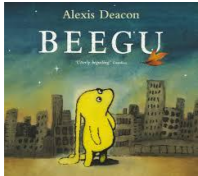
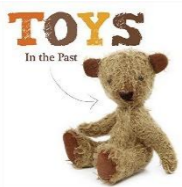
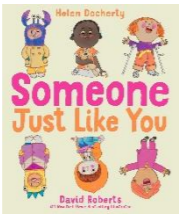
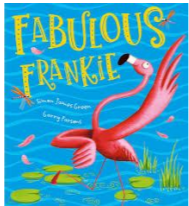
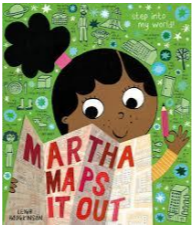
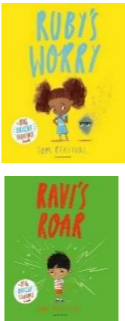
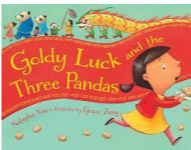
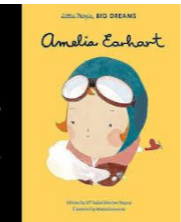

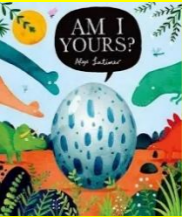
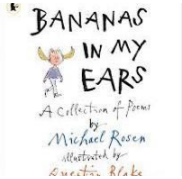
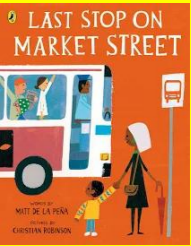















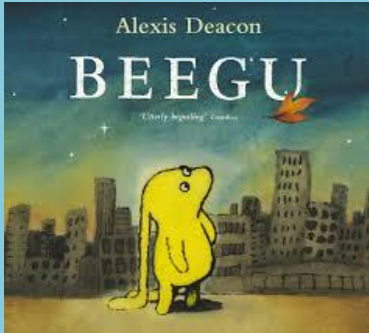





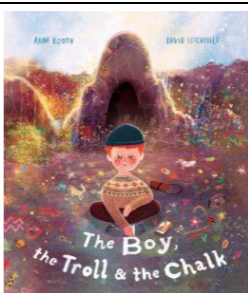
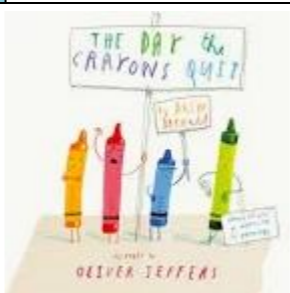

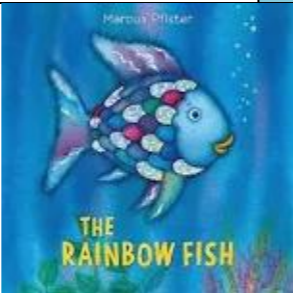


Y1 English

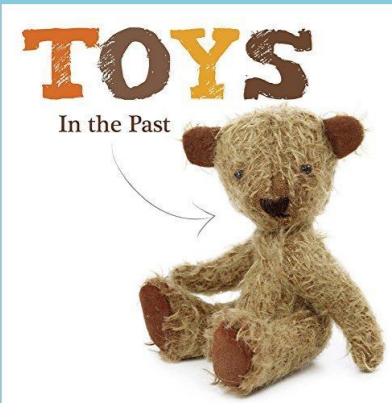





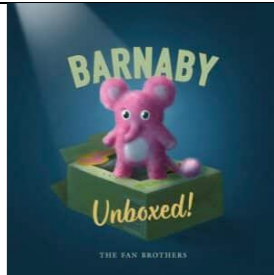
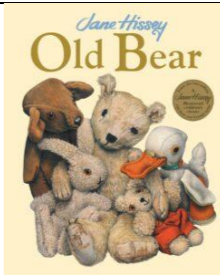
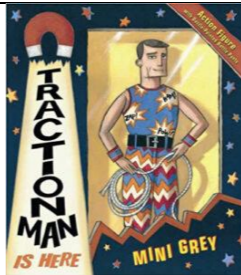
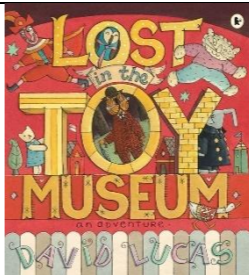

