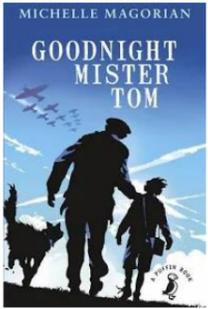
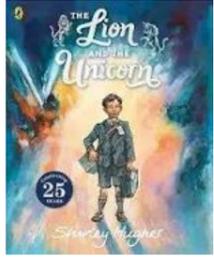
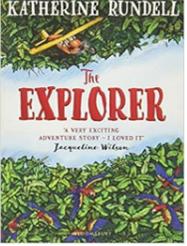
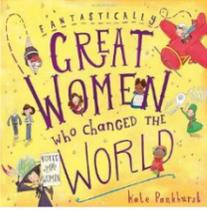
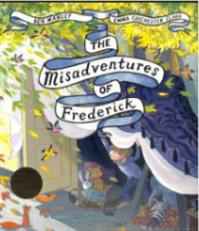
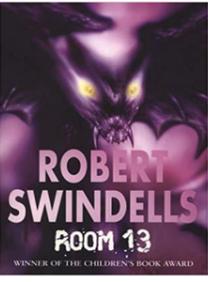
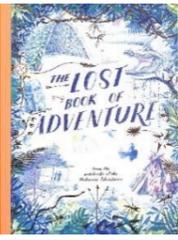
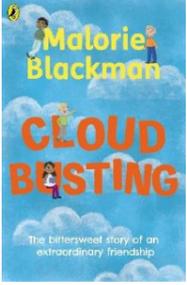
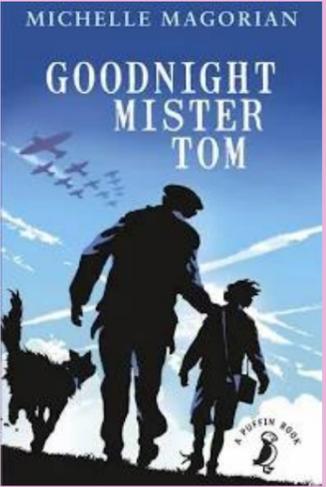


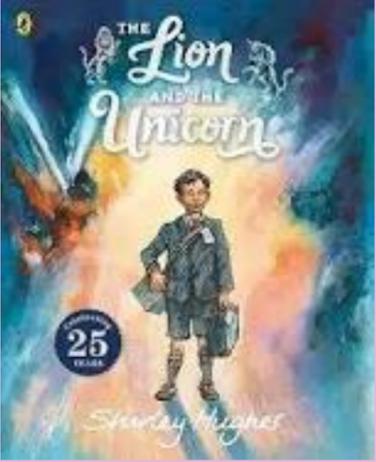
**Y5 English**  
**Units Overview**  
**Medium Term Plans**

