers almost a third of South America...</u>
- Use **adverbials** to provide cohesion across the text, <u>Despite</u> *its flaws... <u>On the other hand...</u>*
- Use **expanded noun phrases** to describe in detail. <u>The dramatic performance by the amateur group</u> *was...*
- Begin to use **passive voice** to maintain impersonal tone, *The film* <u>was made</u> *using CGI graphics.*
- Use **imperative and modal** verbs to convey urgency, <u>Buy</u> *it today! This product* <u>will</u> *transform your life..*
- Use **adverbials**, to convey a sense of certainty, *Surely we can all agree..?*
- Use **short sentences** for emphasis. *This has to stop! Vote for change!*
- Use of the **subjunctive form** for formal structure. *If I were you, I would...*

Punctuation:
- Use **brackets or dashes** for parentheses, including for emphasis. *The performance-the first by such a young gymnast-was a*

					masterpiece! ● Use **semi-colons** to mark related clauses, *Some argue….; others say… Bring your friends; bring your children; bring the whole family!* ● Use **commas** to mark relative clauses. ● Use **colons and semi-colons** to punctuate complex lists. ● Use ?! for rhetorical/exclamatory sentences. ● Use **brackets or dashes** for parenthesis, including for emphasis. *This is our chance-our only chance-to make a difference.* **Adverbials:** ● Firstly, Furthermore, In addition, However, Nevertheless, Therefore, Consequently, In conclusion **Conjunctions:** ● if, because, although, unless, since, even if, rather, whereas, in order to, whenever, whether

Writing Summer 1
Poetry

The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text: Firework Night and When I am by myself.	**Text:** If I Were In Charge of the World by Juidith Viorist	**Text:** Spaghetti Spaghetti by Jack Prelutksy	**Text:** Still I Rise	**Text:** The Highwayman Alfred Noise	**Text:** The Hope-o-potamus
Writing Genre: *Writing to Entertain* 1. Poem - Pupils Write their own poem based on a celebration of their choice. 2. Poem - Pupils create a poem using the same structure and focus on taste, smell, feeling, touching. e.g. gooey sticky flapjack, crunchy apple, freezing snow, shiver in the night, fragrant flower, musky forest. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Poem - Pupils write their own poem based on If i were in charge of the school. 2. Poem - Pupils write their own rhyming poem around school. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Poem 2. Poem 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Poem - Pupils create a poem to show their strength in adversity using the structure of 'I Rise. 2. Poem - Discuss other times in life when children have experienced adversity or difficult times and ways they have overcome them: racism, friendship problems, personal set-backs, failures, finding school work, sport or other learning hard, anxiety, confidence, disability. Write a poem based on these. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Poem - Write their own version on their own journey. 2. Poem-Write a poem linked to Julia Donaldson's picture book 'The Highway Rat'. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 4. Poem - Write a poem about hope with a positive outcome. 5. Poem - Write a poem about determination. 6. (Curriculum Based Writing)
Text Features: - Time sequenced - Begin to differentiate between past and present tense to suit purpose **Other Style Ideas:** - Focus on oral work first - Use opportunities to read your own work aloud **Grammar and Sentences:** - Use **coordinating conjunctions** to link two	**Text Features:** - Time sequenced - Begin to differentiate between past and present tense to suit purpose **Other Style Ideas:** - Focus on oral work first - Use opportunities to read your own work aloud **Grammar and Sentences:** - Use **coordinating conjunctions** to link two	**Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Opportunities for comparing different forms of past tense (progressive and simple) **Grammar and Sentences:**	**Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Opportunities for comparing different forms of past tense (progressive and simple) **Grammar and Sentences:**	**Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Use a range of tenses to indicate changes in timing, sequence etc. **Grammar and Sentences:** - Use **subordinate clauses** to add detail or	**Text Features:** - Detailed description - Use paragraphs to organise in time sequence **Other Style Ideas:** - Use a range of tenses to indicate changes in timing, sequence etc. **Grammar and Sentences:** - Use **subordinate clauses** to add detail or