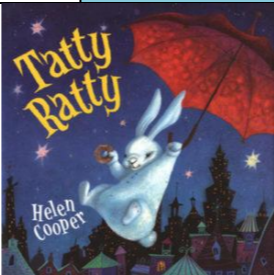
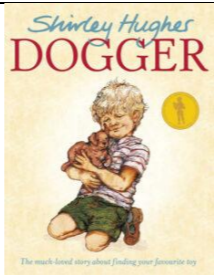
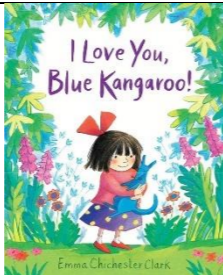
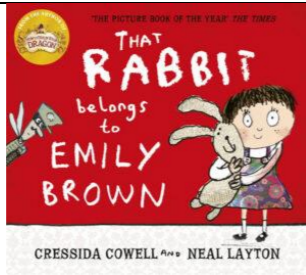
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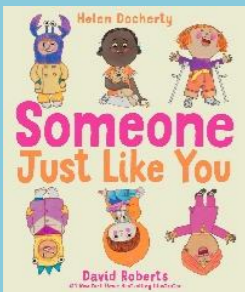





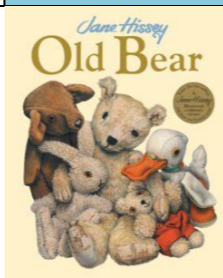
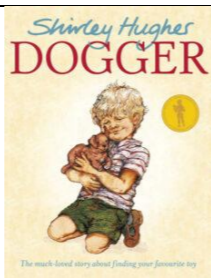
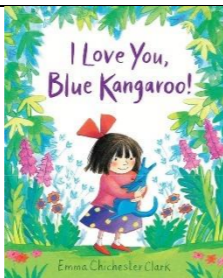
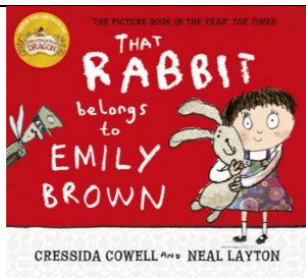
Medium Term Plans

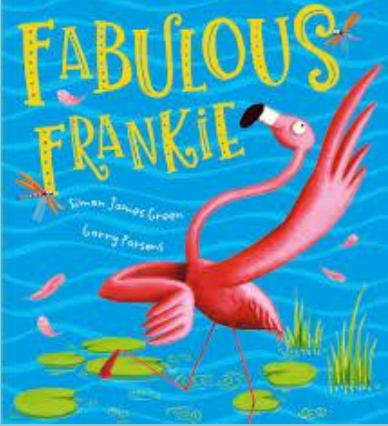




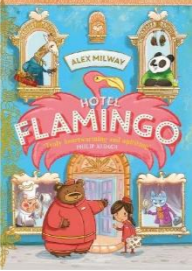
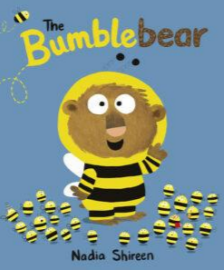
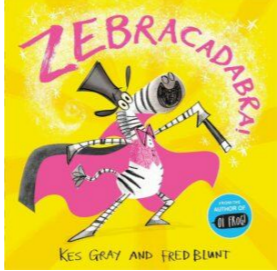
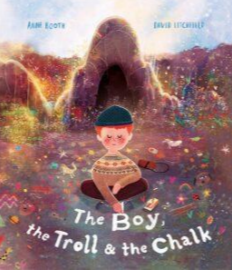
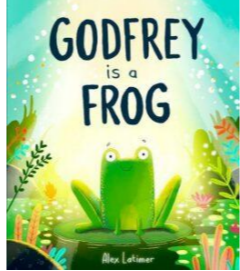
		Autumn				Spring				Summer			
Core Text	Beegu by Alexis Deacon	Toys and Games by Sally Hewitt	someone Just Like You by Helen Docherty	Fabulous Frankie by Simon James Green	Martha Maps it Out by Leigh Hodgkinson	Ruby's Worry and Ravi's Roar by Tom Percival	Goldilocks and Goldy Luck and The Three Pandas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