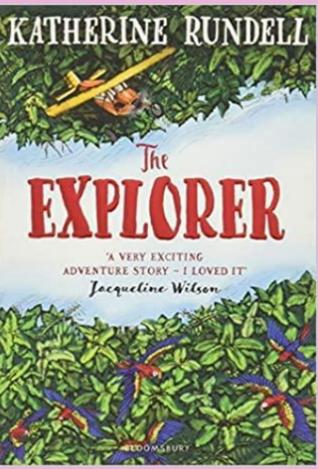
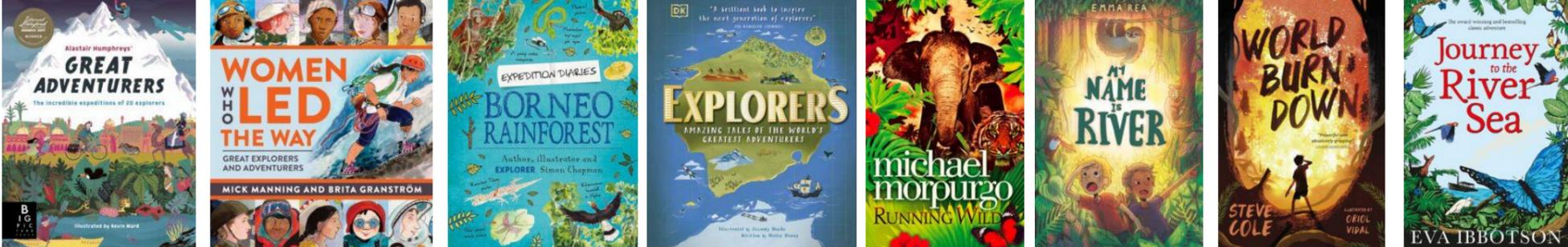
	Autumn				Spring			Summer			
<b>Core Text</b>	<p>Goodnight Mr Tom by Michelle Magorian</p>  <p>Writing to entertain: Character description</p> <p>Writing to inform: Recount (letter from an evacuee)</p>	<p>The Lion and The Unicorn by Shirley Hughes</p>  <p>Writing to entertain: Dialogue (historical fiction)</p>	<p>The Explorer by Katherine Rundell</p>  <p>Writing to inform: non-chronological report</p>	<p>Fantastically Great Women who Changed the World</p>  <p>Writing to inform: Biography</p>	<p>The Misadventures of Frederick by Ben Manley</p>  <p>Writing to persuade: Letter</p>	<p>Shaun Tan The Arrival &amp; Under the Moon and Over the Sea by John Agard &amp; Grace Nichols</p>   <p>Poetry: Emotive poetry (free verse &amp; narrative poems)</p>	<p>Room 13 by Robert Swindells</p>  <p>Writing to entertain: Dialogue</p>	<p>The Lost Book of Adventure</p>  <p>Writing to explain: Survival Guide</p>	<p>Cloudbusting By Malorie Blackman</p>  <p>Poetry</p>	<p>Birdsong by Katya Balen</p>  <p>Writing to entertain: Setting description</p>	<p>Varmints by Helen Ward</p>  <p>Writing to discuss: Debate</p>
<b>Purpose</b>	 <b>ENTERTAIN:</b> character description  <b>INFORM:</b> recount   letter	 <b>ENTERTAIN:</b> narrative (dialogue)	 <b>INFORM:</b> non-chronological report	 <b>INFORM:</b> biography	 <b>PERSUADE:</b> Letter	 <b>ENTERTAIN:</b> Poem	 <b>ENTERTAIN:</b> narrative (spooky story)	 <b>EXPLAIN:</b> Survival Guide	 <b>ENTERTAIN:</b> Poetry	 <b>ENTERTAIN:</b> setting description	 <b>DISCUSS:</b> Debate

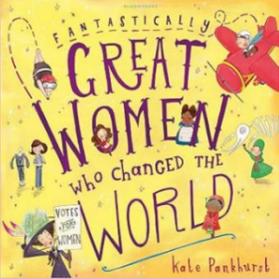
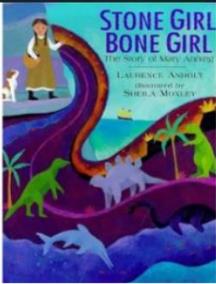
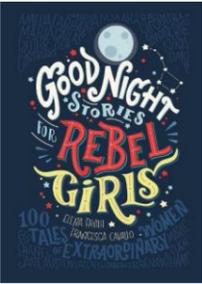
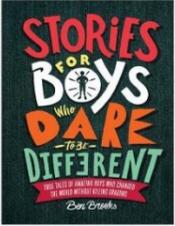
All objectives covered within each Year 5 unit are listed within this document. Please see the key below to understand how

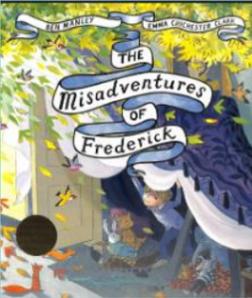
Purpose	Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<b>Text</b>	Genre: Specific features and structure of genre to be revised or taught within the unit.	<p>Revision of objectives from previous year (with year 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"> <li>• <b><u>Statutory objectives (within the National Curriculum) are listed in this way</u></b> – bold, purple and underlined</li> <li>• New <b>objectives</b> (introduced within current year group) are listed in black</li> </ul>			<p><b><u>Statutory terminology from Appendix 2 of the National Curriculum are listed in this way</u></b> – bold, purple and underlined</p>

