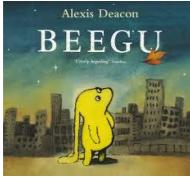
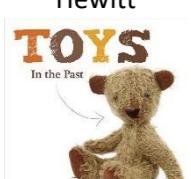
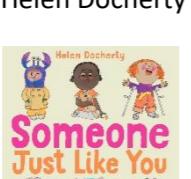
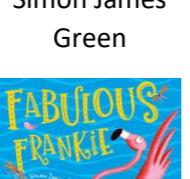
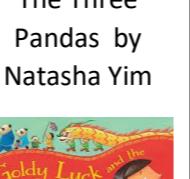
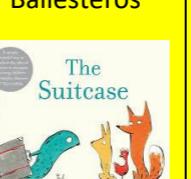
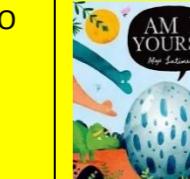
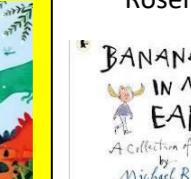
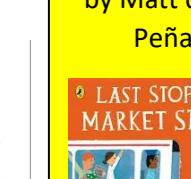


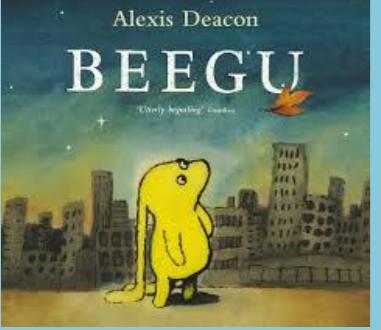
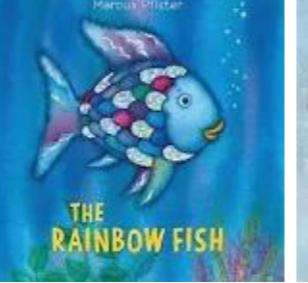
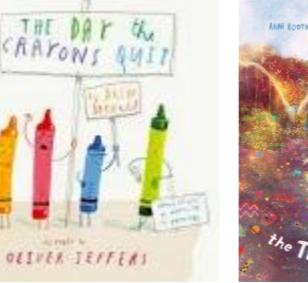
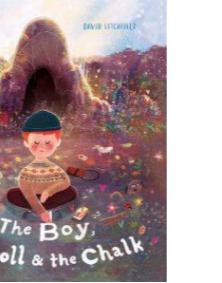
# Y1 English

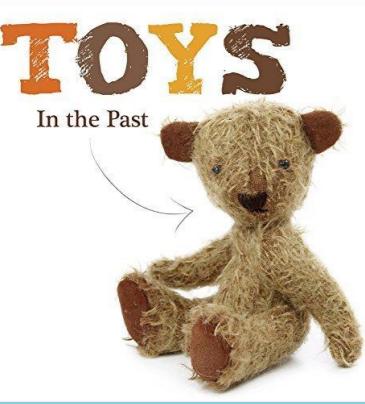
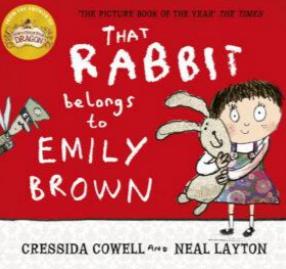
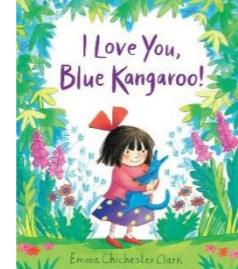
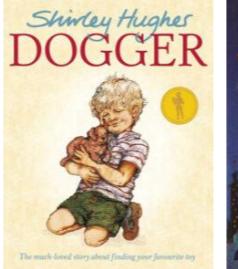
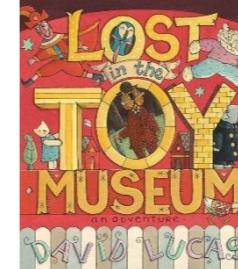
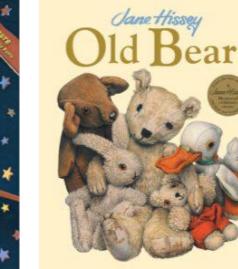
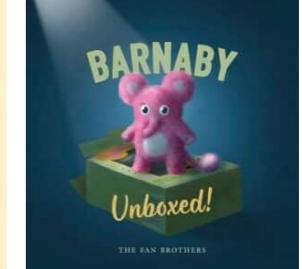
## Units Overview