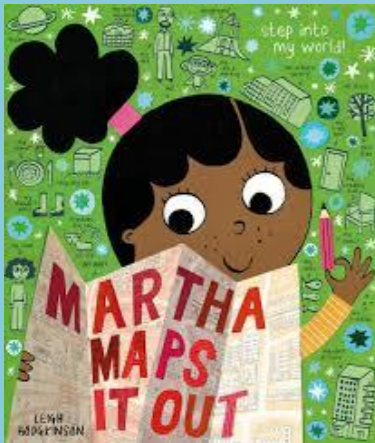






Purpose	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Text	Genre: Specific features and structure of genre to be revised or taught within the unit.	<p>Revision of objectives from previous year (with year group 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]</p> <ul style="list-style-type: none">Statutory objectives (within the National Curriculum) are listed in this way – bold, purple and underlinedNew objectives (introduced within current year group) are listed in black			<p>Statutory terminology from Appendix 2 of the National Curriculum are listed in this way – bold, purple and underlined</p>







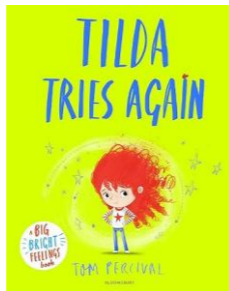

<div></div> <div>Purpose:</div> <div></div> <div>ENTERTAIN: Narrative</div> <div>Beegu by Alexis Deacon</div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	Narrative: Stories usually have a main character and the reader needs to understand what happens to them	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader’s interest and to know what the writing might be about</p>	<p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>A <u>sentence</u> is an idea about a person or thing (noun) with action, thought or feeling (verb)</p>		<p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun</p>	<p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>
<div>Final written outcome</div> <div></div>	<ul style="list-style-type: none">Own story ending (prediction)		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">Handwriting clinicsA message from BeeguSimple character descriptions		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">Enjoy the story.Understand different feelings from reading the story.		<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">		
<div>Companion texts</div>	<div></div>					
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>			

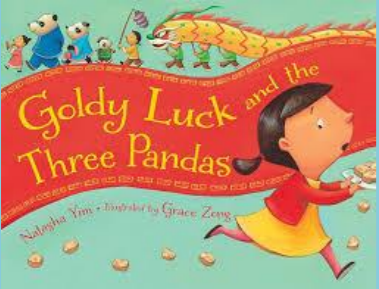





<div></div> <div><p>Purpose: INFORM: recount</p><div></div><p>Toys and Games <i>by Sally Hewitt</i></p></div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	<p>Recount: Written in simple past tense</p> <p>Events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

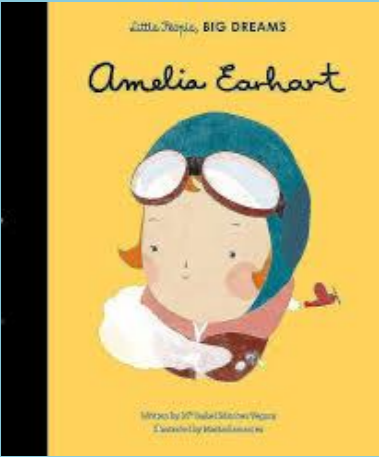





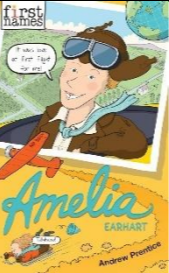
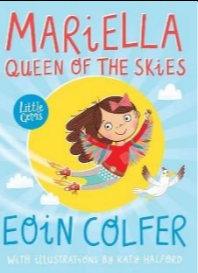



