

PROGRESSION MAP KS2

Year 5 and 6

CURRICULUM AREA: English - Writing

Purpose of Study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Genre

Through the progression of each genre, children will be provided with opportunities to acquire knowledge and build upon what they have learnt, enabling them to become more familiar with and confident in using their writing skills and knowledge in a variety of situations. As teachers, we know that the application of grammatical forms is a significant aspect of the writing process, so we must provide them with the opportunities to write texts that demonstrate their understanding whilst being written for an intended purpose. It is important that we reflect on previous steps in the progression of each genre to ensure that we are re-igniting prior learning, whilst supporting the development of new skills

Grammar, Punctuation and Vocabulary (GPV)

In each GPV box, each National Curriculum objective to be taught in that term is in black. The bullet points are knowledge and skills that the pupils need to have in order to achieve the objective. Black bullet points mean that the children have already been taught this – either earlier in that current year or in a previous year group. Red bullet points mean that the skill or piece of knowledge will need to be specifically taught to the children in that term as it is a new concept for them to learn. New learning opportunities are identified in a given genre for that half term.

Underneath the main National Curriculum aims for grammar and punctuation, there may be some stand-alone objectives. These objectives link to the genres taught in that term or previous National Curriculum objectives that need to be repeated to re-ignite the learning. The colours of black and red still apply to these objectives.

YEAR GROUP

	Year 5	Year 6
NC OBJECTIVES	<p>Composition Pupils should be taught to:</p> <p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<p>Composition Pupils should be taught to:</p> <p><u>plan their writing by:</u></p> <ul style="list-style-type: none"> - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p><u>draft and write by:</u></p> <ul style="list-style-type: none"> - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - précising longer passages - using a wide range of devices to build cohesion within and across paragraphs - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining) <p><u>evaluate and edit by:</u></p> <ul style="list-style-type: none"> - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensuring the consistency and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p>

	<ul style="list-style-type: none"> - ensuring the consistency and correct use of tense throughout a piece of writing - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>proof-read for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p>Handwriting <u>Pupils should be taught to:</u> write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task 	<p>perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p> <p>Handwriting <u>Pupils should be taught to:</u> write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task
<p>Aut 1</p>	<p style="text-align: center;"><u>Rio and South East Brazil</u></p> <p>Poetry *Link to Cornerstones Rhyming Couplets Read and interpret a range of poetry Justify own views Use language imaginatively to create surreal, surprising, amusing and inventive poetry Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Non-chronological report *Link to Geography Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search Use dictionaries and other alphabetically ordered texts efficiently Evaluate texts critically by comparing how different sources treat the same information</p>	<p style="text-align: center;"><u>Revolution</u></p> <p>Biography: Queen Victoria Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person Distinguish between fact, opinion and fiction Distinguish between implicit and explicit points of view and how these can differ Structure a biography to emphasise the most important aspects of the person and their challenges Use multi-clause sentences, which include adverbial phrases to convey information concisely Use a range of punctuation to create multclause sentences Use the passive voice and technical vocabulary to create a more formal, scientific voice</p> <p>Narrative: Oliver Twist short story</p>

Locate information in a text in print or on the screen confidently and efficiently through using contents, indexes, sections, headings and IT equivalents

Present ideas in note form that are effectively linked and grouped

Use simple abbreviations white note taking

Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation

Create plans for information texts drawing on knowledge of the text types to decide form and style for different elements

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Create information text with a variety of elements, e.g.

labelled explanatory diagram, reporting chart, recount

Summarise a passage, chapter or text in a specific number of words

Select increasingly appropriate subject specific vocabulary

Include a range of sentence structures

Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

Persuasion *Link to Cornerstones

Recap on the main language features of persuasive writing:

- use of the present tense
- logical cause and effect conjunctions
- emotive language
- technical language
- rhetorical questioning
- use of powerful verbs and strong adjectives
- making opinions sound like facts

Structure: Make judgements in response to story endings (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily

Viewpoint: Recognise that the narrator can change and be manipulated (e.g) *a different character takes over the story-telling, the story has 2 narrators* – talk about the effect that this has on the story and the reader's response

