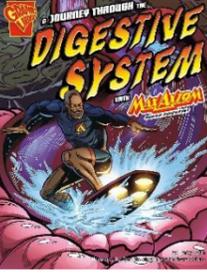
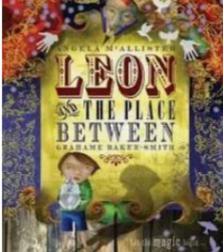
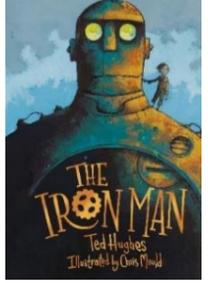
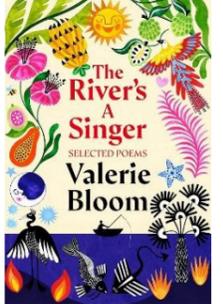
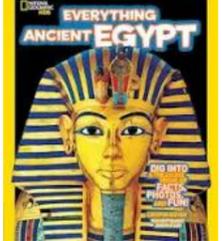
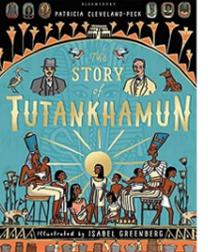
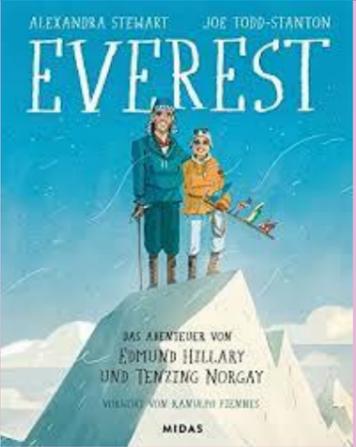
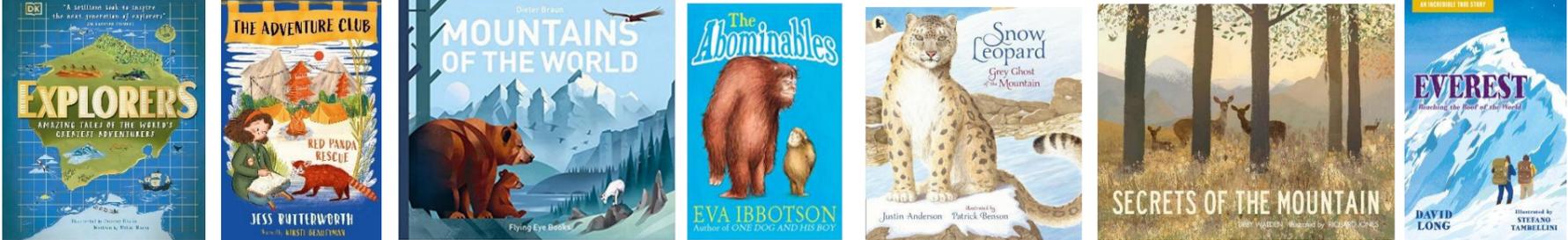
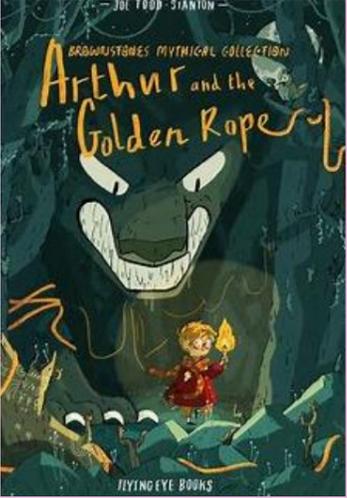


