

English Writing Long Term Plan



		Autumn Term	Spring Term	Summer Term	
EYFS	English is taught through the sharing of stories to promote a lifelong love of reading. Children participate in vocabulary rich conversations between their peers and to teaching staff to promote communication and language. In addition to this, the children have opportunities to share their ideas with support from teaching staff with modelled responses. Children begin to build language comprehension and word reading through Read Write Inc. and the exposure to diverse and language-rich books. Children participate in role-play to dramatize stories.				
	Nursery	Book Spine Focus Text: <i>Autumn One:</i> Nursery Rhymes: Rhyming <i>Autumn Two:</i> Where's Spot and Dear Zoo	Book Spine Focus Text: <i>Spring One:</i> Each Peach Pear Plum: Rhyming <i>Spring Two:</i> Traditional Tales	Book Spine Focus Text: <i>Summer One:</i> Supertato- Sue Hendra (Author Study) <i>Summer Two:</i> Jaspers Beanstalk	
	Reception	Book Spine Focus Text: <i>Autumn One:</i> Room on the Broom and Pumpkin Soup <i>Autumn Two:</i> The Gruffalo and The Gruffalo's Child- Julia Donaldson (Author Study)	Book Spine Focus Text: <i>Spring One:</i> Whatever Next and Pancakes, Pancakes <i>Spring Two:</i> The Hungry Caterpillar and Handa's Surprise	Book Spine Focus Text: <i>Summer One:</i> Once There Were Giants <i>Summer Two:</i> The Bad Tempered Ladybird and What the Ladybird Heard	
Note: Books for Early Years will change on an ongoing basis according to the cohort's interest.					
Key Stage One	Year One	Book Spine Focus Text: <i>Autumn One:</i> The Everywhere Bear <i>Autumn Two:</i> Dinosaurs and The Jolly Postman Story Seekers Story telling (link Unicorn Theatre runs all term, speaking project) Genres: Familiar setting, non-fiction, rhyming stories, traditional tales	Book Spine Focus Text: <i>Spring One:</i> The Kiss that Missed <i>Spring Two:</i> Peepo! and Out and About: First book of Poems Genres: Non-fiction, rhyming poetry, fairy tales, familiar setting	Book Spine Focus Text: <i>Summer One:</i> Pumpkin Soup Herb the Vegetarian Dragon <i>Summer Two:</i> Meerkat Mail and All About Meerkats, The Lighthouse Keeper's Lunch Genres: Familiar setting, Fairy Tale, Adventure, Non-Fiction, Modern Classic	
	Word Level		Sentence Structure	Text Cohesion and organisation	Alan Peat Sentences/ Dadwavers
	Grammar and Sentence Structure Focus		Punctuation Focus		Alan Peat Sentences Focus
	<ul style="list-style-type: none"> Use simple words, captions or phrases Knows words combine to make sentences Uses adjectives occasionally (e.g., a big cat, a red bus) Some formulaic phrases indicate start/end of text (e.g., Once upon a time, one day, the end) Be aware of plural noun suffixes -s, es, Suffixes added to verbs where root spelling stays the same (e.g., help, helped, helping) and know how to use them (e.g. dogs, wishes) Know the prefix un changes the meaning of verbs and adjectives (e.g. Unkind, undo, untie) Repetition for rhythm (e.g., He walked and he walked and he walked) Repetition for description (e.g A lean cat, a mean cat A green dragon, a fiery dragon) Use similes...like...(e.g. ...like sizzling sausages) Writes some grammatically accurate clauses (e.g., he went to the park, he ran to the shop) Join words and clauses using and,but,then Another person is able to read with some mediation 		<ul style="list-style-type: none"> Separation of words with spaces Leaves spaces between words Capital letters for names and for personal pronoun I Recognises full stops Bullet points <p>Start a piece of writing with a capital letter</p> <ul style="list-style-type: none"> Sometimes uses both capital letter and a full stop. Capital letters and full stops are used more frequently Introduction to the use of an exclamation mark and question marks Read writing back, with appropriate pauses Sequence sentences to form short narratives Speech Bubbles To write their first name and surname independently 		<p><u>All W sentences</u> Asking simple questions about a character or something they want to find out about e.g. <i>Why do you think he ran away?</i> <i>What next?</i> <i>Why is our climate changing?</i> <i>Will that really be the end?</i> <i>When did he decide to run?</i></p> <p><u>List sentences</u> Listing a group of related things e.g. <i>He had a red tomato, a green apple, a yellow banana and some purple grapes in his basket.</i> <i>She wore a stripy jumper, a pink t-shirt, blue jeans and sparkly trainers.</i></p>