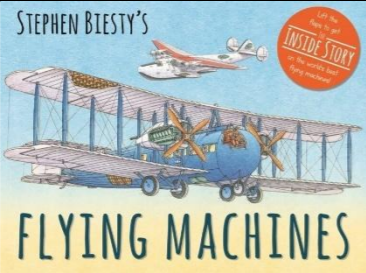
<div></div> <div>Purpose: INFORM: Labels, captions and lists</div> <div></div> <div>Someone Just Like You by Helen Docherty</div>	Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
	Narrative rhyming text: a lyrical rhyming text to encourage the themes of empathy and kindness.	<p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader’s interest and to know what the writing might be about</p>	<p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>A <u>sentence</u> is an idea about a person or thing (noun) with action, thought or feeling (verb)</p> <p>To avoid the reader becoming bored, join sentences together with ‘and’ to create better rhythm and flow</p>		<p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun</p> <p>Writers also use a <u>capital letter for the personal pronoun I</u> because this is the name we call ourselves</p>	<p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>
<div>Final written outcome</div> <div></div>	<ul style="list-style-type: none">A simple My story page featuring labels, captions and lists		<div>Other writing opportunities</div> <div></div>	<ul style="list-style-type: none">Simple, single clause sentences		
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <ul style="list-style-type: none">Learn interesting facts about me.Understand feelings		<div>Toolkit</div> <div></div>	<div>I will use...</div> <ul style="list-style-type: none">Use capital letters for proper nounsWrite listsCaptions and labels for pictures		
<div>Companion texts</div>	<div></div>					
<div>Hook / linked enrichment activities</div>	<ul style="list-style-type: none">Real life objects to inspire writing lists.		<div>Wider curriculum links</div>	<ul style="list-style-type: none">PSHE		

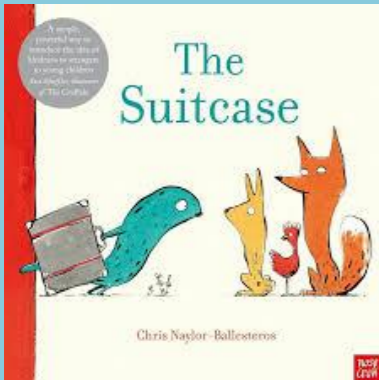





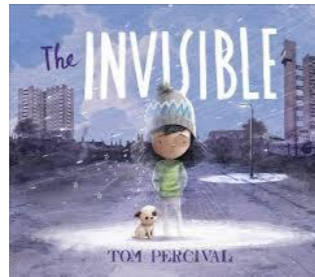


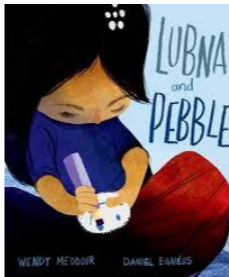
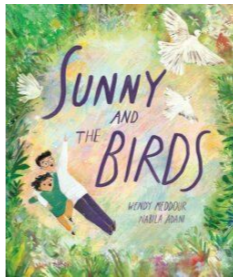
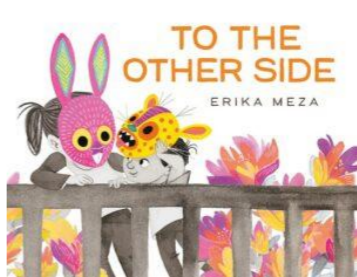
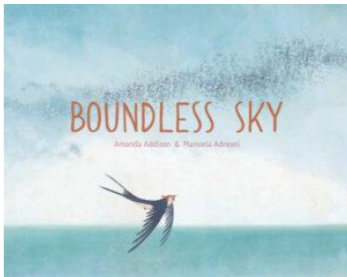
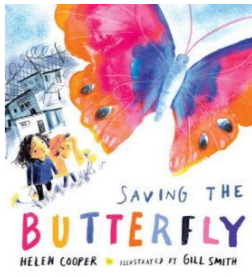
 <p>Purpose:</p>  <p>ENTERTAIN: narrative</p> <p>Fabulous Frankie <i>by Simon James Green</i></p>	<p>Genre Features</p> <p>Narrative: Stories usually have a main character and the reader needs to understand what happens to them</p>	<p>Compositional choices according to writing purpose</p> <p>Pictures or illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader’s interest and to know what the writing might be about</p>	<p>Sentence level</p> <p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>A <u>sentence</u> is an idea about a person or thing (noun) with action, thought or feeling (verb)</p>	<p>Word level including punctuation</p> <p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p><u>Capital letters for names of people</u> (characters) help the reader to understand that this is a proper noun</p>	<p>Grammatical terminology</p> <p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun</p>
<p>Final written outcome</p> 	<ul style="list-style-type: none"> Writing sentences about your own character 		<p>Other writing opportunities</p> 	<ul style="list-style-type: none"> Writing simple sentences. Beginning to use adjectives 	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> Understand the story and follow what is happening Enjoy the story Feel happy and it will make them smile. 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> Adjectives Proper nouns for names Exclamation marks 	
<p>Companion texts</p>	    				
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>		