 <p><b>Purpose:</b></p> <p><b>ENTERTAIN:</b> character description </p> <p><b>INFORM:</b> recount letter </p>	<p><b>Genre Features</b></p> <p><u>Narrative: Character description</u></p> <p><b>Recount letter</b> Sender's address in top-right corner &amp; date under the sender's address</p> <p>Recipient's address on lefthand side</p> <p>Start with 'Dear...' or 'To whom it may concern...' Sign off with 'From...' or 'Love from...' (depending on how well you know your reader)</p>	<p><b>Compositional choices according to writing purpose</b></p> <p>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</p> <p><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b></p> <p>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></p> <p><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</p> <p>Use <b>figurative language</b> such as <b>simile, metaphor and personification</b> to create mood and atmosphere</p> <p>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader</p> <p><u>Recount letter</u></p>	<p><b>Sentence level</b></p> <p>Add <b>detail to expanded noun phrases</b> 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 (Y4)</p> <p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p> <p><u>Recount letter</u></p>	<p><b>Word level including punctuation</b></p> <p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p><u>Recount letter</u></p>	<p><b>Grammatical terminology</b></p> <p>adjective, noun, noun phrase, comma (Y2)</p> <p>conjunction, paragraph, inverted commas, direct speech (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion, relative pronoun, relative clause</p> <p><u>Recount letter</u></p>	
<p><b>Final written outcome</b></p> 	<p>Character Description</p>		<p><b>Other writing opportunities and</b></p> 	<ul style="list-style-type: none"> <li>• <b>Evacuee letter</b></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>• <b>Understand the character's physical appearance, character qualities and background</b></li> <li>• <b>Feel empathy for the character</b></li> </ul>		<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• <b>Expanded noun phrases</b></li> <li>• <b>Metaphors and similes</b></li> <li>• <b>Figurative language</b></li> <li>• <b>Range of conjunctions</b></li> <li>• <b>FAs,</b></li> </ul>		
<p><b>Companion texts</b></p>						
<p><b>Hook / linked enrichment activities</b></p>	<p>World War II Day – Conscription, PT, Orienteering, Code-breaking, building Anderson shelters</p>		<p><b>Wider curriculum links</b></p>	<p>History: World War II</p>		

Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p><b>Purpose:</b></p> <p><b>ENTERTAIN:</b> narrative (dialogue)</p> 	<p><b>Narrative: Dialogue</b></p> <p>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</p> <p><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4)</p> <p>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes (Y5)</b></p> <p><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</p> <p><b>Dialogue can be used to convey character</b> (show not tell) <b>or move on the action</b> (plot device)</p>	<p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas</b>) to keep the reader wanting to read on</p>	<p>Accurate <b>punctuation of dialogue (Y4)</b> comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along</p> <p><b>Speech tags</b> can be placed before, in between speech or after speech to vary how dialogue is presented to the reader</p>	<p><b>clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)</b></p>
<p><b>Final written outcome</b></p> 	<p>Conversation between two host families</p>	<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>• Empathise with the characters' moods and actions</li> <li>• Follow the flow of the narrative through dialogue</li> <li>• Navigate through the stages of the narrative</li> <li>• Understand how characters feel through what they say</li> <li>• Visualise the setting and characters of the story</li> </ul>	<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Precise vocabulary to show mood (adjectives, adverbs)</li> <li>• Reporting clause to explain how the characters are speaking (adverbs, verbs)</li> <li>• Noun phrases and adjectives to create a clear image</li> <li>• Paragraphs to organise ideas</li> <li>• Speech punctuation: inverted commas, ending punctuation dashes</li> <li>• Question tags</li> <li>• Exclamations</li> <li>• Variety of clause structure: range of conjunctions</li> </ul>	
<p><b>Companion texts</b></p>				
<p><b>Hook / linked enrichment activities</b></p>	<p>World War II Day – Conscription, PT, Orienteering, Code-breaking, building Anderson shelters</p>	<p><b>Wider curriculum links</b></p>	<p>History: World War II</p>	