Character: Identify stock characters in particular genres and look for evidence that challenges stereotypes and surprise the reader

Setting: Discuss why and how scene changes are made and how they affect the characters events

Planning: Discuss possible scenarios for other outcomes, considering audience

Plan quickly and effectively the plot, characters and structure of own narrative writing

Writing: Select language that shows an awareness of the reader

Integrate dialogue to convey character

Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

Using expressive or figurative language to develop character, setting or atmosphere

Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning

***Grammar objective** Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis

Select and evaluate a range of text for persuasiveness, clarity, quality and information

Collect and evaluate a range of persuasive devices such as:

- words and phrase e.g. *surely, it wouldn't be difficult*
- persuasive definitions e.g. *the real truth is, everyone would*
- pandering, condescension, concession e.g. *Naturally, it takes time for...*
- deliberate ambiguities e.g. *probably the best...in the world, the professional's choice*

Draft and write individual, group or class persuasive letters for real purpose, e.g. put a point of view, comment on an emotive issue, protest

Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation

***Grammar objective** Indicating possibility using adverbs and modal verbs

Grammar, Punctuation and Vocabulary

Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]:

- Know what an adverb is
- Know what a modal verb is
- Know and recognise examples of adverbs and modal verbs that indicate degrees of possibility
- Understand the different degrees of possibility
- Use adverbs and modal verbs to highlight the different degrees of possibility in their writing.

Grammar, Punctuation and Vocabulary

Punctuation of bullet points to list information:

- Know what a bullet point looks like
- Understand the purpose of a bullet point
- Use bullet points accurately.
- Use bullet points to list information efficiently in non-fiction pieces of writing.

How words are related by meaning as synonyms and antonyms [for example, big, large, little]:

- Know what a synonym is
- Know what an antonym is
- Understand how different synonyms and antonyms can improve a piece of writing.

Linking ideas across paragraphs using adverbials of time [for example, later] and place [for example, nearby]:

- Know what a paragraph is
- Understand how ideas need to be organised into a paragraph.
- Know what an adverbial is
- Know what adverbials of time and place are
- Recognise and use examples of adverbials of time and place in their writing
- Use adverbials of time and place to ensure the link between paragraphs is clear.

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun:

- Know what relative clauses and relative pronouns are.
- Recognise a relative pronoun
- Use their knowledge of relative pronouns to recognise a relative clause
- Use relative clauses in their writing

Use the correct punctuation around a relative clause.

- Understand how different words are related by meaning as synonyms or antonyms.
- Use antonyms and synonyms to improve their writing.

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis:

- Know what a paragraph is
- Know what cohesion and cohesive devices are
- Know what repetition is and looks like in a piece of writing
- Know what an adverbial is
- Understand how ideas need to be organised into paragraphs.
- Understand that ideas need to be linked across and within paragraphs
- Know what ellipsis is and looks like
- Recognise how repetition, grammatical connections (such as adverbials) and ellipsis improve a piece of writing and link the ideas to the next paragraph
- Use a wider range of cohesive devices to link ideas across paragraphs
- Use repetition, grammatical connections, and ellipsis across paragraphs

Use of passive to affect the presentation of information in a sentence:

- Know the terms active and passive
- Recognise the difference between active and passive voice
- Know that the passive is the opposite of active.
- Understand that the verb is not 'passive' just because it has a passive meaning: it must be the passive version of an active verb.
- Recognise how the use of passive affects the information in the sentence.

Use passive voice when writing.

Aut
2

Stargazers

Poetry *Link to Cornerstones

Interpret poems, explaining how the poet creates shades of meaning

Explain the impact of figurative and expressive language, including metaphor

Comment on poems' structures and how these influence meaning

Use simple metaphors and personification to create poems based on real or imagined experience

Share work with others, varying pitch, pace, volume, rhythm and expression

Assess the effectiveness of their own and others' writing

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Newspaper Report *Link to Cornerstones

Identify features of recounted texts such as reports

- introduction to include key events
- chronological order
- varied but consistent use of past tense e.g. *As he was running away he noticed* (present for quotes)
- distinguishing between fact and fiction
- degree of formality
- use of adverbials and conjunctions to support cohesion
- possible supporting illustrations

Choose the most appropriate planning format and note initial ideas effectively

Use the language features of recounts, including formal language when recounting both orally and in writing

Write recounts based on a historical event

***Grammar objective** Linking ideas across paragraphs using adverbials of time [for example, later]

A Child's War

Recount: Diary from the perspective of Willie (Goodnight Mister Tom)

When planning, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.