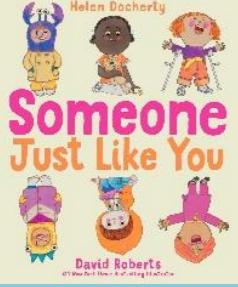
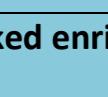
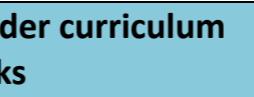
### Medium Term Plans

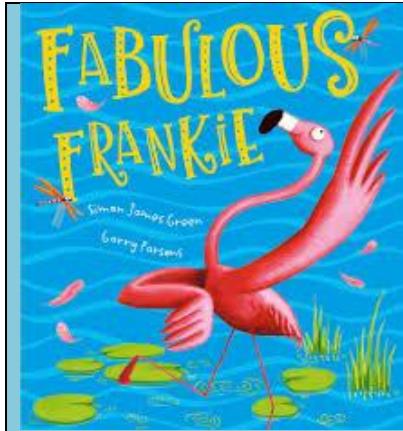
		Autumn				Spring				Summer			
Core Text	Beegu by Alexis Deacon  Writing to entertain: simple narrative/prediction	Toys and Games by Sally Hewitt  Recount - A visit to the toy museum.	someone Just Like You by Helen Docherty  Writing to inform -Labels, lists and captions	Fabulous Frankie by Simon James Green  Writing to entertain: creating characters	Martha Maps it Out by Leigh Hodgkinson  Writing to inform - recount	Ruby's Worry and Ravi's Roar by Tom Percival  Writing to inform: recount	Goldilocks and Goldy Luck and The Three Pandas by Natasha Yim  Writing to entertain: innovative story	Amelia Earhart: Little People Big Dreams by Isabel Sanchez Vegara  Writing to inform: Biographical sentence	The Suitcase by Chris Naylor-Ballesteros  Writing to entertain: innovative story	Piper (digital literacy) CHANGE TO Gruffalo Crumble HFL INSTRUCTIONAL WRITING	Am I Yours? by Alex Latimer  Writing to inform: fact file (dinosaurs)	Over My Toes by Michael Rosen  Writing to inform: recount	Last Stop on Market Street by Matt de la Peña  Writing to inform: recount
Purpose	 ENTERTAIN: Narrative	 INFORM: recount	 Labels, lists and captions	 ENTERTAIN: Narrative	 INFORM: recount	 INFORM: Fact-file	 Narrative	 INFORM: biographical sentence	 Narrative	 INFORM: Fact-file	 ENTERTAIN: Poetry	 INFORM: Recount of trip	

Purpose	Genre Features		Compositional choices according to writing purpose		Sentence level			Word level including punctuation			Grammatical terminology			
Text	Genre: Specific features and structure of genre to be revised or taught within the unit.		Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]			• <b>Statutory objectives (within the National Curriculum) are listed in this way</b> – bold, purple and underlined			• <b>New objectives</b> (introduced within current year group) are listed in black			<a href="#">Statutory terminology from Appendix 2 of the National Curriculum are listed in this way</a> – bold, purple and underlined		

 <p>Alexis Deacon <b>BEEGU</b> Gently Beeping. Gooey.</p> <p><b>Purpose:</b>    <b>ENTERTAIN:</b> Narrative   <i>Beegu by Alexis Deacon</i></p>	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
<b>Final written outcome</b> 	<ul style="list-style-type: none"> <li>Own story ending (prediction)</li> </ul>		<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p>	<a href="#">letter</a> , <a href="#">capital letter</a> , <a href="#">word</a> , <a href="#">sentence punctuation</a> , <a href="#">full stop</a> , verb, noun
<b>Intended effect on my reader and audience</b>	<p><b>My reader will...</b></p> <ul style="list-style-type: none"> <li>Enjoy the story.</li> <li>Understand different feelings from reading the story.</li> </ul>		<p><b>Other writing opportunities</b></p>  	<ul style="list-style-type: none"> <li>Handwriting clinics</li> <li>A message from Beegu</li> <li>Simple character descriptions</li> </ul>	
<b>Companion texts</b>	 	 	 		
<b>Hook / linked enrichment activities</b>			<p><b>Wider curriculum links</b></p>		