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Year Two	<p>Book Spine Focus Text: Autumn One: The Day the Crayon's Quit (animation too) and Toby and the Great Fire of London Autumn Two: The Black Hat (animation too) and Rapunzel</p> <p>Genres: Familiar setting, Historical setting, Traditional Tale, Fairytale</p>	<p>Book Spine Focus Text: Spring One: The Lonely Beast and On the Way Home Spring Two: David Attenborough and Leaf</p> <p>Genres: Adventure. Moral tale/familiar setting, Biography, Fairy Tale, Tall Tales</p>	<p>Book Spine Focus Text: Summer One: Traction Man , A Small Tale- Abe and Alba (immersive unit linked to Punch drunk Theatre Company), Summer Two: Hummingbird, Caterpillar Shoes (Short Film) and A Songbird Dreams of Singing</p> <p>Genres: Comic Picture Book, Adventure, Non-Fiction, Animated Short Film, Poetry</p>	
	Word Level	Sentence Structure	Text Cohesion and organisation	Alan Peat Sentences/ Dadwavers
	Grammar and Sentence Structure Focus	Punctuation Focus	Alan Peat Sentences Focus	
<ul style="list-style-type: none"> Adjectives used to add details and chosen thoughtfully Expanded noun phrases for description and specification (e.g., the blue butterfly, the man in the moon) Adverbs tell the reader when, where, and how things appear Formation nouns using suffixes-ness –es and compound words – spaceman Formation of adjectives using –ful, -less, -er.es in adjectives and -ly to make adverbs Generalisers for information (e.g. Most dogs... Some Polar bears...) Alliteration (e.g. Wicked witch, Slimy slugs) Prepositions (before, behind, above, along, between, after) Sentences often brief, starting with simple subject/verb (I sat, Dad went) Use and, but, so, or, to connect clauses for co-ordination Beginning to vary sentence openings (e.g., not always starting with name or pronoun) Use sentences with different forms: statement, questions, exclamation, command Beginning to use when, if , that, or because for subordination and, <i>and/or, but/so</i> for co-ordination Uses appropriate connectives Use of who/which (e.g <i>Once upon a time there was a woman who lived in a forest</i>) To structure ideas logically, including time (then, first, after) Consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting) Ideas in sections grouped by content, some linking by simple pronouns. Begin to proof read work to ensure it makes sense Write effectively and coherently for different purposes <p>Join handwriting</p>	<ul style="list-style-type: none"> Apostrophes to mark singular and plural possession (e.g., the boy's name; the girls' boots) Use a full stop and capital letter to punctuate a passage involving more than one sentence Use other punctuation (e.g., question marks and exclamation marks to demarcate sentences) Use commas to separate items in a list Commas after ly opener (e.g. <i>Usually, eventually, finally, carefully, slowly</i>) Sentences mostly grammatically correct Sentence demarcation with full stops and capital letters usually accurate Mostly accurate use of question marks and exclamation marks and commas in list Speech bubbles/speech marks for direct speech(<i>implicitly understand how to change from direct to indirect speech</i>) 	<ol style="list-style-type: none"> 2A sentence: Two adjectives preceding the noun and 2 adjectives preceding the second noun. <i>He was a tall, awkward man with an old, crumpled jacket.</i> BOBS sentences: But, or, so, because. Two- part sentence- first part ends with a comma and the second part begins with a coordinating conjunction (BOBS). No comma before because. <i>She ran down the road because a man was chasing her. He wept buckets, so he had to blow his nose.</i> What +! Begin with the word 'what' followed by an adjective to describe the final word/s of the sentences. Senses can be used to improve vocabulary choices. <i>What a lovely day! What a delicious smell! What an awful din!</i> Ing, Ing, Ing sentences: <i>Hopping, skipping, jumping, he made his way to the park.</i> Double ly ending sentences: Ends with 2 adverbs of manner. First part of this sentence type ends in a verb. Two adverbs of manner are then added to add precision to the sentence. <i>The worried people ran quickly and enthusiastically. He swam slowly and determinedly.</i> <p>Plus, revision previous year sentences: All w sentences and list sentences W sentences: short sentences. Should not be scattered too frequently or will lose impact. Additionally needs to understand what a question is. <i>Why do you think he ran away? What next? Why is our climate changing? Will it really be the end?</i></p> <p>List sentences: Use with nouns but also in sentences where no less than 3 and no more than 4 adjectives before the noun. Can be very dramatic when combined with alliteration. Be explicit sometimes use adjectives as well as nouns in list sentences. <i>It was a dark, long, leafy lane.</i></p>		