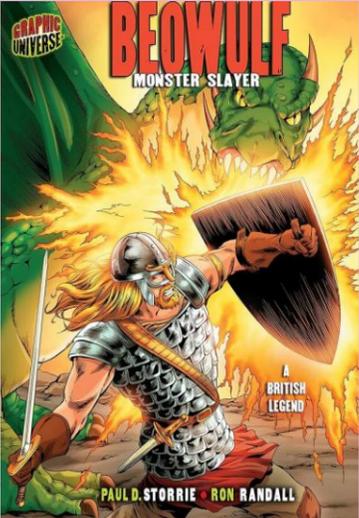
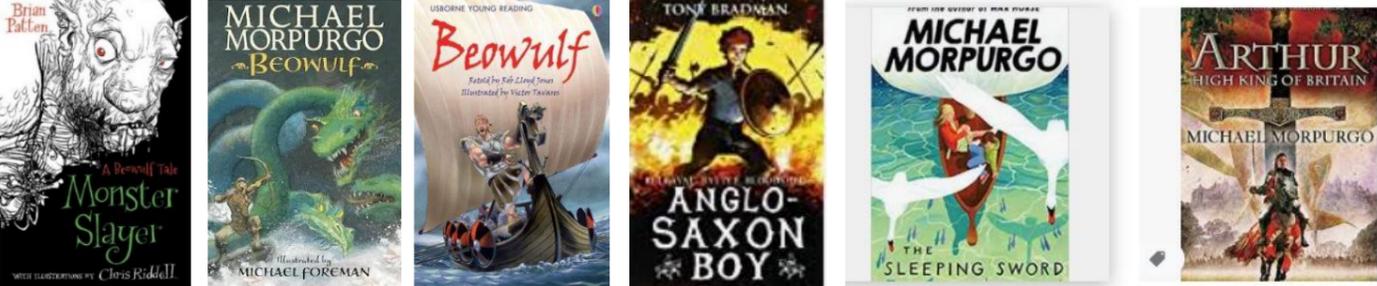
Y4 English
Units Overview
Long Term Plan

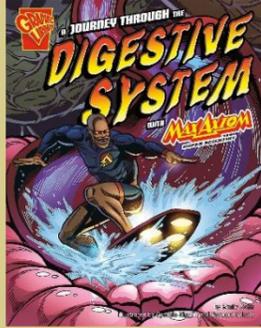
	Autumn			Spring			Summer			
Core Text	<p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart</p>  <p>Writing to inform/persuade: travel guide to Mount Everest</p>	<p>Arthur And The Golden Rope by Joe-Todd Stanton</p>  <p>Writing to entertain (Graphic novel): Short narrative scene</p>	<p>Beowulf: Monster Slayer by Paul Storrie and excerpts from Beowulf by Michael Morpurgo</p>  <p>Writing to entertain: adventure</p>	<p>A Journey Through the Digestive System by Emily Sohn</p>  <p>Writing to inform: Explanation of the digestive system</p>	<p>The Promise by Nicola Davies</p>  <p>Writing to entertain: Setting descriptions</p>	<p>Leon And The Place Between by Angela McAllister</p>  <p>Writing to entertain: Magical narrative</p>	<p>Iron Man by Ted Hughes</p>  <p>Writing to entertain: Setting description</p>	<p>The River (poetry) by Valerie Bloom</p>  <p>Poetry: Rhyming free verse</p>	<p>Everything Ancient Egypt by DK</p>  <p>Writing to inform: Non-chronological report</p>	<p>The Story of Tutankhamun by Patricia Cleveland-Peck</p>  <p>Writing to inform: Newspaper</p>
	 Travel guide	 Narrative – entertain	 Narrative – adventure story	 Explanation text	 Narrative – setting description	 Narrative – myth	 Narrative – setting description	 Poem	 Non-chronological report	 Newspaper

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 underlined • New 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>