	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
<b>Purpose:</b> <b>INFORM: recount</b>  <b>Toys and Games by Sally Hewitt</b>	<b>Recount:</b> Written in <b>simple past tense</b>  Events are recounted in the <b>time order</b> that they happened	Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind  Use a <b>title</b> to hook the reader's interest and to know what the writing might be about	A reader needs <b>spaces between words</b> so that they can understand and follow the writing  A <b>sentence</b> is an idea about a person or thing ( <b>noun</b> ) with action, thought or feeling ( <b>verb</b> )  To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow	A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins  <b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b>  Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves	<b>letter, capital letter, word, sentence punctuation, full stop, verb, noun</b>
<b>Final written outcome</b> 	•	<b>Other writing opportunities</b>  	•		
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>Learn about toys from the past.</li> <li>Learn what different toys were made from.</li> </ul>	<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>-ed suffix</li> </ul>		
<b>Companion texts</b>	        	<b>Wider curriculum links</b>			
<b>Hook / linked enrichment activities</b>					

 <p><b>Purpose:</b> <b>INFORM: Labels, captions and lists</b> </p> <p><b>Someone Just Like You</b> by Helen Docherty</p>	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
	<ul style="list-style-type: none"> <li>A simple My story page featuring labels, captions and lists</li> </ul>		<ul style="list-style-type: none"> <li>Simple, single clause sentences</li> </ul>		
	<b>My reader will...</b> <ul style="list-style-type: none"> <li>Learn interesting facts about me.</li> <li>Understand feelings</li> </ul>		<b>I will use...</b> <ul style="list-style-type: none"> <li>Use capital letters for proper nouns</li> <li>Write lists</li> <li>Captions and labels for pictures</li> </ul>		
					
	<ul style="list-style-type: none"> <li>Real life objects to inspire writing lists.</li> </ul>		<ul style="list-style-type: none"> <li>PSHE</li> </ul>		



Purpose:



ENTERTAIN: narrative

*Fabulous Frankie* by Simon James Green

Final written outcome



- Writing sentences about your own character

Other writing opportunities



- Writing simple sentences.
- Beginning to use adjectives

Intended effect on my reader and audience

My reader will...

- Understand the story and follow what is happening
- Enjoy the story
- Feel happy and it will make them smile.

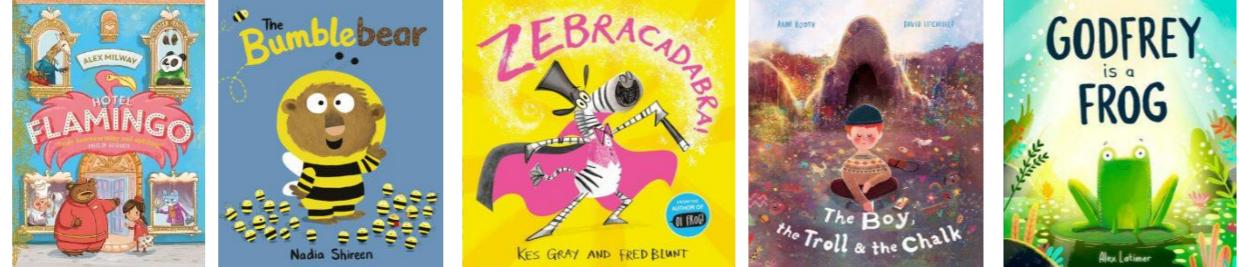
Toolkit



I will use...