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Key Stage Two	Year Three	<p>Book Spine Focus Text: Autumn One: Ug (comic style picture book) and Stone Age Boy Autumn Two: How to Wash a Woolly Mammoth, Secrets of Stonehenge and The pebble in my pocket</p> <p>Genres: Comic picture book, Instructional text, Myths, Non-Fiction, Encyclopedia, Environmental story, Modern Fairy Tale</p>	<p>Book Spine Focus Text: Spring One: Usborne Book of Greek Myths and Legends Spring Two: Mythical beasts of Greece and Rome and Mythologica</p> <p>Genres: Greek myths, Non-Fiction: Information, Encyclopedia</p>	<p>Book Spine Focus Text: Summer One: The Great Kapok Tree, Where the Forest meets the Sea and I am the seed that grew into a tree Summer Two: I am the seed that grew into a tree <i>and Two:</i> Iron Man</p> <p>Genres: Environmental story, Modern Fairy Tale, Poetry</p>
	Word Level Sentence Structure Text Cohesion and organisation Alan Peat Sentences/ Dadwavers	Grammar and Sentence Structure Focus	Punctuation Focus	Alan Peat Sentences Focus
	<ul style="list-style-type: none"> Use simple noun phrases to add interest and detail e.g. a lot of money; my younger sister; the best team in the world Attempt to elaborate on basic information or events using simple adverbse.g. she looked at me <u>strangely</u> Use adverbial phrases to give clarity to the account Formation of nouns using range prefixes-super, -anti, -auto Understand word families based on common words (e.g. solve, solution, solver, dissolve, insoluble) Use of determiners a or an Use similes to add to description Expressing time and cause Using conjunctions (e.g. when, before, after, while, because) Use of adverbs (e.g. then, next soon, so) Use of prepositions (e.g. before, after, during, in, because of) Begin to use other ways to start sentence other than subject e.g. Today, I ate a cake Use pronoun to avoid repetition (e.g. it, he, they, she) Usually have correct verb and subject agreement was/were Consistency using first and third person Use paragraphs to group related information Use of headings and subheadings Appropriate use of pronoun or noun within a sentence to avoid ambiguity and repetition Use perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said) Tense choice generally appropriate to task including some use of modals (can, will) Link between paragraphs and sections, some links between sentences (e.g. use of pronouns and adverbials.) Build cohesion within paragraph 	<ul style="list-style-type: none"> Apostrophes to mark singular and plural possession (e.g. the boy's name; the girls' boots) Beginning to use speech marks to punctuate direct speech Accurately use commas in lists Full stops, capital letters, exclamation marks and question marks mostly accurate Commas used in lists and beginning to use for other purposes. Use of speech marks to punctuate direct speech Use of commas after fronted adverbials (e.g. Later that day, I heard the bad news) 	<p>What +! Sentence: Begin with the word 'what' followed by an adjective to describe the final word/s of the sentence. Senses can be used to improve vocabulary choices .e.g. <i>What a lovely day!</i> <i>What a delicious smell!</i> <i>What an awful din!</i></p> <p>if, if, if then sentences: Three dependent clauses in series. It is necessary to use a comma after each of the clauses beginning with <i>if</i> <i>If the alarm had gone off, if the bus had been on time, if the road repairs had been completed, then his life would not have been destroyed.</i></p> <p>Fronted adverbial sentence: Begins with an adverb e.g. <i>Silently, the bow swam across the river.</i></p> <p>First word, last word: Start with a key word, expand upon that key word, then repeat the same key word at the end of the sentence <i>Brilliant, the whole day was just brilliant!</i></p> <p>Simile sentences: Some should be banned (cold as ice, hot as the sun etc.) If using banned similes, make more interesting by adding a 'where?' and 'when?' to the end of the cliché <i>The moon hung above us like a patient, pale white face</i> <i>Although it was August, it was as cold as a late December evening.</i></p> <p>Plus previous years structures</p> <p>Dadwavers: In Year Three, children are introduce a variety of DADWAVERS sentence openers and will practise them discreetly (begin DAD then DADW etc. As they become familiar with the different structures of Dadwavers through discreet teaching, they will begin to check they have used them in their creative writing. Stand-alone discreet Dadwaver writes will happen 2-3 times a term to enable children to embed the openers. There is an expectation that GD and M children will be using them in their other creative writing.</p>	