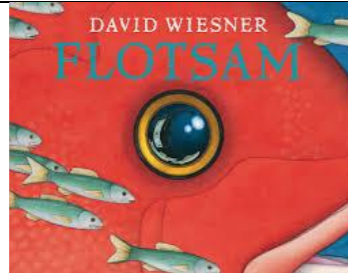
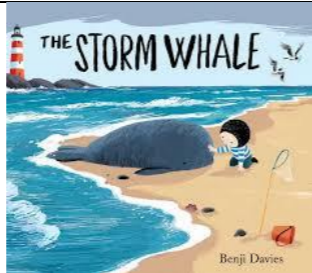
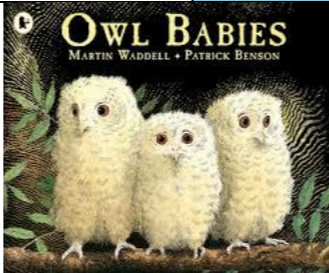

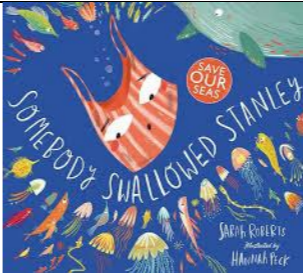
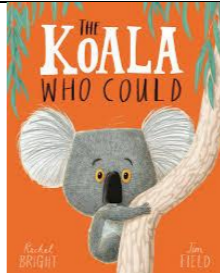
Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
<div></div> <p>Purpose:</p> <div></div> <p>INFORM: recount</p> <p>Martha Maps it Out <i>by Leigh Hodgkinson</i></p>	<p>Recount: Written in simple past tense</p> 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

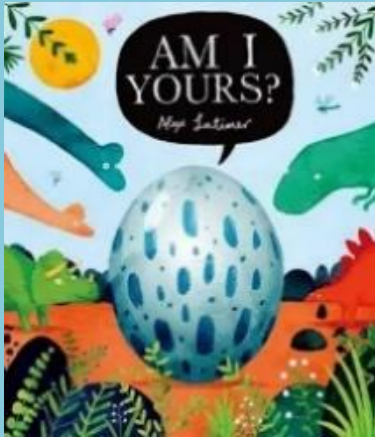






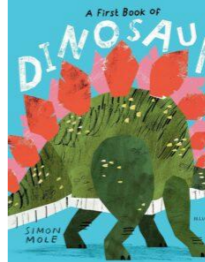

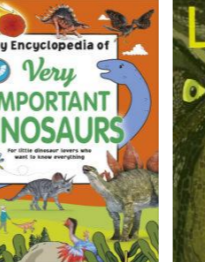
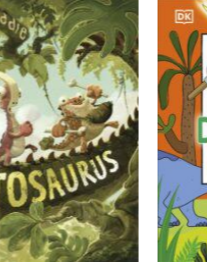

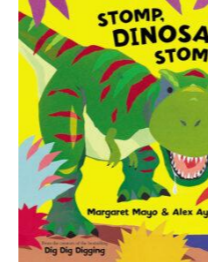
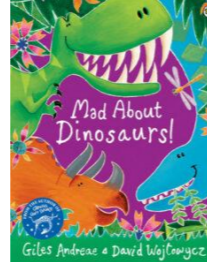
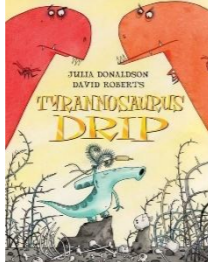
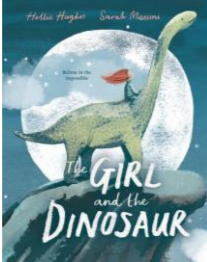
<div></div> <div><p>Purpose:</p><div></div><p>INFORM: Recount</p><p>Ruby’s Worry and Ravi’s Roar by Tom Percival</p></div>	<p>Genre Features</p> <p>Past tense. Simple recount written in the past tense. Sequence in both texts to show how a worry or roar can develop and then be resolved. Simple language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