- Adjectives
- Proper nouns for names
- Exclamation marks

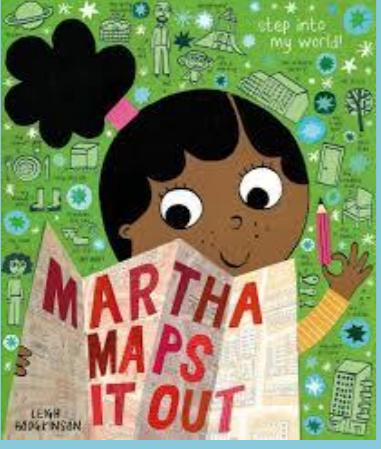
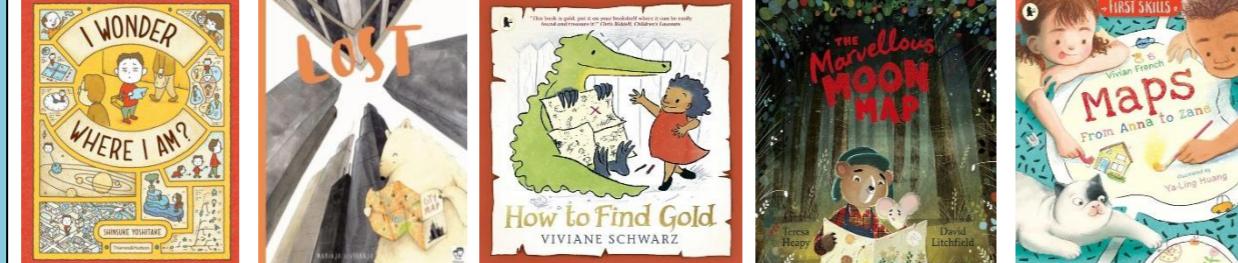
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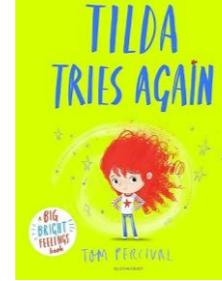


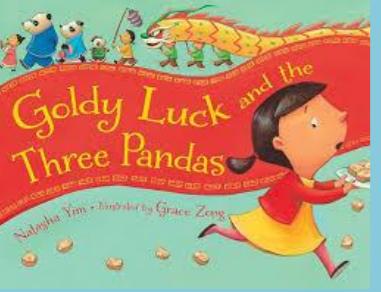
Hook / linked enrichment activities

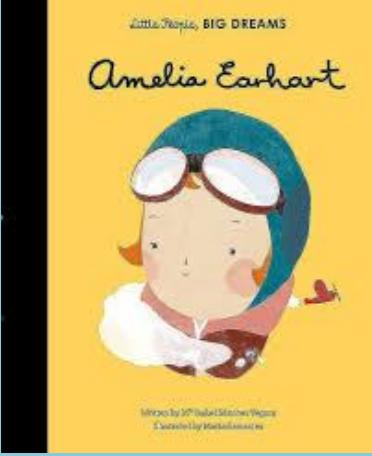
Wider curriculum links

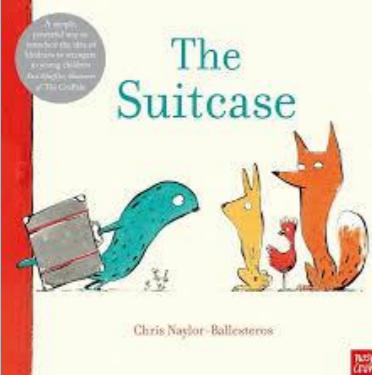
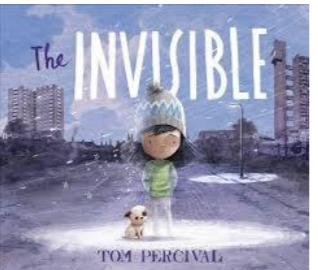
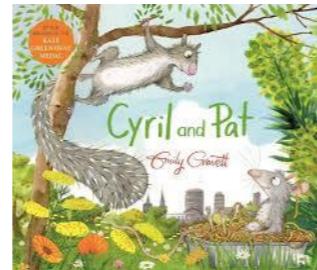
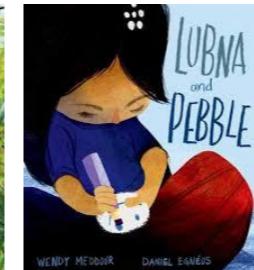
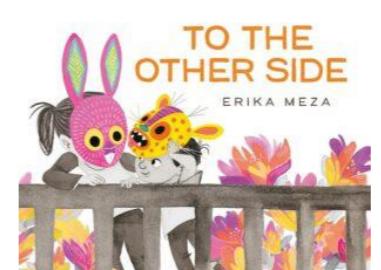
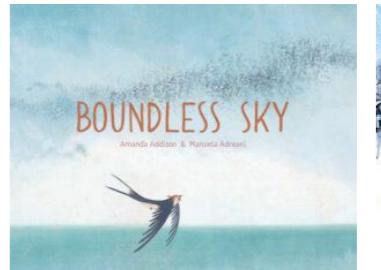
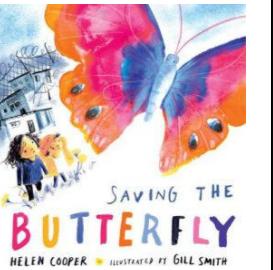
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p>	<p>Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</p> <p>Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>A <b>sentence</b> is an idea about a person or thing (<b>noun</b>) with action, thought or feeling (<b>verb</b>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p>	<p><b>letter, capital letter, word, sentence punctuation, full stop, verb, noun</b></p>