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Year Four	<p>Book Spine Focus Text: <i>Autumn One:</i> Hello Lighthouse <i>Autumn Two:</i> The Wild Robot</p> <p>Genres: Narratives, recounts, non-chronological reports, instructional writing and character and setting descriptions</p>	<p>Book Spine Focus Text: <i>Spring One:</i> Escape from Pompeii and So you Think You've Got It Bad? <i>Spring Two:</i> The Journey and A Midnight's Summer Dream</p> <p>Genres: Autobiographies, poetry, narratives, diary, speeches, persuasive writing and letters</p>	<p>Book Spine Focus Text: <i>Summer One:</i> Boy at the Back of the Class <i>Summer Two:</i> King of The Sky and I am The Seed That Grew The Tree</p> <p>Genres: Poetry, playscripts, narratives, recounts and non-chronological reports</p>	
	Word Level	Sentence Structure	Text Cohesion and organisation	Alan Peat Sentences/ Dadwavers
	Grammar and Sentence Structure Focus	Punctuation Focus	Alan Peat Sentences Focus	
<ul style="list-style-type: none"> Understand the grammatical difference between plural and possessive s Use adverbial phrases to give clarity to account Use expanded noun phrases with modifying adjectives, nouns and prepositions to add interest and detail (e.g. The teacher – the strict maths teacher with curly hair) Understand the standard verb inflections instead of local spoken forms We were rather than we was I did instead of I done Begin to use stylistic devices e.g. simile, metaphor, onomatopoeia, alliteration, personification Use a variety of sentence openers to avoid repetition (then, next etc) Use a variety of coordinating conjunctions to clarify relationship between ideas (and, but, so, or, for, when, because, while) Uses fronted adverbials (Later that day, I heard the bad news) Use simple compound sentences with a wider range of conjunctions (e.g., either, both, until, although) Use some complex sentences (e.g, After running for the bus, I collapsed in the seat.) Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Use perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check) Tense choice generally appropriate to task including some use of modals (can, will) Within paragraphs/sections some links between sentences (e.g. use of pronouns or adverbials) Devices to build cohesion within a paragraph Link across paragraphs using adverbials of time(later) place(nearby) and number(secondly) Comparative and superlative adjectives used correctly.(e.g. Small ... smaller...smallest Good...better...best) 	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech (e.g. comma after reporting clause; end punctuation within inverted commas) The conductor shouted, "Sit down!" Beginning to use commas other than in lists Use commas after fronted adverbials Apostrophes to mark plural possession (e.g The girl's name, the girls' names (Understand the grammatical difference) Use apostrophes for omission accurately 	<p>3 _ed sentences: (2_ed for LA children) Three related adjectives, each of which ends in –ed. Usually the adjectives will describe an emotion. Display a A-Z of –ed adjectives <i>Frightened, terrified, exhausted, they ran from the creature.</i> Ensure these are taught as nouns <u>not</u> verb. Determiner – stands before any noun if necessary to enable the sentence to make sense (the, a, this, my, any)).</p> <p>Emotion word, comma sentences: Does not conform to traditional subject-verb combination sentence Uses adjective to describe emotion, followed by a comma. Rest of sentence describes actions related to the opening emotive adjective. Placing the emotive adjective at the start of the sentence gives more weight to that word. Possible provide and A-Z of emotion words <i>Desperate, she screamed for help.</i></p> <p>Short sentences: Formed with one, two or three words. May be interjections requiring an exclamation mark. Model this sentence type in context. Use for effect. Ellipsis marks may be used also to indicate a stutter . <i>Then it happened.</i></p> <p>2 pair sentences: Two pairs of related adjectives. Each pair is followed by a comma and separated by the conjunction <i>and</i> <i>Exhausted and worried, cold and hungry, they did not know how much further they could go.</i></p> <p>Many question sentences: Initial question ending with a question mark, followed by a further phrase or single word, which poses additional, related questions. Each additional word or phrase concludes with a question mark Beware of unnecessary capitalisation <i>Where is the treasure? the diamonds? the gold? the rubies?</i></p> <p>BOYS sentences: Little Tim But, Or, Yet, So Two-part sentence – first part ends with a comma and second part begins with a co-ordinating conjunction (BOYS) – happy and generous – was always fun to be around <i>He was a friendly man, but he could become nasty.</i> <i>It was a warm day, yet the clouds gathered.</i></p>		