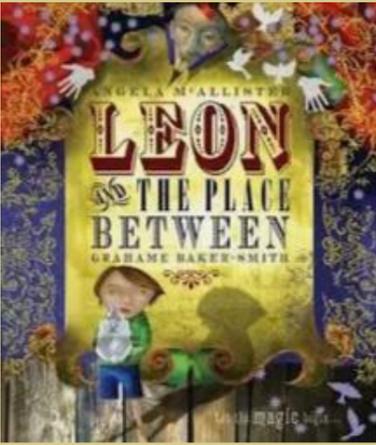
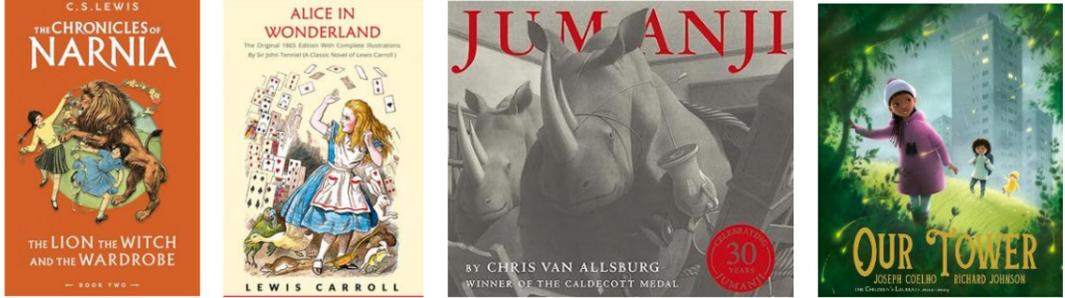
  Travel guide Purpose: Persuade Travel Guide to Mount Everest Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart	Genre Features Travel leaflet: Details usually include sub-topics specific to place, such as location, places of interest, weather, landmarks. Use of photos or illustrations to show the reader clearly what the place looks like, rather than needing to visualise it.	Compositional choices according to writing purpose <ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Use of power of three to make something more memorable for the reader and make them think about it for longer 	Sentence level Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3) Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	Word level including punctuation Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice	Grammatical terminology noun, noun phrase adjective, adverb (Y2) conjunction, preposition, paragraph (Y3)
Final written outcome 	Travel guide to Mount Everest		Other writing opportunities	<ul style="list-style-type: none"> • 	
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> • Learn information about the place and make it sound appealing • Find the writing informative, interesting and easy to follow • Convince the reader that they should visit the location 		Toolkit 	I will use... <ul style="list-style-type: none"> • Expanded noun phrases with prepositional phrases give detail to help the reader picture/ discover more about the place • Use facts to inform the reader about the location • Use the power of three to emphasise key messages/ features of the place • Use subheadings and subsections so the reader can locate relevant information easily • Use adverbs, prepositions and conjunctions to add detail and flow to writing • Use rhetorical questions to make the reader think deeply about the subject • Use 2nd person pronouns to speak to the reader directly • Use positive descriptions to exaggerate the good bits about the place 	
Companion texts					
Hook / linked enrichment activities			Wider curriculum links	Geography: Mountains	

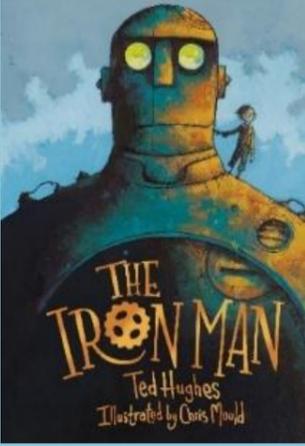
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose: Entertain Narrative (adventure)</p>  <p>Arthur And The Golden Rope by Joe-Todd Stanton</p>	<p>Graphic novel: Blends art and storytelling, using a combination of illustration and text</p> <p>Panels of different shapes and sizes contain the artwork and are defined within frames</p> <p>Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text)</p>	<p>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3)</p> <p>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p>	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, inverted commas, paragraph (Y3)</p> <p>adverbial pronoun</p>
<p>Final written outcome</p> 	<p>Produce own graphic novel scene, leading to a short narrative scene.</p>		<p>Other writing opportunities</p>		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Feel engaged with the characters • Clearly picture the different landscapes • Navigate through the text • Follow the emotional and physical journey 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Punctuated dialogue to bring characters to life • expanded noun phrases • adverbial phrases • Sequenced paragraphs • Conjunctions • show not tell 	
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	<p>History: Viking gods and mythology</p>	