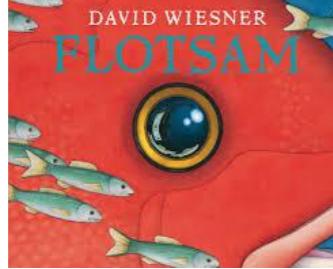
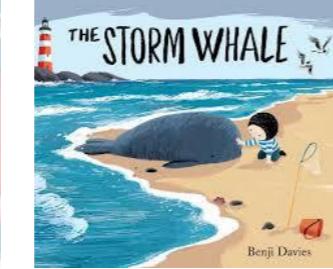
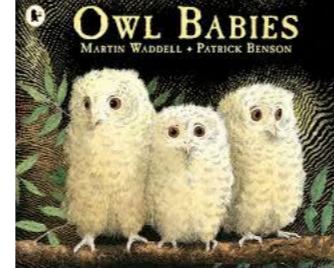
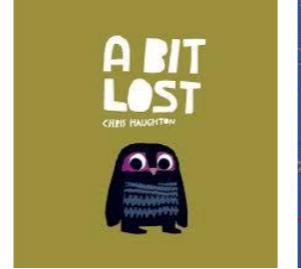
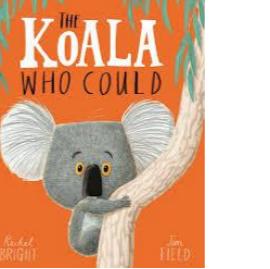
 <p><b>Purpose:</b> </p> <p><b>INFORM:</b> recount</p> <p><b>Martha Maps it Out by Leigh Hodgkinson</b></p>	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
	<b>Recount:</b> Written in <b>simple past tense</b>  Events are recounted in the <b>time order</b> that they happened	Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind  Use a <b>title</b> to hook the reader's interest and to know what the writing might be about	A reader needs <b>spaces between words</b> so that they can understand and follow the writing  A <b>sentence</b> is an idea about a person or thing ( <b>noun</b> ) with action, thought or feeling ( <b>verb</b> )  To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow	A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins  <b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b>  Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves	
	<ul style="list-style-type: none"> <li>Sentences about your journey to school</li> </ul>	<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>Questions for Martha</li> </ul>		
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>Learn about journeys to school</li> <li>Enjoy reading my story.</li> </ul>		<b>I will use...</b> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>'and' to join two simple sentences.</li> <li>Finger spaces.</li> </ul>		
<b>Companion texts</b>					
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>			