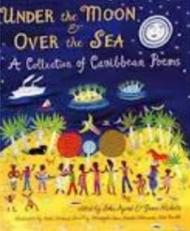
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p><b>Purpose:</b></p> <p></p> <p><b>INFORM: non-chronological report</b></p>	<p><b>NCR:</b></p> <p><b>Captions and labels</b> to add information to illustrations</p> <p><b>Index</b> to guide reader to know how to find something specific they might be looking for</p> <p><b>Glossary</b> to provide definitions in a quick and easy guide for the reader</p> <p><b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p> <p><b>Contents page</b> to show the reader the content of the text and direct them to specific information</p> <p><b>Boxes with extra information</b> to break up the page layout and add detail or interest for the reader</p>	<p><b>Diagrams</b> 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 <b>simple present tense</b> or <b>simple past tense</b> (Y2)</p> <p><b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</p> <p><b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</p> <p>Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</p> <p>Use of <b>brackets</b> can add extra information or an explanation (<b>parenthesis</b>) for the reader</p> <p><b>Underline</b> important words or phrases that you want to draw reader's attention to</p> <p><b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</p> <p>More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't')</p> <p>More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</p>	<p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p><b>Brackets for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Use of <b>comma to clarify meaning or avoid ambiguity</b> – commas can be placed to group words together based on their meaning &amp; they break up the sentence for the reader to manage more easily</p> <p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>clause, subordinate clause, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, bracket, cohesion, ambiguity</p>
<p><b>Final written outcome</b></p> 	<p><b>Non-Chronological report</b></p>		<p><b>Other writing opportunities</b></p> <ul style="list-style-type: none"> <li>• <b>Blurb</b></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>• Understand about the creature</li> <li>• Be able to clearly follow the structure to my report</li> <li>• I want them to learn about it.</li> <li>• I want the reader to be able to navigate through the information presented</li> <li>• I want the reader to visualise the creature, using clear description and pictures.</li> </ul>	<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Range of facts</li> <li>• Adjectives</li> <li>• Precise nouns (noun phrases)</li> <li>• Varied clause structure</li> <li>• Headings and subheadings</li> <li>• Fronted adverbials</li> <li>• Captions</li> </ul>	
<p><b>Companion texts</b></p>				
<p><b>Hook / linked enrichment activities</b></p>			<p><b>Wider curriculum links</b></p>	<p>Geography: South America</p>

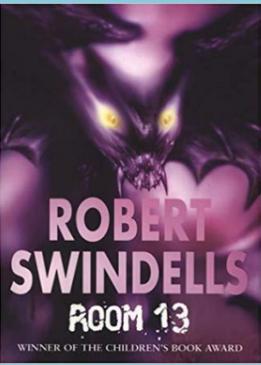
<p>Fantastically Great Women who Changed the World</p>  <p><b>Purpose:</b></p>  <p><b>INFORM: biography</b></p>	<p><b>Genre Features</b></p> <p><b>Biography:</b> Details of <b>key events</b> in a person's life, written in <b>chronological order</b></p> <p>Includes <b>several facts</b> to provide the reader with real information about the person</p> <p>Written in <b>third person narrative</b></p>	<p><b>Compositional choices according to writing purpose</b></p> <p>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</p> <p>When we provide information to our reader, this information is usually in the <b>simple present tense</b> or <b>simple past tense (Y2)</b></p> <p><b>Paragraphs</b> are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</p> <p><b>Headings and subheadings</b> breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</p> <p>Might include <b>quotes</b> from people to provide more information and add interest for the reader (Y3/4)</p> <p>Use of <b>brackets</b> can add extra information or an explanation (<b>parenthesis</b>) for the reader</p>	<p><b>Sentence level</b></p> <p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Word level including punctuation</b></p> <p><b>Brackets or commas for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p>	<p><b>Grammatical terminology</b></p> <p><b>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>parenthesis, bracket, relative pronoun, relative clause (Y5)</b></p>
<p><b>Final written outcome</b></p> 	<p>Biography</p>		<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>• To learn lots of facts about the figure's personal and work life.</li> <li>• To be able to navigate through the information presented.</li> </ul>		<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Brackets or commas for parenthesis to include extra information or explanation.</li> <li>• Relative clauses to include extra information.</li> <li>• Key events written in chronological order to show what happened and when.</li> <li>• Adverbials of time, place, number or tense to show link between events across paragraphs.</li> <li>• Written in third person as it is talking about someone other than the reader or author. Simple past or simple present tense used to make information easier to understand.</li> <li>• Headings and subheadings and paragraphs break information into easier chunks.</li> </ul>	
<p><b>Companion texts</b></p>	  				
<p><b>Hook / linked enrichment activities</b></p>			<p><b>Wider curriculum links</b></p>		