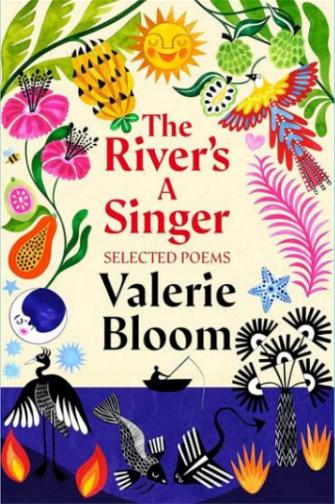
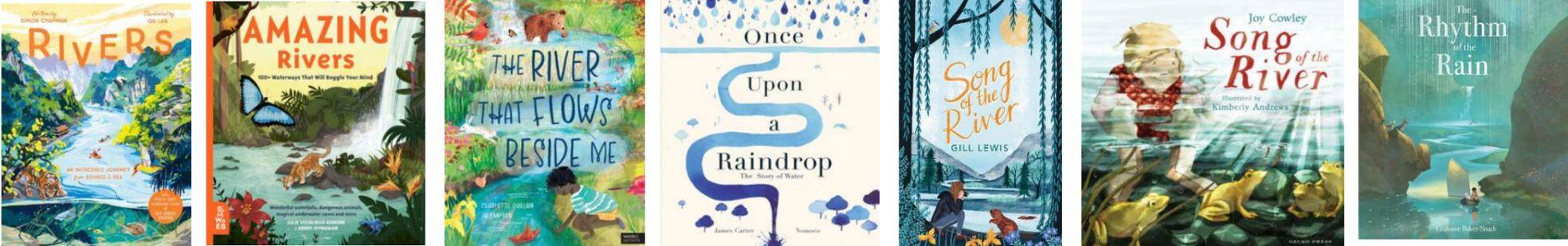
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose: Entertain Narrative (adventure)</p> <p>Beowulf: Monster Slayer by Paul Storrie</p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3)</p> <p>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p>	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>noun, noun phrase, adverb (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, inverted commas, paragraph (Y3)</p> <p>adverbial pronoun</p>
<p>Final written outcome</p> 	<p>Adventure story chapter.</p>		<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"> • Feel engaged with the characters • Clearly picture the different landscapes • Navigate through the text • Follow the emotional and physical journey 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Punctuated dialogue to bring characters to life • expanded noun phrases • adverbial phrases • Sequenced paragraphs • Conjunctions • show not tell 	
<p>Companion texts</p>				
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	<p>History: Anglo-Saxons</p>

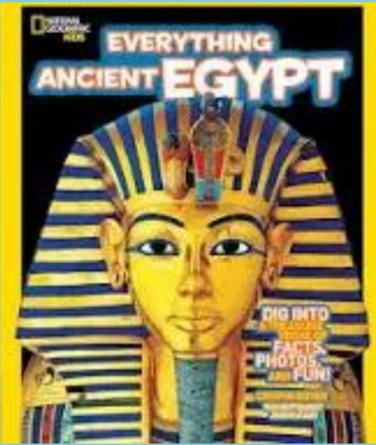
	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose: Inform</p> <p>Explanation Text</p> <p>A Journey Through the Digestive System by Emily Sohn</p>	<p>Explanation: Contains diagrams/ illustrations with labels</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>Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</p> <p>Diagrams show the reader more details about the important parts of what they are finding out about (Y2)</p> <p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</p> <p>Paragraphs are used to organise ideas around a theme, to write about a different topic or subtopic</p> <p>Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find</p> <p>Might include quotes from people to provide more information and add interest for the reader</p>	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p>	<p>noun, noun phrase, adjective, comma (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial</p>
<p>Final written outcome</p> 	<p>An explanation of how a ‘crazy’ invention works.</p>		<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"> • Have improved knowledge and a deeper understanding • Be inspired to read on • Be able to follow the text clearly 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Formal language and technical vocabulary to add precision • Interesting facts and figures • Rhetorical questions to hook a reader in • Cohesive devices such as conjunction and adverbs/adverbials of time to aid sequencing of events and provide further explanation • Propositions to help the reader visualise the process • Structural choices: heading, introductions, subheadings, paragraphs, diagrams & labels 	
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	<p>Science: Digestive system</p>	