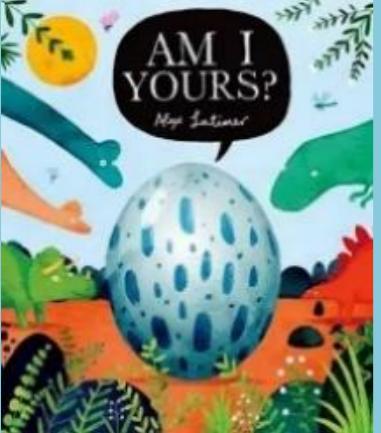
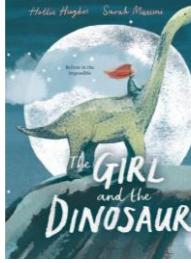
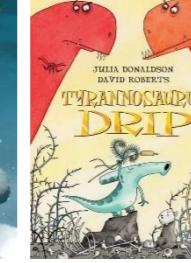
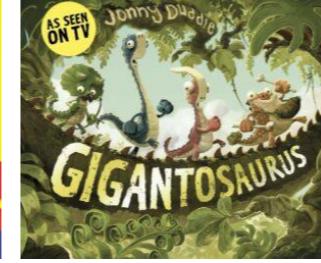
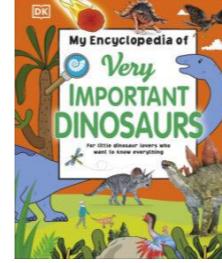
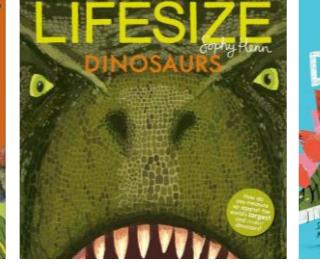
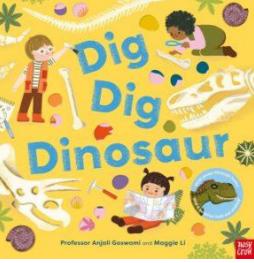
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<b>Purpose:</b>  <b>INFORM:</b> Recount <b>Ruby's Worry and Ravi's Roar</b> by Tom Percival	Past tense. Simple recount written in the past tense. Sequence in both texts to show how a worry or roar can develop and then be resolved. Simple language for children to relate to.	Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind  Use a <b>title</b> to hook the reader's interest and to know what the writing might be about  Use <b>pictures</b> to look for clues about changing emotions in both books.	A reader needs <b>spaces between words</b> so that they can understand and follow the writing  Writers can <b>join words together with 'and'</b> to make connections between things.  To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow	A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins  A <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something	<b>letter</b> , <b>capital letter</b> , <b>word</b> , <b>sentence punctuation</b> , <b>full stop</b> , verb, noun, <b>question mark</b>
<b>Final written outcome</b> 	<ul style="list-style-type: none"> <li>Recount of a worry or roar they have had and how they resolved it.</li> </ul>		<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>Self-chosen writing about emotions.</li> <li>Relate to PSHE unit.</li> </ul>	
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>Learn about a worry or roar and how emotions changed.</li> <li>Learn new ways to resolve a worry or roar from reading other children's writing.</li> </ul>		<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>Capital letters</li> <li>Full stops</li> <li>'and' to join two simple sentences.</li> <li>Finger spaces</li> <li>Re-read my work to check for sense.</li> <li>Word mats and learning wall for tricky emotion/roar words.</li> </ul>	
<b>Companion texts</b>	 				
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>			

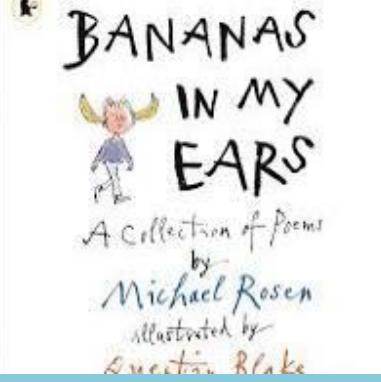
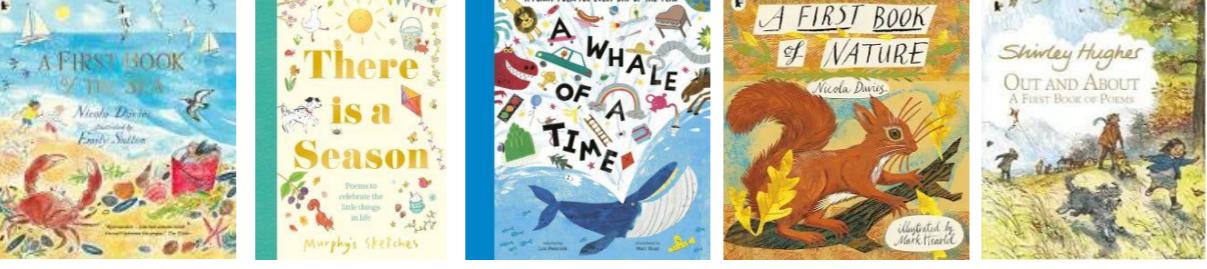
 <p><b>Purpose:</b> </p> <p><b>Narrative</b></p> <p><b>Goldilocks and Goldy Luck and The Three Pandas by Natasha Yim</b></p>	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>		
	<p><b>Narrative:</b> Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Will often include <b>repeated phrases</b></p> <p>May include <b>animal characters</b> that behave like humans (e.g. can talk)</p> <p><b>Character names</b> will often tell the reader more about their appearance or traits (e.g. The Big Bad Wolf)</p> <p>Usually include <b>happy endings</b></p>	<p>Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</p> <p>Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b></p> <p><b>An exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><b>letter, capital letter, word, sentence punctuation, full stop, exclamation mark, adjective</b></p>		
 <p><b>Final written outcome</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Other writing opportunities</b></p>  	<ul style="list-style-type: none"> <li>•</li> </ul>				
<p><b>Intended effect on my reader and audience</b></p>	<p><b>My reader will...</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>				
<p><b>Companion texts</b></p>							
<p><b>Hook / linked enrichment activities</b></p>		<p><b>Wider curriculum links</b></p>					

