



Autumn Term						
Writing unit:	Poems which explore form A	Persuasive writing (adverts) A	First person diary entries (imaginative) A	Critical analysis of narrative poetry A	Third person adventure stories A	News reports A
By the end of this unit children will know:	The formation of a haiku and a cinquain What imagery and onomatopoeia are Intonation, volume and tone are important in performance of poetry	How superlatives are formed What a slogan is used for The purpose of a rhetorical question Presentational devices to use in an advert	The difference between direct and reported speech Devices for informal tone	That a narrative poem tells a story Key poetic conventions e.g. personification, alliteration	The third person perspective The progressive and simple past tense A range of descriptive devices	The perspective is the viewpoint that something is written from The tense tells us when an event has happened
By the end of this unit children will be able to:	Perform poetry, using deliberate intonation, volume and tone changes Write poems, using imagery, a known form and onomatopoeia	Use appropriate presentation and language to write a persuasive advert	Write in the past tense from the first person perspective Use a range of sentence structures	Use quotations to illustrate a point Critique a poem Give an opinion about a poem	Plan and execute a third person adventure story Use a balance of dialogue and description to tell the story	Plan, draft and write a simple news report Include accurately punctuated direct quotations

Spring Term					
Writing unit:	Stories from other cultures A	Explanatory texts A	Third person adventure stories B	Poems which explore form B	Persuasive writing (adverts) B (extension unit)
By the end of this unit children will know:	<p>The simple past tense</p> <p>The third person perspective</p> <p>Editing strategies</p>	<p>The structure and tone of an explanatory text</p> <p>How conjunctions and adverbs can be used to express time and manner</p>	<p>The structure of a story</p> <p>Dialogue can convey character and develop the narrative</p> <p>A range of descriptive devices</p>	<p>The formation of a haiku and a cinquain</p> <p>What imagery and onomatopoeia are</p> <p>Intonation, volume and tone are important in performance of poetry</p>	<p>How superlatives are formed</p> <p>What a slogan is used for</p> <p>The purpose of a rhetorical question</p> <p>Presentational devices to use in an advert</p>
By the end of this unit children will be able to:	<p>Use a range of descriptive devices to compose and recount a short narrative</p> <p>Use cultural references to indicate a setting</p>	<p>Sustain the present tense</p> <p>Use technical vocabulary in context</p> <p>Organise writing into paragraphs</p>	<p>Plan a story with a simple plot</p> <p>Plan and construct dialogue as part of a narrative</p> <p>Balance descriptive devices to describe a setting</p>	<p>Perform poetry, using deliberate intonation, volume and tone changes</p> <p>Write poems, using imagery, a known form and onomatopoeia</p>	<p>Use appropriate presentation and language to write a persuasive advert</p>

Summer Term					
Writing unit:	Stories form other cultures B	First person diary entries (imaginative) B	Critical analysis of narrative poetry B	News reports B	Explanatory texts B
By the end of this unit children will know:	<p>How to form the past tense</p> <p>The third person perspective</p> <p>Editing strategies</p>	<p>A diary entry can be factual or fictional</p> <p>Prepositions and conjunctions can be used to express time and cause</p> <p>Devices for informal tone</p>	<p>A critical analysis is a careful examination and evaluation of a text</p> <p>How to conduct a debate</p>	<p>The structure and organisation of a news report</p> <p>The structure and purpose of a paragraph</p> <p>Different devices to achieve cohesion within paragraphs</p>	<p>How to use pronouns to avoid repetition</p> <p>The component parts of an introduction</p> <p>Subheadings break the text into smaller chunks and tell the reader what to expect in each section</p>
By the end of this unit children will be able to:	<p>Use a range of descriptive devices to compose and recount a short narrative</p> <p>Use cultural references to indicate a setting</p>	<p>Identify and construct contractions accurately</p> <p>Write from the first person perspective</p> <p>Draw on their reading to inform their writing</p>	<p>Identify similarities and differences between poems written by the same poet</p> <p>Use formal standard English to express a personal response to poetry</p>	<p>Recognise the perspective of a text</p> <p>Write paragraphs around a key theme</p> <p>Use pronouns and conjunctions to aid the flow of writing</p>	<p>Introduce a paragraph with a topic sentence and add supporting detail</p> <p>Form and use the present tense</p> <p>Use conjunctions to express cause</p>