English Writing Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

Personification of weather: An element of the weather is given a human attribute. When grasped, introduce an adverb
The rain wept down his window The rain wept pitifully down his window.
Dialogue-verb + adverb "Hello, she whispered shyly."

Plus, all previous year's structures

Dadwavers:

In Year Four, children will become more familiar with the different structures of Dadwavers through discreet teaching and GD will be able to check they have used them throughout their writing, beginning to vary the order in which they use them. Some stand-alone Discreet Dadwaver writes will happen 2-3 times a term. Dadwaver writes should occur throughout the year enabling children to embed the openers. There is an expectation that GD and M children will be using them in their other creative writing.

English Writing Long Term Plan



Year Five	<p>Book Spine Focus Text: Autumn One: The Dish and the Spoon and Beowulf Autumn Two: Journey to Jo'burg</p> <p>Genres: <i>Autumn One:</i> Narrative, book review, news report, letter, descriptive writing, diary entry. <i>Autumn Two:</i> Drama, Letters, Chapter summaries, news report, poetry, persuasive writing</p>	<p>Book Spine Focus Text: Spring One: Macbeth Spring Two: Macbeth and The Silk Roads</p> <p>Genres: Letters, crime reports, balanced arguments, recounts, character descriptions, diary entry, persuasive speech, instructions</p>	<p>Book Spine Focus Text: Summer One: Rooftoppers Summer Two: Flood</p> <p>Genres: News reports, letters, character and setting descriptions, playscripts, recounts, persuasive letter, poetry, suspense writing, exhibition and information labels</p>	
	Word Level	Sentence Structure	Text Cohesion and organisation	Alan Peat Sentences/ Dadwavers
	Grammar and Sentence Structure Focus	Punctuation Focus	Alan Peat Sentences Focus	
<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] • Verb prefixes [for example, dis-, de-, mis-, over- and re-] • Develop simple shades of meaning to intensify or emphasise (very large, quite slowly) • Use stylistic devices e.g. simile, metaphor, onomatopoeia, alliteration personification • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Continue to experiment with complex sentences to clarify relationships in time and place • Use some variety in length, subject, structure of sentences .e.g. simple, complex and compound sentences • Sentences mostly grammatically sound e.g. correct subject/verb agreement, security of tense and person, correct use of subordination • Experiment with position of subordinate clauses to create effect • Use of passive voice to affect the presentation of information in a sentence (e.g., I broke the window in the greenhouse versus the window in the greenhouse was broken) • Use a wider range of sentence connectives to develop meaning e.g. if, when, rather, than, although, however, • Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>] • Write with clarity and impersonal style- • Appropriate register for piece. • Paragraphs/sections help to organise content. Cohesion of paragraphs is built up through the use of then, after, that, this, firstly. (How, when, where) around for different effects • Move sentence chunks e.g. • The siren echoed loudly...through the lonely streets...at midnight • Use rhetorical questions • Stage directions in speech (speech + verb+ action) e.g., " Stop!" he shouted, picking up the stick and running after the thief 	<ul style="list-style-type: none"> • Use apostrophe for omission accurately • Use and experiment with a range of punctuation, although not always accurately (e.g. brackets, semi colon, colon and dash) • Sometimes use commas to separate phrases or clauses, although not always accurately. • Use speech punctuation (inverted commas) correctly with a new line for each speaker. Reported and direct speech • Brackets, dashes or commas to indicate parenthesis (a word or a phrase added as an explanation or afterthought • Use of commas to clarify meaning 	<p>Ad same ad sentences: Two identical adjectives, one repeated shortly after the other. First opens the clause and the second comes immediately after the comma. Once children have grasped this, introduce words other than because to bridge the sentence. <i>He was a fast runner, fast because he had to be.</i></p> <p>NOUN, who/which/where sentences: Has an embedded/subordinate clause. Always begins with a noun which is followed by a comma then the embedded clause (the part of the sentence that can be omitted and the sentence would still make sense). The embedded clause ends, as it started, with a comma then the final part of the sentence adds some detail to the opening noun. A subordinate clause does not have to begin with which. <i>Cakes, which taste fantastic, are not so good for your health.</i></p> <p>3 bad – (dash) question sentences: Sentence begins with three negative words (usually adjectives). First and second followed by commas. Third followed by a dash, then a question, which relates to the negative adjectives. Impact is dramatic e.g. <i>Thirst, heatstroke, exhaustion – which would kill him first?</i></p> <p>Paired conjunction sentences: Some words demand a second word in order to make sense – this is the essence of the paired conjunction. (BA) – both/and (NA) – not so/as (NN) – neither/nor (AA) – as/as <i>It was both cold and unpleasant for him to work there.</i></p> <p>Outside/inside sentences or OR(I.) sentences Two related sentences (first tells us what a character is supposedly thinking, second, related sentence, which is always in brackets, lets the reader know the character's true INNER feelings) Bracketed sentence shows viewpoint. Possible words for beginning second sentence: However...In truth...Secretly...Happy/sad...Brave/terrified etc <i>She told the little girl not to be so naughty. (Inside, however, she was secretly amused by what she had done).</i></p>		

English Writing Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

The more, the more sentences: The first more should be followed by an emotive word and the second more should be followed by a related action. Provide a list of human emotions When grasped introduce The less, the less sentence.

The more upset she was, the more her tears flowed.

The less happy he became, the less likely he was to smile.

Ing, ed: This sentence inverts typical sentence structure (subject-verb) and moves from present to past tense. Begins with a verb ending in 'ing' followed by the location of the action and then a comma. After the comma, the latter part begins with a name or personal pronoun followed by a second verb with an ed ending and a pivotal incident.