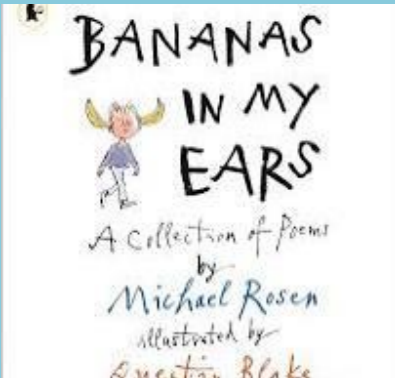




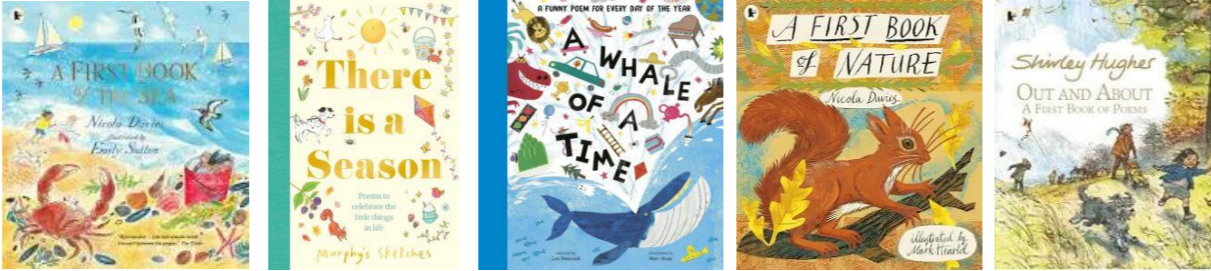
Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
 <p>Purpose:</p>  <p>Narrative</p> <p>Goldilocks and Goldy Luck and The Three Pandas by Natasha Yim</p>	<p>Narrative: Stories usually have a main character and the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






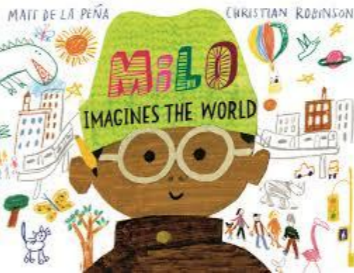

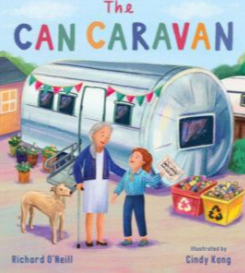
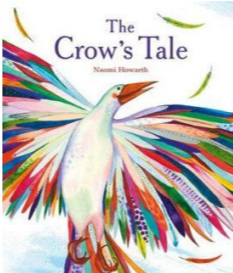

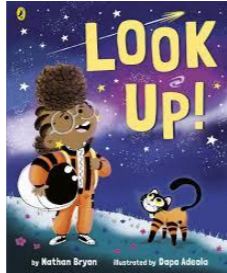
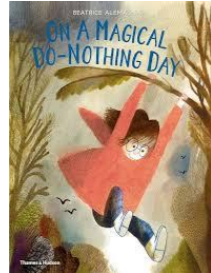
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<div></div> <div><p>Purpose:</p><div><p>INFORM: biographical sentence</p></div><p>Amelia Earhart: Little People Big Dreams by Isabel Sanchez Vegara</p></div>	<p>Biographical sentence:</p> <p>Written in simple past tense</p> <p>Events are recounted in the time order that they happened</p>		<p>A reader needs spaces between words so that they can understand and follow the writing</p> <p>Writers can join words together with ‘and’ to make connections between things (e.g. <i>I ate fish and chips</i>)</p> <p>To avoid the reader becoming bored, join sentences together with ‘and’ to create better rhythm and flow</p>	<p>A reader needs a full stop at the end and capital letter at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>letter, capital letter, word, sentence punctuation, full stop, verb, noun</p>
<p>Final written outcome</p> <div></div>	<ul style="list-style-type: none">	<p>Other writing opportunities</p> <div></div>	<ul style="list-style-type: none">	
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none">	<p>Toolkit</p> <div></div>	<p>I will use...</p> <ul style="list-style-type: none">	
<p>Companion texts</p>	<div></div>			
<p>Hook / linked enrichment activities</p>		<p>Wider curriculum links</p>		