Note and develop initial ideas, drawing on reading and research where necessary

Use the language conventions and grammatical features of the different text types as appropriate

Describe settings, characters and atmosphere using well-chosen vocabulary

Convey the atmosphere and emotion of the text through vocabulary choice, range of punctuation and length of sentences

Demonstrate assured use multi-clause sentences to elaborate and to specify relationships between ideas

Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Narrative: Flashback story (The Piano from Literacy Shed).

Structure: Make judgements in response to story endings (e.g.) whether it was believable, whether dilemmas were resolved satisfactorily

Viewpoint: Recognise that the narrator can change and be manipulated (e.g) *a different character takes over the story-telling, the story has 2 narrators* – talk about the effect that this has on the story and the reader's response

Character: Identify stock characters in particular genres and look for evidence that challenges stereotypes and surprise the reader

Setting: Discuss why and how scene changes are made and how they affect the characters events

Planning: Discuss possible scenarios for other outcomes, considering audience

Plan quickly and effectively the plot, characters and structure of own narrative writing

Writing: Select language that shows an awareness of the reader

	<p>*Grammar objective Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Character profile leading to Narrative *Link to whole class text or Cornerstones Alien Descriptions. <i>Character:</i> Identify stock characters in particular genres and look for evidence of characters that challenge stereotypes Analyse dialogue at particular points in a story and summarise its purpose (e.g.) to explain plot, show character or relationships <i>Structure:</i> Look at the way that author signals changes in time and place, reality to unreality e.g. paragraphs, conjunctions etc. <i>Viewpoint:</i> Look for evidence of the author's perspective and examples of them addressing the reader directly <i>Writing:</i> Plan and write a longer story with more complex structure Experiment with the order of paragraphs/chapters to achieve different effects Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Select vocabulary and grammar appropriate to theme In proof-reading, check for consistency in narrative voice when telling each part of the story *Grammar objective Linking ideas across paragraphs using adverbials of tense choices [for example, he had seen her before]</p>	<p>Integrate dialogue to convey character Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs. Using expressive or figurative language to develop character, setting or atmosphere Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning *Grammar objective Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis</p>
	<p>Grammar, Punctuation and Vocabulary Linking ideas across paragraphs using tense choices [for example, he had seen her before]:</p> <ul style="list-style-type: none"> • Know what a paragraph is 	<p>Grammar, Punctuation and Vocabulary Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]:</p> <ul style="list-style-type: none"> • Know what headings, sub-headings, columns, bullets, and tables are.

- Understand how ideas need to be organised into a paragraph.
- Know how ideas need to be linked across and within paragraphs
- Know what the different tenses are
- Know how to make different tense choices
- Recognise and use examples of tense choices in their writing
- Use a variety of tense choices to ensure the link between paragraphs is clear.

Use of commas to clarify meaning or avoid ambiguity:

- Know what a comma is
- Understand the purpose of a comma
- Recognise the difference/influence a comma can make/have in a sentence.
- Know what the term ambiguity means.
- Understand how commas can clarify meaning and avoid ambiguity
- Use commas correctly in their sentences and writing to clarify meaning and avoid ambiguity

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]

- Brackets, dashes or commas to indicate parenthesis

- Understand the term layout devices.
- Know that layout devices are useful particularly in non-fiction writing and why.
- Recognise how layout devices are used in different non-fiction genres.
- Use a range of layout devices when writing to give their work structure

Use of the passive to affect the presentation of information in a sentence.

Punctuation of bullet points to list information.

Linking ideas across paragraphs using a wider range of cohesive devices.