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
main ideas, They pulled <u>and</u> pulled at the turnip to get it out. • Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper.* • Use the **progressive form** for verbs, *Goldilocks <u>was walking</u> through the woods.* • Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!* **Punctuation:** • Use **finger spaces** between words. • Use **capital letters & full stops** to mark sentences. • Use **capital letters** for first person 'I'. • Use **exclamation marks,** particularly in relation to speech. **Adverbials:** • First, Then, Next, After **Conjunctions:** • and	main ideas, They pulled <u>and</u> pulled at the turnip to get it out. • Use **noun phrases** which add detail to description, *very old grandma, brave woodchopper.* • Use the **progressive form** for verbs, *Goldilocks <u>was walking</u> through the woods.* • Use **exclamation sentences** where appropriate, *What big eyes you have, Grandma!* **Punctuation:** • Use **finger spaces** between words. • Use **capital letters & full stops** to mark sentences. • Use **capital letters** for first person 'I'. • Use **apostrophes** to mark contractions, e.g. didn't • Use **exclamation marks,** particularly in relation to speech. • Begin to use **inverted commas** to mark direct speech where appropriate. **Adverbials:** • First, Then, Next, After, Later, The next day… **Conjunctions:** • and, but, so, or, when	• Use **fronted adverbial** to show how/when an event occurs, *Without a sound… After a moment…* • Use **expanded noun phrases** to add detail & description…. *The dark gloomy cupboard under the stairs…* • Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.* **Punctuation:** • Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'* • Secure use of **apostrophes** for possession, including for plural nouns. • Use **commas** after fronted adverbials and subordinate clauses. **Adverbials:** • Soon, Meanwhile, As, The next day, Later, Carefully, Without a thought. **Conjunctions:** • if, when, because, while, as, until, whenever, once	• Use **fronted adverbial** to show how/when an event occurs, *Without a sound… After a moment…* • Use **expanded noun phrases** to add detail & description…. *The dark gloomy cupboard under the stairs…* • Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.* • Use **nouns & pronouns** for clarity and cohesion *They crept into Mino's great labyrinth. Inside the maze….* **Punctuation:** • Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'* • Secure use of **apostrophes** for possession, including for plural nouns. • Use **commas** after fronted adverbials and subordinate clauses. • May begin to use **dashes** for emphasis. **Adverbials:** • Soon, Meanwhile, As, The next day, Later, Carefully, Without a thought. **Conjunctions:** • if, when, because, while, as, until, whenever, once	context, including in varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.* • Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.* • Use a wide range of sentence structures to add interest, **Punctuation:** • Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.* • Use **dashes** to emphasise additional informational, *The girl was distraught - she cried for hours.* • Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.* • Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.* **Adverbials:** • Meanwhile, Later that day, Silently, Within moment, All night, Nearby, Under the treetops, Never before, -ing openers, -ed openers. **Conjunctions:** • if, when, because, while, as, until, whenever, once, since, although, unless, rather	context, including in varied positions. *Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.* • Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.* • Use a wide range of sentence structures to add interest, **Punctuation:** • Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.* • Use **dashes** to emphasise additional informational, *The girl was distraught - she cried for hours.* • Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.* • Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.* **Adverbials:** • Meanwhile, Later that day, Silently, Within moment, All night, Nearby, Under the treetops, Never before, -ing openers, -ed openers. **Conjunctions:** • if, when, because, while, as, until, whenever, once, since, although, unless, rather

Writing Summer 2
Fiction

The national curriculum for English aims to ensure that all pupils:
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
-

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text: Look Up by Nathan Bryson (Fiction-Writing to Entertain)	**Text:** Man on the Moon by Simon Bartram (Fiction-Writing to Entertain)	**Text:** Star in the Jar by Sam Hay	**Text:** Iron Man by Ted Hughes	**Text:** The Explorer by Katherine Rundell (Fiction-Writing to Entertain)	**Text:** The graveyard book by Neil Gaiman
Writing Genre: *Writing to Inform* 1. Recount - Write simple first person recounts based on personal experience e.g. 'A Day in Space'. 2. Postcard - Write a postcard pretending you have visited space exploring when, where, what happened. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Postcard - Write a postcard pretending you have visited the moon exploring when, where, what happened. 2. Recount - Write a simple first person recount based on Bob's day on the moon.. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Tom gets lost outside at night (e.g. sea, forest, mountain) and his special star friend helps him get home. 2. Character Description - Write a character description about Tom. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Narrative - Continue watching 'The Iron Giant' and write the next 4 or 5 plot points. 2. Character Description- Write a character description about Iron Man. 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Inform* 1. Recount - Write a recount about one of the explorers journeys. 2. Report - What do you know about Explorers? 3. (Curriculum Based Writing)	**Writing Genre:** *Writing to Entertain* 1. Character Description - Collect ideas of other characters that Bod might meet in the graveyard. Refer back to the graveyard visit on Exp. Day 2. Create a character and write a character description that suits the setting. 2. Narrative - Write a new chapter based on the following. Bod decides to help the new character, Bod goes somewhere dangerous, Bod meets an evil character. 3. (Curriculum Based Writing)
Text Features: ● Appropriate use of past and present tense ● Time sequenced **Other Style Ideas:** ● Focus on oral work first. ● Use opportunities to read your own work aloud ● Could use a writing frame to structure sections ● May include images **Grammar and Sentences:** ● Use **coordinating conjunctions** to link two	**Text Features:** ● Appropriate use of past and present tense ● Time sequenced **Other Style Ideas:** ● Focus on oral work first. ● Use opportunities to read your own work aloud ● Could use a writing frame to structure sections ● May include images **Grammar and Sentences:** ● Use **coordinating conjunctions** to link two	**Text Features:** ● Detailed description ● Use paragraphs to organise in time sequence. **Other Style Ideas:** ● Opportunities for comparing different forms of past tense (progressive and simple) **Grammar and Sentences:** ● Use **fronted adverbial** to show how/when an	**Text Features:** ● Detailed description ● Use paragraphs to organise in time sequence. **Other Style Ideas:** ● Opportunities for comparing different forms of past tense (progressive and simple) **Grammar and Sentences:** ● Use **fronted adverbial** to show how/when an	**Text Features:** ● Paragraphs used to group related ideas ● Heading/subheadings ● Use of technical vocabulary ● Detailed description **Other Style Ideas:** ● May include a glossary. ● Sections may contain more than one paragraph. ● A range of tenses to indicate changes in	**Text Features:** ● Detailed description ● Use paragraphs to organise in time sequence **Other Style Ideas:** ● Use a range of tenses to indicate changes in timing, sequence etc. **Grammar and Sentences:** ● Use **subordinate clauses** to add detail or context, including in varied positions.

