



Autumn Term						
Writing unit:	Autobiography A	Discursive writing and speeches A	Poems that create images and explore vocabulary (War poetry) A	First person stories with a moral A	Shakespeare Sonnets A	Explanatory text A
<b>By the end of this unit children will know:</b>	<p>The past progressive tense shows actions that took place in the past over time</p> <p>An autobiography contains a balance of facts and opinions</p>	<p>The passive voice conveys a formal tone</p> <p>Multiple viewpoints need to be represented in a discussion</p>	<p>How figurative language can be used to enhance images for the reader</p> <p>Body language such as eye contact, facial expression and gestures adds impact to words</p>	<p>How to plan a narrative and interweave a moral</p> <p>Characters are portrayed through their actions, what is said and how it is said</p>	<p>Who Shakespeare was and his significance to our literary heritage</p> <p>A sonnet has fourteen lines of ten syllables</p>	<p>The progressive present tense indicates actions that are ongoing now</p> <p>The passive verb form places emphasis on the object of a sentence</p>
<b>By the end of this unit children will be able to:</b>	<p>Sequence and describe events chronologically and factually</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p>	<p>Edit their writing against specific criteria</p> <p>Deliver a speech using appropriate formality and expression</p>	<p>Use a given poetic structure to inform their own writing</p> <p>Learn a poem by heart and perform it using intonation, volume and movement</p>	<p>Balance description, action and dialogue in a narrative</p> <p>Use and sustain the first person perspective</p>	<p>Use technical terms to explain the structure and style of a sonnet</p> <p>Compare poems and justify reading preferences</p>	<p>Use precise Tier 3 vocabulary to convey an expert voice</p> <p>Use organisational and presentational devices to help the reader navigate a text</p>

## Spring Term

Writing unit:	Extended third person narrative <b>A</b>	Explanatory text <b>B</b>	Newspaper report <b>A</b>	Autobiography <b>B</b>	First person stories with a moral <b>B</b>
<b>By the end of this unit children will know:</b>	<p>A range of descriptive devices and techniques</p> <p>How to develop an extended narrative over time</p> <p>How to balance description, dialogue and action</p>	<p>The progressive present tense indicates actions that are ongoing now</p> <p>The passive verb form places emphasis on the object of a sentence</p>	<p>Different ways to present a news report</p> <p>The structure and register of a news report</p> <p>How to form the progressive form of the past and present tense</p>	<p>The past progressive tense shows actions that took place in the past over time</p> <p>An autobiography contains a balance of facts and opinions</p>	<p>How to plan a narrative and interweave a moral</p> <p>Characters are portrayed through their actions, what is said and how it is said</p>
<b>By the end of this unit children will be able to:</b>	<p>Plan, structure and execute an extended narrative</p> <p>Consciously vary sentence structures</p> <p>Use dialogue to help tell the story</p>	<p>Use precise Tier 3 vocabulary to convey an expert voice</p> <p>Use organisational and presentational devices to help the reader navigate a text</p>	<p>Consciously control formality</p> <p>Write precisely and concisely</p> <p>Use modal verbs to indicate possibility and certainty</p>	<p>Sequence and describe events chronologically and factually</p> <p>Use conjunctions, adverbs and prepositions to express time, place and cause</p>	<p>Balance description, action and dialogue in a narrative</p> <p>Use and sustain the first person perspective</p>

## Summer Term

Writing unit:	Extended third person narrative B	Newspaper report B	Discursive writing and speeches B	Poems that create images and explore vocabulary B	Shakespeare (Sonnets) B
<b>By the end of this unit children will know:</b>	<p>Short sentences can provide impact</p> <p>The past progressive tense indicates actions that took place in the past over time</p>	<p>The main conventions used in the organisation and presentation of a news report</p> <p>Colloquialisms and contractions are examples of informal language structures</p>	<p>Opinions should be supported by facts</p> <p>Humour can be used to engage the listener in a formal speech</p>	<p>Free verse poetry lacks a consistent rhyming pattern or meter</p> <p>A haiku has seventeen syllables</p>	<p>Who Shakespeare was and his cultural significance</p> <p>A sonnet has fourteen lines of ten syllables</p>
<b>By the end of this unit children will be able to:</b>	<p>Use precise language and specific devices to develop atmosphere</p> <p>Write a cohesive narrative sustaining use of the third person</p>	<p>Plan in note form under headings</p> <p>Use and sustain a formal tone, making deliberate exceptions for direct quotations</p>	<p>Select emotive language to convey strength of meaning</p> <p>Sustain a formal tone using the subjunctive verb form and the passive voice</p>	<p>Make precise vocabulary choices to enhance meaning</p> <p>Learn a poem by heart and perform it using appropriate intonation, volume and movement</p>	<p>Use technical terminology to comment on the themes and structure of a sonnet</p> <p>Write part of a sonnet replicating the key conventions</p>