



These writing units will be covered as a support and extension of the Read, Write, Inc scheme.

<b>Autumn Term</b>					
<b>Writing unit:</b>	<b>Character Descriptions A</b>	<b>Poems developing Vocabulary A</b>	<b>Simple retelling of Narrative A</b>	<b>Formal Invitations A</b>	<b>Stories from Other Cultures A</b>
<b>By the end of this unit children will know:</b>	Different descriptive techniques  Conjunctions can be used to extend sentences	That some poems are intended to be sung  A dictionary can support finding the meaning of unknown words	Ideas and language from stories read can inspire your own stories  Third person is an outside perspective	The difference between a formal and an informal tone  The key information needed for an invitation	Stories can be set in different cultures  The component parts of a story
<b>By the end of this unit children will be able to:</b>	Select precise adjectives to use in expanded noun phrases  Use some common conjunctions to extend sentences	Make connections between poems  Explore and explain key language from a poem	Retell a story in the correct order  Use a range of descriptive devices to describe characters and settings	Use statements and commands in my writing  Organise information so that it is easy to understand	Include details in a story that show an understanding of the culture  Write a story plan using the story structure as a framework

## Spring Term

Writing unit:	Poetry on a theme (humorous) A	Non-chronological reports A	Formal invitations B	Stories from Other Cultures B	Recount from personal experience A
<b>By the end of this unit children will know:</b>	Key poetic devices e.g. rhyme, rhythm, repetition	The difference between a statement and a question  How subheadings help the reader to navigate the text	The difference between a formal and an informal tone  The key information needed for an invitation	Stories can be set in different cultures  The component parts of a story	Chronological order  How to use adjectives, adverbs and expanded noun phrases to describe an event
<b>By the end of this unit children will be able to:</b>	Make connections between poems  Prepare and perform a humorous poem	Maintain the present tense  Use simple subordinating conjunctions (e.g. when, if, because)  Write to inform	Use statements and commands in my writing  Organise information so that it is easy to understand	Include details in a story that show an understanding of the culture  Write in the past tense Write in the third person	Write in the first person  Write in the past tense  Recount a real event or experience

## Summer Term

Writing unit:	Non-chronological report B	Simple retelling of narrative B	Recount from personal experience B	Poems developing vocabulary B	Character Description B	Poetry on a theme (humorous/poems about change) B
<b>By the end of this unit children will know:</b>	<p>The features of a non-chronological report</p> <p>How subheadings help the reader to navigate the text</p>	<p>The component parts of a story</p> <p>The third person is an outside perspective</p>	<p>How to use conjunctions to indicate time</p> <p>A recount follows a chronological order</p> <p>How to form an expanded noun phrase</p>	<p>A dictionary gives the meaning of a word</p>	<p>Different descriptive techniques</p> <p>A character description includes the character's appearance and personality</p>	<p>Poetry is written to be performed</p> <p>Humour is subjective</p>
<b>By the end of this unit children will be able to:</b>	<p>Write to inform</p> <p>Use statement and question sentences</p> <p>Select precise vocabulary</p>	<p>Describe characters and settings using adjectives, adverbs and expanded noun phrases</p> <p>Use ideas and language from the story read</p> <p>Use the past tense throughout their retelling</p>	<p>Use the first-person perspective</p> <p>Recount events in chronological order</p> <p>Use adjectives and expanded noun phrases to describe an event</p>	<p>Make connections between poems</p> <p>Explain key language used in a poem</p>	<p>Select precise adjectives to use in expanded noun phrases</p> <p>Use adverbs to add detail</p>	<p>Use intonation to make the meaning clear</p> <p>Perform a poem they have written</p>