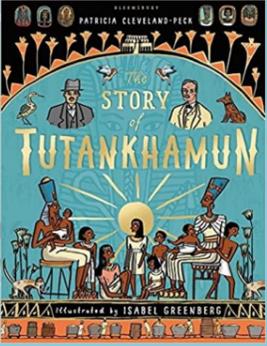
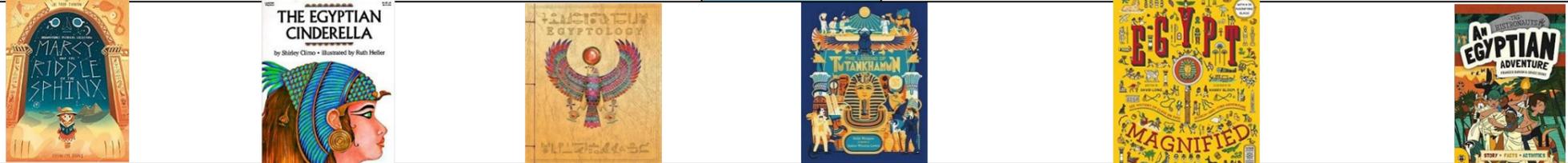
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose: Entertain</p> <p>Narrative – focus on setting description</p> <p>The Promise by Nicola Davies</p> 	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3)</p> <p>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p> <p>Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual</p> <p>Use of metaphor creates a vivid picture in the reader’s mind</p>	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p><u>noun, noun phrase, adjective, comma (Y2)</u></p> <p><u>clause, subordinate clause, conjunction, preposition, inverted commas, direct speech, paragraph (Y3)</u></p> <p><u>adverbial pronoun</u></p>
<p>Final written outcome</p> 	<p>Descriptive story about making the world a better place</p>	<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"> • Visualise what is happening in their mind and hook them into my story. • Be able to clearly follow my story. • Empathise with the main character. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Action, dialogue and description to develop a main character the reader cares about. • Expanded noun phrases with the addition of modifying adjectives, nouns and prepositions • Use of sound and other senses including physical movements • Similes and metaphors • Varied sentence structure • Fronted adverbials 	
<p>Companion texts</p>				
<p>Hook / linked enrichment activities</p>		<p>Wider curriculum links</p>	<p>School values: Making our World A Better Place</p>	

Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>Purpose: Entertain</p> <p>Narrative – magic</p> <p>Leon And The Place Between by Angela McAllister </p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3)</p> <p>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p>	<p>Prepositions [e.g before, during, in, because of,], conjunctions [e.g when, before, after, while, so, because] and adverbs [e.g. then, next, soon] can tell the reader when, where and how things happened (Y3)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p><u>noun, noun phrase, adjective, comma (Y2)</u></p> <p><u>clause, subordinate clause, conjunction, preposition, inverted commas, direct speech, paragraph (Y3)</u></p> <p><u>adverbial pronoun</u></p>
<p>Final written outcome</p> 	<p>Magical story.</p>	<p>Other writing opportunities</p> 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Visualise what is happening in their mind and hook them into my story. • Be able to clearly follow my story. • Empathise with the main character. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Action, dialogue and description to develop a main character the reader cares about. • Expanded noun phrases with the addition of modifying adjectives, nouns and prepositions • Use of sound and other senses including physical movements • Similes and metaphors • Varied sentence structure • Fronted adverbials 	
<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
 <p>Purpose: Mixed short pieces (description, recount, instructions, wanted poster)</p> <p><i>The Iron Man by Ted Hughes</i></p>	<p>Narrative: Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise fall) to help guide the plot structure</p> <p>Story openings: usually open with either: action, dialogue or description of setting or character</p> <p>Story endings: can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3)</p> <p>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell)</p> <p>Use a new paragraph to show when a new or different character is speaking or when the setting changes</p> <p>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting</p> <p>Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual</p> <p>Use of metaphor creates a vivid picture in the reader’s mind</p>	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Extending the range of sentences with more than one clause, joined by a range of conjunctions (because, when, if, although) to vary rhythm and interest for the reader</p>	<p>Accurate punctuation of dialogue - comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said and end punctuation within inverted commas – all makes it totally clear for the reader to follow along</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p><u>noun, noun phrase, adjective, comma (Y2)</u></p> <p><u>clause, subordinate clause, conjunction, preposition, inverted commas, direct speech, paragraph (Y3)</u></p> <p><u>adverbial pronoun</u></p>
<p>Final written outcome</p> 	<p>Description Recount Instructions Wanted poster</p>	<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"> • Visualise what is happening in their mind and hook them into my story. • Be able to clearly follow my story. • Empathise with the main character. 	<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Action, dialogue and description to develop a main character the reader cares about. • Expanded noun phrases with the addition of modifying adjectives, nouns and prepositions • Use of sound and other senses including physical movements • Similes and metaphors • Varied sentence structure • Fronted adverbials 		
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>				<p>Wider Links</p>	