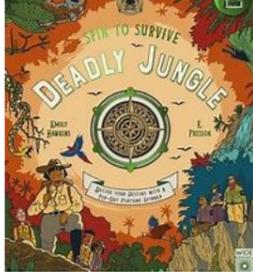
Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p><b>Purpose:</b></p>  <p><b>PERSUADE:</b> Letter to the Headteacher</p>	<p>Letter: Sender's address in topright corner &amp; Date under the sender's address Recipient's address on lefthand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p> <p>Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think (Y3)</p> <p>Use <b>facts to support opinions</b> to make the reader take the writing more seriously (Y3)</p> <p>Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject (Y3)</p> <p>Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind (Y3)</p> <p>Include <b>anecdotes</b> to support and provide evidence for the point you are trying to make (Y4)</p> <p>Use of <b>power of three</b> to make something more memorable for the reader and make them think about it for longer (Y4)</p> <p>Use of <b>hyperbole/ exaggeration</b> to support the point being made and make the reader pay attention</p> <p>Use of <b>adverbs &amp; modal verbs</b> to indicate degree of possibility and urge the reader to act</p> <p><b>Formality</b> in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</p> <p>More formal writing usually <b>avoids contracting words</b> so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't')</p> <p>More formal writing usually <b>avoids phrasal verbs</b> (e.g. turn up; look into; call off, etc) for more precise verb choices</p>	<p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><b>Relative clauses</b> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><b>Brackets, commas and dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p>	<p>comma (Y2)</p> <p>adverbial (Y4)</p> <p>relative pronoun, relative clause</p> <p>bracket, dash, parenthesis</p> <p>cohesion, modal verb</p>
<p><b>Final written outcome</b></p> 	<p>Letter to persuade the Headteacher</p>		<p><b>Other writing opportunities</b></p>  <ul style="list-style-type: none"> <li>• Writing to inform: TripAdvisor review (difference in formality)</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>• To convince the reader to agree with my idea</li> <li>• To think carefully about my idea, understand it clearly and take it seriously</li> </ul>	<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Alliteration</li> <li>• Hyperbole</li> <li>• Rule of three</li> <li>• Facts</li> <li>• Anecdotes</li> <li>• Relative clauses or parenthesis</li> <li>• Adverbs and modal verbs</li> </ul>	
<p><b>Companion texts</b></p>				

