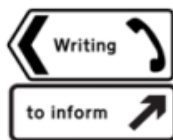

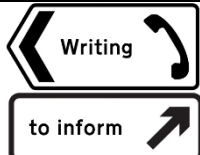

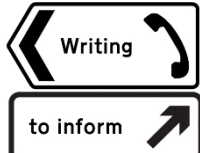



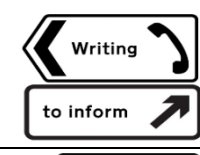



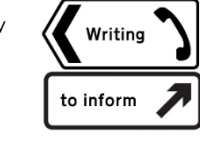


Writing for a purpose


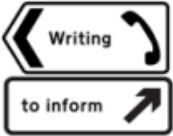




Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review




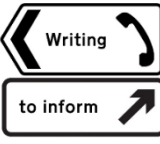



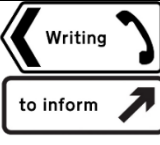




Year One

Autumn 1	Writing to entertain <ul style="list-style-type: none"> Write a setting description from the story "The Gruffalo" Re-tell the story "We're going on a bear hunt" Listen to and respond to poetry about the seasons and write a poem based on the season – Autumn. 		Writing to inform Write a recount from our 'bear hunt' (Outdoor day)	
Autumn 2	Writing to entertain <ul style="list-style-type: none"> Write a short story based on "Dogger" from Dogger's point of view. Write descriptions based on toys from around the world. Listen to and respond to well-known rhyme Incey Wincey Spider/ There was a Crooked Man/ Hey Diddle Diddle 		Writing to inform Writing a set of instructions based on how to make a moving toy (DT/Science link).	
Spring 1	Writing to entertain <ul style="list-style-type: none"> Write a character description based on "A villain" Write your own story using features of a fairy-tale. (Rapunzel) Write a shape poem 		Writing to inform <ul style="list-style-type: none"> Instructions: How to invade a castle. Recount: Write a recount of our visit to castle. 	
Spring 2	Writing to entertain <ul style="list-style-type: none"> Write and compare setting descriptions of a city/town and a countryside. Listen to riddles and respond to them. 		Writing to inform Write a letter to the Queen about where we live and ask questions about London.	
Summer 1	Writing to entertain <ul style="list-style-type: none"> Write a short story based on "Bear feels sick" Write an acrostic poem about Helping Hands Write descriptive sentences about people who help us – nurses and doctors. 		Writing to inform <ul style="list-style-type: none"> Write a thank you letter to an NHS worker. Write recount about how Florence or Mary Seacole helped people. 	
Summer 2	Writing to entertain <ul style="list-style-type: none"> Re-tell the story "Diary of a Wombat" Write descriptions of an Australian animal and a polar animal. (Lost and found/The Koala who could). Write an alphabet poem about animals 		Writing to inform Write a set of instruction detailing how to look after an animal. (Science link)	


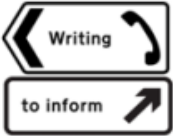


Writing for a purpose

	 Writing to entertain	 Writing to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review


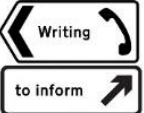


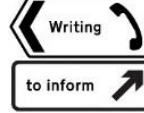





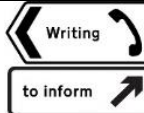




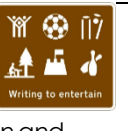
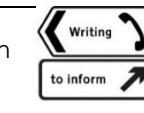

Year Two

Autumn 1	<u>Writing to entertain</u> <ul style="list-style-type: none"> To write their own version of Handa's surprise. To write a riddle about an animal. Poems: Selection of animal riddles. 	<u>Writing to inform</u> <ul style="list-style-type: none"> To write a non-chronological report about habitats. To write instructions on how to make a cosy habitat. 
Autumn 2	<u>Writing to entertain</u> <ul style="list-style-type: none"> To write the words/story for – Journey Setting or character description Remember (Dave Ward) Bonfire Theme 	<u>Writing to inform</u> <ul style="list-style-type: none"> Recount of the moon landing or Columbus voyage. Write a letter/email from Space, back home. Fact file about an explorer. 
Spring 1	<u>Writing to entertain</u> <ul style="list-style-type: none"> Transport poems Descriptive piece of writing about Mrs Armitage's bike. Story about the journey of a boat 	<u>Writing to inform</u> <ul style="list-style-type: none"> Recount – School Trip to the Runway visitor park or if the trip not to go ahead - Letter to Paul Kenny Olympic cyclist. 
Spring 2	<u>Writing to entertain</u> <ul style="list-style-type: none"> Character descriptions of winter king and summer queen. Meerkat adventure story. 	<u>Writing to inform</u> <p>Writing a postcard linked to the Meerkat Mail story.</p> 
Summer 1	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write the words/story for - Journey Setting or character description. 	<u>Writing to inform</u> <ul style="list-style-type: none"> Recount of the moon landing or Columbus voyage. Write a letter from Space back home. Fact file about an explorer. 
Summer 2	<u>Writing to entertain</u> <ul style="list-style-type: none"> Seaside poetry Setting description of the seaside. 	<u>Writing to inform</u> <ul style="list-style-type: none"> Instruction writing – how to make a puppet. Fact file about a sea creature (Science link). 