 <p>Purpose: Entertain</p> <p> Poem</p> <p>The River by Valerie Bloom</p>	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
Final written outcome 		<p>Use of sound and other senses to develop clear picture for reader to develop (show not tell) (Y3)</p> <p>Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3)</p> <p>Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3)</p> <p>Personification brings objects to life so that the reader can connect something to what they know (human characteristics) or linger on a particular image that might be unusual</p> <p>Use of metaphor creates a vivid picture in the reader's mind</p>	Other writing opportunities <ul style="list-style-type: none"> • 		
Intended effect on my reader and audience	My reader will... <ul style="list-style-type: none"> • Empathise with the poet's message • 		Toolkit 	I will use... <ul style="list-style-type: none"> • adjectives to describe • repetition • Similes and metaphors • Personification to bring objects to life so that the reader can connect 	
Companion texts					
Hook / linked enrichment activities			Wider curriculum links	Geography: Rivers	

	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p>INFORM: non-chronological report</p> 	<p>Non-Chronological Report:</p> <p>Captions and labels to add information to illustrations</p> <p>Introduction to give the reader an overview of the topic</p> <p>Boxes with extra information to break up the page layout and add detail or interest for the reader</p>	<p>Diagrams show the reader more details about the important parts of what they are finding out about (Y2)</p> <p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</p> <p>Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic</p> <p>Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to find</p>	<p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened (Y3)</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>	<p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p> <p>Use an apostrophe for plural possession – to make it clear to the reader whether the item or thing belongs to an individual or a group (e.g. the girl's bikes/ the girls' bikes)</p>	<p>comma, adverb, verb, present tense, past tense apostrophe (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial pronoun</p>
<p>Final written outcome</p> 	<p>A non chronological report about Ancient Egypt</p>		<p>Other writing opportunities</p> <ul style="list-style-type: none"> • Descriptive story opening • Magazine advice column 		
<p>Intended effect on my reader and audience</p>	<p>My reader will...</p> <ul style="list-style-type: none"> • Understand about the Nile, pyramids, beliefs and pharaohs of Ancient Egypt • Be able to clearly follow the structure to my report 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Structural choices: heading, introductions, subheadings, paragraphs, diagrams & labels • A topic sentence and then supporting sentences • Interesting facts 	
<p>Companion texts</p>					
<p>Hook / linked enrichment activities</p>			<p>Wider curriculum links</p>	<p>History: Ancient Egypt</p>	

 <p>Purpose: Inform</p> <p>Newspaper Report</p> <p>Story of Tutankhamun</p>	<p>Genre Features</p> <p>Newspaper report: Include a headline that summarises the main point of the article</p> <p>Written in third person narrative and in the past tense</p> <p>Includes quotes (direct speech) or indirect speech to provide people’s experiences or opinions on the subject</p> <p>Includes the 5 Ws – who, what, where, when, and why to provide the reader with</p> <p>Three main parts: Head: Introduction Body: Add greater detail and includes quotes Tail: Summarises and finishes the article</p>	<p>Compositional choices according to writing purpose</p> <p>When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</p> <p>Paragraphs are used to organise ideas around a theme, to write about a different topic or subtopic</p> <p>Focus on presenting factual information not opinion and the vocabulary needed for this.</p> <p>Might include quotes from people to provide more information and add interest for the reader</p>	<p>Sentence level</p> <p>Using short, informative sentences for effect and to deliver clear and concise information to the reader.</p> <p>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened</p> <p>Use of the present perfect form of verbs can be used to indicate the something started in the past but is still relevant now</p>		<p>Word level including punctuation</p> <p>Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p>Use of pronouns in place of a noun to avoid repetition and boring the reader</p>	<p>Grammatical terminology</p> <p>comma, adverb, verb, present tense, past tense</p> <p>clause, subordinate clause, conjunction, preposition, paragraph inverted commas, direct speech, fronted adverbials</p>
<p>Final written outcome</p> 	<p>A newspaper article on discovering Tutankhamun’s tomb</p>		<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"> • Learn factual information about the discovery of the tomb • Be interested in my article because of my catchy headline • Understand the chronological order of the events 		<p>Toolkit</p> 	<p>I will use...</p> <ul style="list-style-type: none"> • Key events written in chronological order to show what happened and when. • Paragraphs organised into ‘head, tail, body’ to be clear for the reader • Quotes to include extra information and add interest. • Fronted adverbials to create suspense • Eyewitness accounts to make it believable • Factual information to give the truth about what happened using accurate names and places 		
<p>Companion texts</p>						
<p>Hook / linked enrichment activities</p>				<p>Wider curriculum links</p>	<p>History: Ancient Egypt</p>	