Spr
1

Pharaohs

Information text (fact files) *Link to Cornerstones

Routinely prepare for factual research by reviewing what is known, what is needed, what is available and where one might search

Use dictionaries and other alphabetically ordered texts efficiently

Evaluate texts critically by comparing how different sources treat the same information

Locate information in a text in print or on the screen confidently and efficiently through using contents, indexes, sections, headings and IT equivalents

Present ideas in note form that are effectively linked and grouped

Use simple abbreviations white note taking

Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation

Create plans for information texts drawing on knowledge of the text types to decide form and style for different elements

Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.

Create information text with a variety of elements, e.g.

labelled explanatory diagram, reporting chart, recount
Summarise a passage, chapter or text in a specific number of words

Select increasingly appropriate subject specific vocabulary

Include a range of sentence structures

Use further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining).

The Mayans

Narrative: Linked to Wolf Wilder

Structure: Identify story structures typical to particular genres

Recognise that narrative structure can be adapted and events revealed in different way

Recognise that authors can use dialogue at certain points in a story to, e.g. explain plot, show character and relationships, convey mood or create humour

Planning: Identify key moments within the narrative, identifying opportunities to use dialogue to advance action

Generate noun phrases to describe character/setting at key points in the narrative

Writing: Use paragraphs to vary pace and emphasis

Vary sentence length to achieve a particular effect

Use dialogue at key points to move the story on or reveal new information

Revise and edit writing to include the elements taught

Explanation text: Linked to Wolf Wilder

Choose the appropriate form of writing and style to suit a specific purpose and audience, drawing on knowledge of non-fiction text types

Use language conventions and grammatical features of the different types of text, as appropriate

Write an explanation that uses a range of layout devices to provide clarity for the reader

Create an explanatory text that is formal and in the present tense, including the use of the passive where appropriate

Use a range of adverbials to provide precision and clarity, and order the explanation with commas where necessary

Use expanded noun phrases with relative clauses to provide detail succinctly

Use a wide range of constructions for multi-clause sentences

Include a wide range of technical vocabulary

Narrative (myths and legends) *Link to additional text

Structure: Identify story structures typical to particular fiction genres and explore differences in paragraph organisation

Viewpoint: Consider when a story was first published and discuss the audience that the author had in mind

Setting: Analyse the author's use of language to evoke a sense of time and place and identify particular techniques such as using figurative language, describing a character's response, adding details of sights and sounds

Planning: Use improvisation and role play to explore typical characters, settings and events in a particular genre

Note and develop initial ideas, drawing on reading and research where necessary

Tell short stories in a particular genre to engage and entertain an audience

Writing: Plan and write a short story in a particular genre

Select features of narrative structure typical to the genre

Create typical setting and characters for the genre using expressive language and building up small details

Use a wide range of devices to build cohesion within and across paragraphs

Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.

Poetry *Link to Cornerstones

Interpret poems, explaining how the poet creates shades of meaning

Explain the impact of figurative and expressive language, including metaphor

Comment on poems' structures and how these influence meaning

Use simple metaphors and personification to create poems based on real or imagined experience

*Grammar objective Punctuation of bullet points to list information

	<p>Share work with others, varying pitch, pace, volume, rhythm and expression</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	
	<p>Grammar, Punctuation and Vocabulary</p> <p>Linking ideas across paragraphs using adverbials of number [for example, secondly]:</p> <ul style="list-style-type: none"> • Know what a paragraph is • Understand how ideas need to be organised into a paragraph. • Know how ideas need to be linked across and within paragraphs • Recognise and use examples of adverbials of number in their writing • Use a variety of adverbials of number to ensure the link between paragraphs is clear in an explanation text. <p>Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]:</p> <ul style="list-style-type: none"> • Know what nouns, adjectives and verbs are. • Know what a suffix is • Know and recognise the suffixes ate, ise, ify • Understand that nouns and adjectives can be converted into verbs using certain suffixes. • Use the suffixes, ate, ise and ify, to convert nouns and adjectives into verbs in their writing. <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Grammar, Punctuation and Vocabulary</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]:</p> <ul style="list-style-type: none"> • Understand the terms formal and informal • Recognise the differences between formal and informal vocabulary • Understand that there are lots of influences, such as audience, purpose or genre, for when formal or informal may be used • Understand the difference in vocabulary used for formal and informal speech. • Use the appropriate vocabulary linking to formal or informal in their writing. <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]:</p> <ul style="list-style-type: none"> • Recognise the differences between the structures in formal and informal speech and writing • Understand the difference in structure used for formal and informal speech. • Understand the terms question tags and subjunctive forms and how these differ in formal or informal writing • Use the appropriate structure technique linking to formal or informal in their writing.