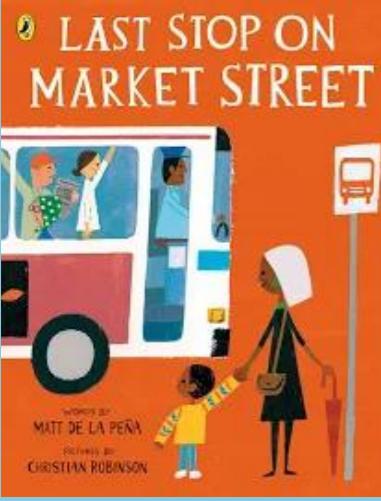
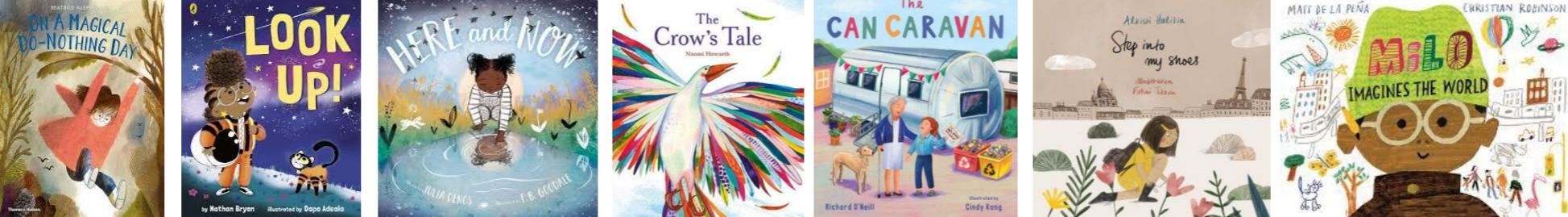
	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
<b>Purpose:</b>  <b>INFORM:</b> biographical sentence  <b>Amelia Earhart: Little People Big Dreams by Isabel Sanchez Vegara</b>	<b>Biographical sentence:</b> Written in <b>simple past tense</b> Events are recounted in the <b>time order</b> that they happened		A reader needs <b>spaces between words</b> so that they can understand and follow the writing  Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i> )  To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow	A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins	<b>letter, capital letter, word, sentence punctuation, full stop, verb, noun</b>
<b>Final written outcome</b> 	•		<b>Other writing opportunities</b> 	•	
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> •		<b>Toolkit</b> 	<b>I will use...</b> •	
<b>Companion texts</b>					
<b>Hook / linked enrichment activities</b>			<b>Wider curriculum links</b>		

 <p><b>The Suitcase</b> Chris Naylor-Ballesteros</p>	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>			
<b>Purpose:</b>  <b>Narrative</b> <p><b>The Suitcase by Chris Naylor-Ballesteros</b></p>	<p>Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</p> <p>If appropriate, <b>speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<p>Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</p> <p>Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An <b>exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>				
<b>Final written outcome</b> 	<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>•</li> </ul>					
<b>Intended effect on my reader and audience</b>	<p>My reader will...</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Toolkit</b> 	<p>I will use...</p> <ul style="list-style-type: none"> <li>•</li> </ul>					
<b>Companion texts</b>								
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>						

Piper (digital literacy)	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<b>Purpose:</b>  <b>Narrative</b>	<p>Stories usually have a main <b>character</b> and the reader needs to understand what happens to them</p> <p>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the <b>plot</b> of the story</p> <p>Introduce idea of fall-rise <b>story shape</b> for basic narrative structure</p> <p>If appropriate, <b>speech bubbles</b> let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</p>	<p>Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</p> <p>Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>An <b>exclamation mark at the end of a sentence</b> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</p> <p>Instead of a full stop, a <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</p>	<a href="#">letter</a> , <a href="#">capital letter</a> , <a href="#">word</a> , <a href="#">sentence punctuation</a> , <a href="#">full stop</a> , verb, noun, <a href="#">question mark</a> , <a href="#">exclamation mark</a>
<b>Final written outcome</b> 	<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Companion texts</b>	     				
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>			