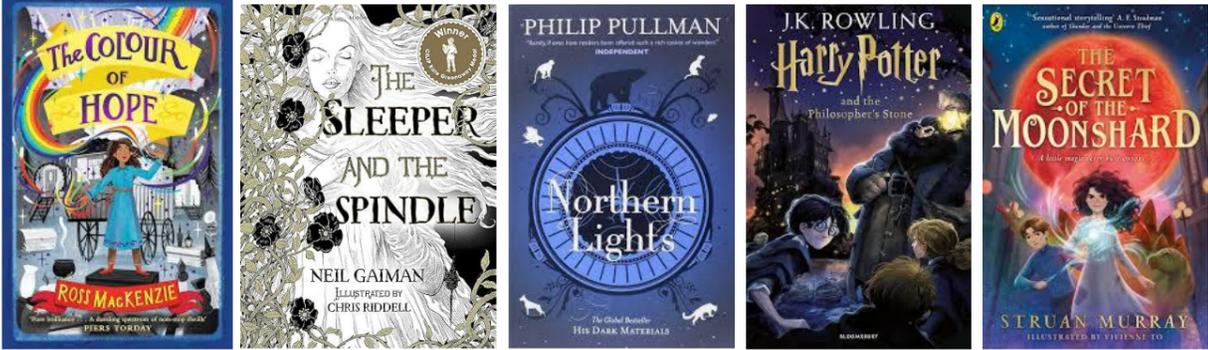
**Hook / linked  
enrichment  
activities**

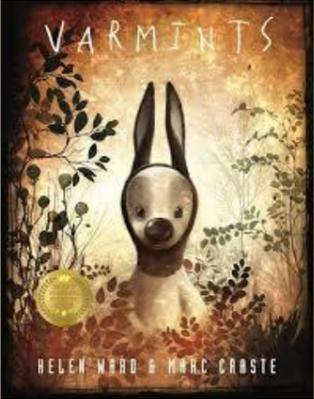
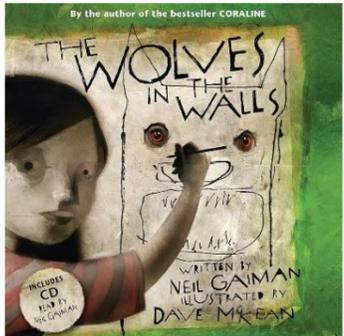
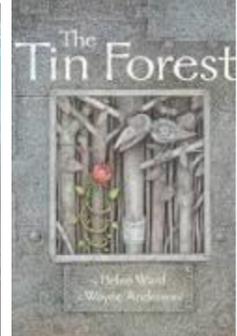
**Wider  
curriculum  
links**

  <b>Purpose:</b>  <b>ENTERTAIN: poetry</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>Final written outcome</b> 	Poetry, inspired by The Windrush Generation		<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>• Feel positive, motivated and inspired.</li> <li>• Believe the poem is speaking to them directly.</li> <li>• Enjoy the poem and the performance.</li> </ul>		<b>Toolkit</b> 	<b>I will use...</b> <ul style="list-style-type: none"> <li>• Make careful choices about verbs and nouns to motivate the audience</li> <li>• Choose modal verbs which convince the reader they will be successful</li> <li>• Use second person to address the audience directly</li> <li>•</li> </ul>	
<b>Companion texts</b>					
<b>Hook / linked enrichment activities</b>			<b>Wider curriculum links</b>	History: Windrush	