Walking in the bush, she stopped at the sight of a crocodile facing her.

Plus all previous year sentences

Dadwavers:

This should be practised and be expected in creative writing. By Year Five, most children will be familiar with the structures and will be able to check they have used a variety throughout their writing, varying the order in which they use them. Some stand-alone Dadwaver writes should occur throughout the year. LA produce in order and should be given opportunities to practise elements they are no yet secure in.

English Writing Long Term Plan



Year Six	<p>Book Spine Focus Text: <i>Autumn One:</i> When the Sky Falls <i>Autumn Two:</i> The Arrival by Shaun Tan</p> <p>Genres: Setting Descriptions, Character descriptions, Diary Entries, Narrative, Monologue, Letters</p>	<p>Book Spine Focus Text: <i>Spring One:</i> Shackleton's Journey <i>Spring Two:</i> Everest</p> <p>SATS Focus: Reading and SPaG</p> <p>Genres: Character Descriptions, List poetry, Letter writing, Instructions, Newspaper reports, Persuasive Speech, Play scripts, Narrative poems, Narrative, Fact files</p>	<p>Book Spine Focus Text: <i>Summer One:</i> Kensuke's Kingdom <i>Summer Two:</i> Room 13 Eye of the Storm- Lit shed animated Sci fi film</p> <p>Genres: Personification Poetry</p>	
	Word Level	Sentence Structure	Text Cohesion and organisation	Alan Peat Sentences/ Dadwavers
	Grammar and Sentence Structure Focus	Punctuation Focus		Alan Peat Sentences Focus
<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>]. Shades of meaning further developed Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> 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 <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis Use layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] confidently 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] 		<p>Some; others sentences : Compound sentences beginning with the word some and have a semi-colon instead of a conjunction separating the latter half of the sentence . <i>Some people love football; others just can't stand it.</i></p> <p>Irony sentences: Deliberately overstates how good or bad something is. The overstated word (such as wonderful is then shown to be a falsehood in the remainder of the sentence, when truth is evidenced. Begin by collecting superlatives, which can be used in the initial, ironic part of the sentence. Display an A-Z of these. <i>Our 'luxury' hotel turned out to be a Farm outbuilding.</i></p> <p>Tell: show 3; examples sentences: <i>He was feeling relaxed; shoes off; shirt undone; lying on the sofa.</i></p> <p>Active and passive sentences: <i>The school arranged a visit. – active</i> <i>A visit was arranged by the school. - passive</i></p> <p>Italics 'stressed word' sentences: Occurs in written dialogue and helps the reader to hear a word. Perfect to use when word processing. <i>John walked to the second floor window and leaned out as far as he could to watch the birds in the garden below. His mother looked at him in horror.</i> <i>"John, please."</i></p> <p>When ; when ; when ; then . Sentences: Ends with a statement, which is preceded by three examples of occurrences, which, when combined, lend credibility/prove/predict the final statement. Great striking paragraph or opening. <i>When tumultuous thunder shakes the ground; when blinding lightning tears the sky; when storm clouds block every ray of hopeful light, then you know the Kraken is approaching.</i></p> <p>Getting worse/getting better sentences: Used to dramatically heighten a text <i>We knew Tim was naughty, and his brother was uncontrollable, but their cousin Damien was evil.</i></p>	

English Writing Long Term Plan



SPRING GROVE
PRIMARY SCHOOL

De: De OR Description: Details sentences: A compound sentence in which two independent clauses are separated by a colon. First clause is descriptive and second adds further details. Colon's function is to signal that information in second clause will expand on information in the first part of the sentence. Once children have grasped this, the first clause could be an implied question, then the second an answer (see second example)
Snails are slow: they take hours to cross the shortest of distances.

She wondered if it would ever end: it soon would, but not as s/he expected!

All previous sentence structures

Dadwavers:

Each half term children will have the opportunity to practise Dadwavers discreetly, using them for effect in a short descriptive paragraph based on a picture.