			<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up]:</p> <ul style="list-style-type: none"> • Know what a dash, semi-colon and colon are and look like • Understand when to use a semi-colon, colon and dash. • Use semi-colons, colons and dashes correctly in their writing. • Use semi-colons, colons and dashes to make the boundary between independent clauses. <p>Use of the colon to introduce a list and use of semi-colons within lists:</p> <ul style="list-style-type: none"> • Understand how colons and semi-colons are used within lists. • Use a colon to introduce a list in their writing • Use semi-colons within lists in their writing <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices.</p>
Spr 2		<p style="text-align: center;"><u>Mountains</u></p> <p>Short Narrative (Descriptive Writing) *Link to whole class text</p> <p><i>Character:</i> Look at characters' appearance, actions and relationships and make deductions about differences in patterns of relationships and attitudes in comparison to children's own experience</p> <p><i>Setting:</i> Consider the time and place a story is set and look for evidence of differences that will affect the way the characters behave</p> <p><i>Writing:</i> Write in the style of an author to complete a section of a story, add dialogue or a new chapter</p> <p>Consider the use of emotive language to engage the reader</p> <p>Use of symbolism within figurative language</p>	<p>Formal writing (scientific report) *Link to Cornerstones (Science)</p> <p>Construct and follow a plan for researching further information</p> <p>Recognise (when listening or reading) rhetorical devices used to argue, persuade, mislead and sway the reader</p> <p>Evaluate the language, style and effectiveness of examples of non-fiction writing such as periodicals, reviews, reports, leaflets</p> <p>Identify characteristic features of layout such as use of footnotes, instructions, parentheses, headings, appendices and asterisks</p> <p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Understand the way standard English varies in different contexts</p> <p>Select appropriate style and form to suit a specific purpose and audience</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>

How to build tension and suspense through language choice

Using expanded noun phrases to convey complicated information concisely

Plan and write with a more complex structure

Non-chronological report *Link to Cornerstones

Draw attention to the precision in the use of technical terminology and how many nouns are derived from verbs

Re-affirm key features of non-chronological reports, including use of organisational devices to aid conciseness such as numbered lists or headings

Identify grid rather than spider diagram is appropriate for representing the information

Collect information to write a report, grouping information into related topics

Plan, compose, edit and refine non-chronological report focusing on clarity, conciseness and impersonal style

Use a wide range of devices to build cohesion within and across paragraphs

Ensure consistent use of tense throughout piece of writing

*Grammar objective Brackets, dashes or commas to indicate parenthesis

Poetry *Link to Cornerstones

Interpret poems, explaining how the poet creates shades of meaning

Explain the impact of figurative and expressive language, including metaphor

Comment on poems' structures and how these influence meaning

Use simple metaphors and personification to create poems based on real or imagined experience

Use brackets, dashes or commas to indicate parenthesis

Link paragraphs across a text using a wider range of cohesive devices

Use further organisational and presentational devices to structure text and to guide the reader

Review own non-fiction writing to reduce superfluous words and phrases

Propose changes to the grammar, vocabulary and punctuation to enhance effects and clarify meaning

*Grammar objective The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing

*Grammar objective Use of passive to affect the presentation of information in a sentence

Share work with others, varying pitch, pace, volume, rhythm and expression
Assess the effectiveness of their own and others' writing
Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

Grammar, Punctuation and Vocabulary

Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]:

- Know what a paragraph is
- Know what cohesion means
- Know how to link ideas across paragraphs
- Understand that ideas need to also be linked within a paragraph
- Recognise examples of devices that can build cohesion within paragraphs, such as then, after that etc
- Use a variety of devices within paragraphs to build cohesion

Brackets, dashes or commas to indicate parenthesis:

- Know what a bracket, comma and dash look like
- Understand the purpose of using brackets, dashes and commas
- Know what parenthesis is
- Know how to use brackets, commas and dashes to indicate parenthesis
- Use brackets, commas and dashes to indicate parenthesis in their writing

Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun

Grammar, Punctuation and Vocabulary

Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis:

- Know what a paragraph is
- Know what cohesion and cohesive devices are
- Know what repetition is and looks like in a piece of writing
- Know what an adverbial is
- Understand how ideas need to be organised into paragraphs.
- Understand that ideas need to be linked across and within paragraphs
- Know what ellipsis is and looks like
- Recognise how repetition, grammatical connections (such as adverbials) and ellipsis improve a piece of writing and link the ideas to the next paragraph
- Use a wider range of cohesive devices to link ideas across paragraphs
- Use repetition, grammatical connections, and ellipsis across paragraphs

Use of the semi-colon, colon and dash to mark the boundary between independent clauses

Sum
1

Sow, Grow and Farm

Diaries *Link to Cornerstones

Structure: Analyse the structure of more diaries.

Viewpoint: Make inferences in the perspective of the author from what is written and what is implied

Review ways to vary pace by using direct and reported speech at different points in a story

Look at the use of language (e.g.) literal and figurative language when describing settings

Use improvisation and role play to explore different points of view

Re-tell a events from different points of view, using spoken language imaginatively to entertain the listener

Try to vary pace by using direct and reported speech

Use a range of conjunctions effectively to create links and indicate changes in time or place.

Vary sentence length and include examples of complex sentences

***Grammar objective** Linking ideas across paragraphs using adverbials of time [for example, later] and place [for example, nearby]

Instructions *Link to Cornerstones

Choose the appropriate form of writing and style to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types

Use the language conventions and grammatical features of the different types of texts as appropriate

Add detail to simple instructions

Punctuate simple and multi-clause sentences accurately

Use the imperative form of the verb embedded in paragraphs

Use adverbial phrases to link ideas

Blood Heart

Information text (Chronological report) *Link to Cornerstones

Consolidation of genre

***Grammar objective** Use of the colon to introduce a list and use of semi-colons within lists

Persuasive writing

Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:

- the expression, sequence and linking of points
- providing persuasive examples, illustration and evidence
- pre-empting or answering potential objections
- appealing to the known views and feelings of the audience

Orally and in writing, construct effective persuasive arguments:

- using persuasive language techniques to deliberately influence the listener.
- developing a point logically and effectively
- anticipating possible objections
- harnessing the known views, interests and feelings of the audience
- tailoring the writing to formal presentation where appropriate

Investigate conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition

Build a bank of useful terms and phrases for persuasive argument, e.g. similarly... whereas...

Overall, participate in whole class debates using the conventions and language of debate including standard English.

In oral and written texts help to build the ability to choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate.

Discussion text *Link to whole class text

	<p>Poetry *Link to Cornerstones</p> <p>Interpret poems, explaining how the poet creates shades of meaning</p> <p>Explain the impact of figurative and expressive language, including metaphor</p> <p>Comment on poems' structures and how these influence meaning</p> <p>Use simple metaphors and personification to create poems based on real or imagined experience</p> <p>Share work with others, varying pitch, pace, volume, rhythm and expression</p> <p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which:</p> <ul style="list-style-type: none"> - summarise the main sides of an argument - clarify the strengths and weaknesses of different points of view - signal personal opinion clearly - draw reasoned conclusions based on available evidence <p>Recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</p> <p>Explore orally and then write a balanced report of a controversial issue:</p> <ul style="list-style-type: none"> - summarising fairly the competing views - analysing strengths and weaknesses of different positions - drawing reasoned conclusions where appropriate - using formal language and presentation as appropriate <p>to construct effective arguments:</p> <ul style="list-style-type: none"> - developing a point logically and effectively - supporting and illustrating points persuasively - anticipating possible objections - tailoring the writing to formal presentation where appropriate
	<p>Grammar, Punctuation and Vocabulary</p> <p>Verb prefixes [for example, dis-, de-, mis-, over- and re-]:</p> <ul style="list-style-type: none"> • Know what a verb is • Know what a prefix is • Know that dis-, de-, mis-, over- and re- are prefixes • Know the changes that the prefix make on the root words • Use the words with the added prefixes correctly in their writing. <p>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Grammar, Punctuation and Vocabulary</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]:</p>