 <p><b>Genre Features</b></p> <p><b>Narrative: Story openings</b> usually open with either: action, dialogue or description of setting or character CVV</p> <p><b>Story endings</b> can end with a moral message, happy ending, surprise or cliff-hanger</p> <p><b>Purpose:</b></p> <p><b>ENTERTAIN: dialogue</b> </p>	<p><b>Compositional choices according to writing purpose</b></p> <p>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</p> <p><b>Dialogue</b> can show how a person speaks e.g. <b>dialect, slang</b> and tells the reader more about the character (<b>show not tell</b>) (Y3/4) and can <b>advance the action</b> as well as <b>convey character</b></p> <p>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></p> <p><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</p> <p>Use <b>figurative language such as simile, metaphor and personification</b> to create mood and atmosphere</p> <p>Create <b>atmosphere</b> through description of the senses, setting, character actions in order to shape the mood felt by the reader</p> <p>Create <b>suspense and tension</b> by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading</p>	<p><b>Sentence level</b></p> <p>Add <b>detail to expanded noun phrases</b> 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 (Y4)</p> <p><b>Precise noun choices</b> to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p><b>Link ideas across paragraphs</b> using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p><b>Word level including punctuation</b></p> <p><b>Punctuating speech</b> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p>	<p><b>Grammatical terminology</b></p> <p><b>adjective, noun, noun phrase, comma</b> (Y2)</p> <p><b>conjunction, paragraph, inverted commas, direct speech</b> (Y3)</p> <p><b>adverbial</b> (Y4)</p> <p><b>cohesion</b></p>
<p><b>Final written outcome</b></p> 	<p>Dialogue – conversation between characters</p>	<p><b>Other writing opportunities</b></p> 	<ul style="list-style-type: none"> <li>Spooky scene- narrative description</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>Empathise with the characters' moods and actions</li> <li>Follow the flow of the narrative through dialogue</li> <li>Navigate through the stages of the narrative</li> <li>Understand how characters feel through what they say</li> <li>Visualise the setting and characters of the story</li> </ul>	<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>Precise vocabulary to show mood (adjectives, adverbs)</li> <li>Reporting clause to explain how the characters are speaking (adverbs, verbs)</li> <li>Noun phrases and adjectives to create a clear image</li> <li>Paragraphs to organise ideas</li> <li>Speech punctuation: inverted commas, ending punctuation dashes</li> <li>Question tags</li> <li>Exclamations</li> <li>Variety of clause structure: range of conjunctions</li> </ul>	
<p><b>Companion texts</b></p>				
<p><b>Hook / linked enrichment activities</b></p>	<p><b>Wider curriculum links</b></p>			

 <p><b>Purpose:</b></p> <p></p> <p><b>EXPLAIN: Survival Guide</b></p>	<p><b>Genre Features</b></p> <p>Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p>	<p><b>Compositional choices according to writing purpose</b></p> <p>Diagrams show the reader more details about the important parts of what they are finding out about (Y2)</p> <ul style="list-style-type: none"> <li>• When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2)</li> <li>• Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4)</li> <li>• Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4)</li> <li>• Might include quotes from people to provide more information and add interest for the reader (Y3/4)</li> <li>• Use of brackets, commas or dashes can add extra information or an explanation (parenthesis) for the reader</li> <li>• Use bullet points to convey information precisely (Y6)</li> <li>• Underline important words or phrases that you want to draw reader's attention to</li> <li>• Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing</li> <li>• More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not instead of don't)</li> <li>• More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices</li> </ul>	<p><b>Sentence level</b></p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that</p>	<p><b>Word level including punctuation</b></p> <p>Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Colons can direct your reader to pay attention to what's next, set up longer list of items (Y6)</p>	<p><b>Grammatical terminology</b></p> <p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>clause, subordinate clause, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, bracket, dash, relative pronoun, relative clause colon, bullet points (statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</p>
<p><b>Final written outcome</b></p> 	<p>Survival Guide</p>		<p><b>Other writing opportunities</b></p>  		
<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>• Learn information about survival strategies</li> <li>• Find the writing informative, interesting and easy to follow</li> <li>• Equip the reader with the tools they need to survive</li> </ul>		<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Rhetorical question</li> <li>• Alliteration</li> <li>• Hyperbole</li> <li>• Rule of three</li> <li>• Facts</li> <li>• Anecdotes</li> <li>• Relative clauses or parenthesis</li> <li>• Adverbs and modal verbs</li> </ul>	
<p><b>Companion texts</b></p>					
<p><b>Hook / linked enrichment activities</b></p>			<p><b>Wider curriculum links</b></p>		