 <p><b>Purpose:</b>  <span data-bbox="120 646 206 720">i</span> <b>INFORM:</b> Fact-file  <i>Am I Yours? by Alex Latimer</i></p>	<b>Genre Features</b> <ul style="list-style-type: none"> <li>Fact-file: Contains <b>diagrams/ illustrations</b> with labels</li> <li>May have <b>technical vocabulary</b> specific to the topic being explained</li> <li>Usually in <b>present tense</b> to clarify for the reader how something works at the time of writing</li> <li><b>Stages of a process</b> are clearly broken down into steps to make this understandable for the reader to follow</li> </ul>	<b>Compositional choices according to writing purpose</b> <ul style="list-style-type: none"> <li>Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</li> <li>Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</li> <li>Use <b>labels</b> or <b>captions</b> to show the reader something they might not know about</li> </ul>	<b>Sentence level</b> <ul style="list-style-type: none"> <li>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</li> <li>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</li> <li>To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow</li> </ul>	<b>Word level including punctuation</b> <ul style="list-style-type: none"> <li>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</li> <li>A <b>question mark at the end of a sentence</b> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</li> </ul>	<b>Grammatical terminology</b> <ul style="list-style-type: none"> <li><b>letter, capital letter, word, sentence punctuation, full stop, verb, noun, question mark</b></li> </ul>
<b>Final written outcome</b> 	<ul style="list-style-type: none"> <li>•</li> </ul>		<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>•</li> </ul>		<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Companion texts</b>	         				
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>			

 <p><b>BANANAS IN MY EARS</b> A Collection of Poems by Michael Rosen Illustrated by Quentin Blake</p>	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
<b>Purpose:</b>   <b>ENTERTAIN:</b> Poetry  <i>Over My Toes</i> by Michael Rosen	<p><b>Poetry:</b> Poems can be written as <b>free verse</b>, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p> <p>Some poetry can be <b>performed</b> by using a change in volume and pitch of the voice and combining this with body actions / movement and gesture to create a mood or meaning for the audience</p>	<p>Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind</p> <p>Use a <b>title</b> to hook the reader's interest and to know what the writing might be about</p>	<p>A reader needs <b>spaces between words</b> so that they can understand and follow the writing</p> <p>Writers can <b>join words together with 'and'</b> to make connections between things (e.g. <i>I ate fish and chips</i>)</p>	<p>A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves</p> <p>Including <b>adjectives</b> to describe a noun helps the reader to create a more specific picture in their mind</p>	
<b>Final written outcome</b>  	<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>•</li> </ul>		<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Companion texts</b>					
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>			

	<b>Genre Features</b>	<b>Compositional choices according to writing purpose</b>	<b>Sentence level</b>	<b>Word level including punctuation</b>	<b>Grammatical terminology</b>
<b>Purpose:</b>  <b>INFORM:</b> recount  <b>Last Stop on Market Street</b> by Matt de la Peña	<b>Recount:</b> Written in <b>simple past tense</b>  Events are recounted in the <b>time order</b> that they happened	Pictures or <b>illustrations</b> can help the reader see what you are writing about in their mind  Use a <b>title</b> to hook the reader's interest and to know what the writing might be about	A reader needs <b>spaces between words</b> so that they can understand and follow the writing  A <b>sentence</b> is an idea about a person or thing ( <b>noun</b> ) with action, thought or feeling ( <b>verb</b> )  To avoid the reader becoming bored, <b>join sentences together with 'and'</b> to create better rhythm and flow	A reader needs a <b>full stop</b> at the end and <b>capital letter</b> at the beginning of each sentence so that they know where one idea ends and another begins  <b>Capital letters for names of people</b> (characters) help the reader to understand that this is a <b>proper noun</b>  Writers also use a <b>capital letter for the personal pronoun I</b> because this is the name we call ourselves	<b>letter, capital letter, word, sentence punctuation, full stop, verb, noun</b>
<b>Final written outcome</b> 	<ul style="list-style-type: none"> <li>•</li> </ul>	<b>Other writing opportunities</b>  	<ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Intended effect on my reader and audience</b>	<b>My reader will...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>•</li> </ul>		
<b>Companion texts</b>					
<b>Hook / linked enrichment activities</b>		<b>Wider curriculum links</b>			