	<ul style="list-style-type: none"> • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] 	<ul style="list-style-type: none"> • Recognise the differences between the structures in formal and informal speech and writing • Understand the difference in structure used for formal and informal speech. • Understand the terms question tags and subjunctive forms and how these differ in formal or informal writing • Use the appropriate structure technique linking to formal or informal in their writing.
Sum 2	<p style="text-align: center;"><u>Cornish Mining Culture</u> Author Study Throughout</p> <p>Biography *Link to whole class text (SPR 1) – Michael Morpurgo. Identify features of biographical writing, exploring a range of examples Reflect the content being written about through using sentence length, punctuation and clauses chronological order. Write in note form only, not sentences Create images of the person’s life through the quality of vocabulary in expanded noun phrases Create coherence through the use of fronted adverbials appropriate to the person being written about Emphasise important elements of the character through the interplay between quotes and text Plan their biography, agreeing on an effective structure and making sure the paragraphs are written in Divide biography into clear sections and paragraphs Design layout of information, thinking about the reader and visual pathways. Position adverbials in sentences for emphasis and clarity. Summarise biographical achievement/character using a strapline or well-chosen quotation.</p> <p>Poetry (performance) *link to Flanders Fields</p>	<p style="text-align: center;"><u>Gallery Rebels</u></p> <p>Narrative *Link to Literacy Shed+ Francis or class text <i>Structure:</i> Recognise that narrative structure can be adapted and events revealed in different ways, e.g. stories within stories, flashbacks, revelations <i>Setting:</i> Different episodes (in story and on film) can take place in different settings, discuss why and how the scene changes are made and how they affect the characters and events <i>Planning:</i> Plan and tell stories to explore different styles or narrative Present engaging narratives for an audience Use a variety of techniques to introduce characters and develop characterisation <i>Writing:</i> Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions Create settings, characters and plot and integrate dialogue to convey character and advance the actions Create atmosphere through the use of adverbials and prepositional phrases Select vocabulary and grammatical structures that reflect what the writing requires *Grammar Objective How hyphens can be used to avoid ambiguity</p> <p>Journalistic writing Identify, understand and explain the spoken language of commentary</p>

	<p>Vary pitch, pace, volume, rhythm and expression in relation to the poem's meaning and form</p> <p>Use actions, sound effects, musical patterns, images and dramatic interpretation</p> <p>Select pattern or form to match meaning and own voice</p> <p>Narrative (re-write ending/chapter changing point of view)</p> <p>*Link to whole class text</p>	<p>Explore the idea of talk for different purposes</p> <p>Recognise and identify a range of features in spoken language</p> <p>Annotate and comment on the use of the spoken language features in a commentary</p> <p>Maintain present tense throughout</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Poetry (power of imagery) * Link to Cornerstones</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Analyse the meaning of words, including figurative language, and consider the impact of language on the reader</p> <p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning</p> <p>Use expanded noun phrases to create impact</p>
	<p>Grammar, Punctuation and Vocabulary</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis:</p> <ul style="list-style-type: none"> • Know what a paragraph is • Know what cohesion and cohesive devices are • Know what repetition is and looks like in a piece of writing • Know what an adverbial is • Understand how ideas need to be organised into paragraphs. • Understand that ideas need to be linked across and within paragraphs • Know what ellipsis is and looks like 	<p>Grammar, Punctuation and Vocabulary</p> <p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]:</p> <ul style="list-style-type: none"> • Understand the term ambiguity • Know what a hyphen is • Know the difference between a hyphen and dash. • Recognise hyphens used within/ between different words • Understand and recognise how the use of a hyphen can make a difference to the meaning of the words/ sentence. • Use hyphens correctly to avoid ambiguity <p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p>

- Recognise how repetition, grammatical connections (such as adverbials) and ellipsis improve a piece of writing and link the ideas to the next paragraph
- Use a wider range of cohesive devices to link ideas across paragraphs

Use repetition, grammatical connections, and ellipsis across paragraphs