main ideas, *Badgers sleep in the day and look for food at night.* ● Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws.* ● Use **noun phrases** which inform, *sharp claws, black fur* ● Use **exclamation sentences** where appropriate, *What a fantastic time we all had!* **Punctuation:** ● Use **finger spaces** between words. ● Use **capital letters & full stops** to mark sentences. ● Use **question marks**, *Did you know…?* **Adverbials:** ● First, Firstly, Next, After, Later **Conjunctions:** ● and, because	main ideas, *Badgers sleep in the day and look for food at night.* ● Use **subordinating conjunctions** in the middle of sentences, *Badgers can dig well because they have sharp claws.* ● Use **noun phrases** which inform, *sharp claws, black fur* ● Use **commas** to separate items in a list, *You will need flour, eggs, sugar and water.* ● Use **exclamation sentences** where appropriate, *What a fantastic time we all had!* **Punctuation:** ● Use **finger spaces** between words. ● Use **capital letters & full stops** to mark sentences. ● Use **question marks**, *Did you know…?* ● Use **apostrophes** to mark possession, *A badger's home is underground.* **Adverbials:** ● First, Firstly, Next, After, Later **Conjunctions:** ● and, but, so, or, when, if, because	event occurs, *Without a sound… After a moment…* ● Use **expanded noun phrases** to add detail & description…. *The dark gloomy cupboard under the stairs…* ● Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.* **Punctuation:** ● Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'* ● Secure use of **apostrophes** for possession, including for plural nouns. ● Use **commas** after fronted adverbials and subordinate clauses. **Adverbials:** ● Soon, Meanwhile, As, The next day, Later, Carefully, Without a thought. **Conjunctions:** ● if, when, because, while, as, until, whenever, once	event occurs, *Without a sound… After a moment…* ● Use **expanded noun phrases** to add detail & description…. *The dark gloomy cupboard under the stairs…* ● Use **subordinate clauses** to add detail or context *Although Theseus was scared, he prepared to enter the maze.* ● Use **nouns & pronouns** for clarity and cohesion *They crept into Mino's great labyrinth. Inside the maze….* **Punctuation:** ● Use full punctuation for direct speech, including punctuation within and before **inverted commas**, *Mum asked, 'Will you be home for tea?'* ● Secure use of **apostrophes** for possession, including for plural nouns. ● Use **commas** after fronted adverbials and subordinate clauses. ● May begin to use **dashes** for emphasis. **Adverbials:** ● Soon, Meanwhile, As, The next day, Later, Carefully, Without a thought. **Conjunctions:** ● if, when, because, while, as, until, whenever, once	timing, sequences. **Grammar and Sentences:** ● Use **subordinating conjunctions** in varied positions, *the polar Bear, although it is large, can move at great speed.* ● Use **expanded noun phrases** to inform, *… a tall dark-haired man with a bright-red cap…* ● Use **relative clauses** to add further detail. *We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.* ● Begin to use **colons** to link related clauses, *England was a good country to invade: it had plenty of useful land.* **Punctuation:** ● Use **brackets or dashes** to explain technical vocabulary. ● Use **semi-colons** to punctuate complex lists, including when using bullet points. ● Use **colons** to introduce lists or sections. ● Use **brackets or dashes** to mark relative clauses. ● Secure use of **commas** to mark clauses, including opening subordinating clauses. ● Begin to use **colons and semi-colons** to mark clauses. **Adverbials:** ● Meanwhile, At first, After, Furthermore, Despite, As a result, Consequently, Due to, For example. **Conjunctions:** ● when, before, after, while, because, if, although, as	*Although Theseus was scared, he prepared to enter the maze. Theseus, although he was scared, prepared to enter the maze.* ● Use **relative clauses** to add detail or context, *Amy grabbed the torch, which she'd strapped to her belt, quickly.* ● Use a wide range of sentence structures to add interest, **Punctuation:** ● Use **brackets** for incidentals, *Amy saw Katie (her best friend) standing outside.* ● Use **dashes** to emphasise additional informational, *The girl was distraught - she cried for hours.* ● Use **colons** to add further detail in a new clause, *The girl was distraught: she cried for hours.* ● Use **semi-colons** to join related clauses, *Some think this is awful; others disagree.* **Adverbials:** ● Meanwhile, Later that day, Silently, Within moment, All night, Nearby, Under the treetops, Never before, -ing openers, -ed openers. **Conjunctions:** ● if, when, because, while, as, until, whenever, once, since, although, unless, rather