Genre Features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Purpose:</b></p> <p><b>ENTERTAIN:</b> descriptive scene</p>  	<p>n/a in this unit (focus on descriptive writing)</p>	<p>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood of <b>setting (show not tell)</b> (Y3/4)</p> <p>Use a new <b>paragraph</b> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the <b>time or mood changes</b></p> <p><b>Zoom in and out</b> to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</p> <p>Use <b>figurative language</b> such as <b>simile, metaphor and personification</b> to create mood and atmosphere</p>	<p><b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen (Y3/4)</p> <p><b>Fronted adverbials</b> 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 (Y4)</p> <p>Add <b>detail to expanded noun phrases</b> 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 (Y4)</p>	<p>Use a <b>comma after a fronted adverbial</b> – 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 (Y4)</p> <p><b>adjective, noun, noun phrase, comma (Y2)</b></p> <p><b>conjunction, preposition (Y3)</b></p> <p><b>adverbial (Y4)</b></p> <p><b>cohesion</b></p>
<p><b>Final written outcome</b></p> 		<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>• Help the reader to visualise and see what a character or the setting looks like</li> <li>• Help the reader to feel part of the scene and understand clearly what is happening</li> <li>• Keep the reader interested and engaged in the writing</li> </ul>	<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Bring the scene to life using vivid imagery, including figurative language</li> <li>• Use expanded noun phrases and prepositional phrases to add detail to description</li> <li>• Use dialogue to move the action forward and help portray character through what they are saying</li> <li>• Use paragraphs to group sentences on the same theme to help the reader to navigate the text in easy-to-read sections</li> <li>• Use adverbial phrases and conjunctions to provide cohesion between and within sentences</li> <li>• Vary sentence starts and sentence types to keep the pace lively and sound interesting to read</li> </ul>	
<p><b>Companion texts</b></p>				
<p><b>Hook / linked enrichment activities</b></p>			<p><b>Wider curriculum links</b></p>	

 <p><b>Purpose:</b></p>  <p><b>DISCUSS:</b> debate</p>	<p><b>Genre Features</b></p> <p><b>Balanced argument:</b> Provides different points of view on an issue, paying attention to the <b>arguments for and against</b> the issue being discussed.</p> <p>The differing points of view are <b>balanced</b> without aiming to lead the reader to sway their opinion</p> <p>Usually written in <b>present tense</b></p> <p><b>Opening sentence or introduction/question sets up the issue</b> to be discussed</p>	<p><b>Compositional choices according to writing purpose</b></p> <p>Very clear points of view presented to show <b>either side of a debate</b>, discussion or argument</p> <p>Obvious <b>signposts</b> to the reader to signal when they will be encountering a different viewpoint</p> <p><b>Avoids confusing facts and opinions</b> and makes this difference very clear for the reader (e.g. Some people might believe that...)</p> <p><b>Careful use of adverbials</b> to maintain <b>cohesion</b> for the reader (e.g. On the other hand.... In contrast...)</p> <p>Use of <b>modal verbs</b> to indicate possibility in measured and unbiased way (e.g. Some people <i>might</i> argue that.... Others <i>may</i> believe that...)</p>	<p><b>Sentence level</b></p> <p>Linking ideas across paragraphs using <b>full range of cohesive devices</b>, such as repetition of a word or phrase, linking back to previous points within the writing [e.g. use of <b>adverbials</b> such as 'on the other hand' or 'in contrast']</p>	<p><b>Word level including punctuation</b></p> <p><b>Brackets, commas or dashes for parenthesis</b> are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p>	<p><b>Grammatical terminology</b></p> <p>present tense, comma (Y2) paragraph (Y3) adverbial (Y4) cohesion, modal verb bracket, dash, parenthesis</p>	
<p><b>Final written outcome</b></p> 	<p>Debate</p>		<p><b>Other writing opportunities</b></p>  			
<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>• Understanding of both sides of the debate and the reasons for these.</li> <li>• Clear signposts to signal a different viewpoint.</li> <li>• Understanding of the difference between fact and opinion</li> <li>• Clearly navigate through the range of points raised.</li> <li>• Consider personal reflections about the topic discussed.</li> </ul>		<p><b>Toolkit</b></p> 	<p><b>I will use...</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Themed paragraphs</li> <li>• Cohesive devices: adverbials, synonyms.</li> <li>• Present tense</li> <li>• Modal verbs</li> <li>• Conclusion</li> </ul>		
<p><b>Companion texts</b></p>	  					
<p><b>Hook / linked enrichment activities</b></p>	<p>River trip to assess environmental impact of human behaviour</p>	<p><b>Wider curriculum links</b></p>	<p>Geography Oceans</p>			