<div></div> <div>Purpose:</div> <div><div>Narrative</div></div> <div>The Suitcase by Chris Naylor-Ballesteros</div>	<div>Genre Features</div> <div>Stories usually have a main character and the reader needs to understand what happens to them</div> <div>Sentences go in order of what happened in a story so that the reader can follow more easily – this is the plot of the story</div> <div>Introduce idea of fall-rise story shape for basic narrative structure</div> <div>If appropriate, speech bubbles let characters talk and this shows the reader more about the character – what they are thinking, feeling or doing</div>	<div>Compositional choices according to writing purpose</div> <div>Pictures or illustrations can help the reader see what you are writing about in their mind</div> <div>Use a title to hook the reader’s interest and to know what the writing might be about</div>	<div>Sentence level</div> <div>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</div> <div>Writers can <u>join words together with ‘and’</u> to make connections between things (e.g. <i>I ate fish and chips</i>)</div> <div>To avoid the reader becoming bored, <u>join sentences together with ‘and’</u> to create better rhythm and flow</div>	<div>Word level including punctuation</div> <div>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</div> <div>An <u>exclamation mark at the end of a sentence</u> (instead of a full stop) helps the reader to know that this shows a stronger positive or negative feeling</div> <div>Instead of a full stop, a <u>question mark at the end of a sentence</u> shows the reader that they will need to read the sentence differently because either the reader or a character is being asked something</div>	<div>Grammatical terminology</div> <div><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun, <u>question mark, exclamation mark</u></div>
<div>Final written outcome</div> <div></div>	<div></div> <div></div>	<div>Other writing opportunities</div> <div></div>	<div></div> <div></div>	<div></div> <div></div>	
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <div></div>	<div>Toolkit</div> <div></div>	<div>I will use...</div> <div></div>	<div></div> <div></div>	
<div>Companion texts</div>	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>				
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>		

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

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

Genre Features	Compositional choices according to writing purpose	Sentence level		Word level including punctuation	Grammatical terminology
<div></div> <div>Purpose:</div> <div></div> <div>ENTERTAIN: Poetry</div> <div>Over My Toes <i>by Michael Rosen</i></div>	<p>Poetry: Poems can be written as free verse, 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 performed 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 illustrations can help the reader see what you are writing about in their mind</p> <p>Use a title to hook the reader’s interest and to know what the writing might be about</p>	<p>A reader needs <u>spaces between words</u> so that they can understand and follow the writing</p> <p>Writers can <u>join words together with ‘and’</u> to make connections between things (e.g. <i>I ate fish and chips</i>)</p>	<p>A reader needs a <u>full stop</u> at the end and <u>capital letter</u> at the beginning of each sentence so that they know where one idea ends and another begins</p> <p>Writers also use a <u>capital letter for the personal pronoun I</u> because this is the name we call ourselves</p> <p>Including <u>adjectives</u> to describe a noun helps the reader to create a more specific picture in their mind</p>	<p><u>letter, capital letter, word, sentence punctuation, full stop</u>, verb, noun, adjective</p>
<div>Final written outcome</div> <div></div>	<div><ul style="list-style-type: none"></div>		<div>Other writing opportunities</div> <div></div>	<div><ul style="list-style-type: none"></div>	
<div>Intended effect on my reader and audience</div>	<div>My reader will...</div> <div><ul style="list-style-type: none"></div>	<div>Toolkit</div> <div></div>	<div>I will use...</div> <div><ul style="list-style-type: none"></div>		
<div>Companion texts</div>	<div></div>				
<div>Hook / linked enrichment activities</div>			<div>Wider curriculum links</div>		

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