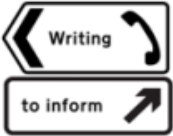


Writing for a purpose

	 Writing to entertain	 to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review
















Year Three

Autumn 1	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write a character description Write a story with familiar setting based on the Stone Age. Write a poem with rhyme. 	<u>Writing to inform</u> <p>Write instructions on how fossils are formed</p> 	<u>Writing to persuade</u> <p>Create a poster to tell children how to get help if they are concerned about their online safety.</p> 
Autumn 2	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write a setting description Write a story with a cliff-hanger. Write a Haiku poem 	<u>Writing to inform</u> <p>Write a biographical account of a mountain explorer.</p> 	<u>Writing to persuade</u> <p>Design an advert to travel to a mountain of their choice.</p> 
Spring 1	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write a traditional tale with a twist Listen to poetry about flowers and plants. 	<u>Writing to inform</u> <p>Write a newspaper article about the Enormous turnip event.</p> 	<u>Writing to persuade</u> <p>Write a letter to a local garden centre to donate plants to school.</p> 
Spring 2	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write story about a giant fruit or vegetable. Write a repeating pattern poem about plants. 	<u>Writing to inform</u> <p>Write an explanation text about the growth of a plant.</p> 	<u>Writing to persuade</u> <p>Design a poster to show how water is transported to plants.</p> 
Summer 1	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write a story about travelling to an amazing location Flat Stanley style Write an alphabet poem about places around the world 	<u>Writing to inform</u> <p>Write a recount of a holiday journey.</p> 	<u>Writing to persuade</u> <p>Write a speech to persuade someone to visit a place that you have been before.</p> 
Summer 2	<u>Writing to entertain</u> <ul style="list-style-type: none"> Write an Egyptian myth. To write a question and answer poem. 	<u>Writing to inform</u> <p>To write a letter in response to Museum visit.</p> 	<u>Writing to persuade</u> <p>Design an advert to sell my DT product.</p> 


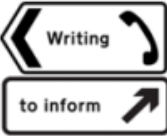


Writing for a purpose

	 Writing to entertain	 to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review








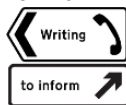










Year Four

Autumn 1	Writing to entertain Narrative of a Greek Myth Description of a mythical beast. Poetry Acrostic poem of a Goddess  Greek God or Goddess	Writing to inform Recount the journey of digestion 	Writing to persuade Persuade Letter to be an Olympian. 
Autumn 2	Writing to entertain Description of setting in Iron man. Narrative work based on the iron man. Poetry Festive writing on Kevin the carrot. Language and vocabulary focus. (The night before Christmas link) 	Writing to inform A biography Linked to electrical wizard. Newspaper about the battle between the Iron Man and Space Bat Angel. 	Writing to persuade Advert for our DT product. Possible links to a TV advert. 
Spring 1 Spring 2	Writing to entertain Description of a river. Narrative based on river story. Poem to perform about rivers. 	Writing to inform Explanation of the water cycle Biography on chosen artists. 	Writing to persuade Poster – Persuade people to save water 
Summer 1	Writing to entertain Narrative of a Roman myth. Description of a Gladiator. Description of Pompeii. Poetry (Entertain) 	Writing to inform Recount your time as a Roman Gladiator Non – chronological report about the Romans. 	Writing to persuade Poster/Advert – to be a Gladiator. 
Summer 2	Writing to entertain Narrative – recount survivor stories. Diary entries of survivor experiences. Description – on Volcanic explosions Acrostic poem on habitats 	Writing to inform Explanation how a Volcano erupts. Newspaper report of erupting volcano. 	Writing to persuade Letter about endangered animals. 


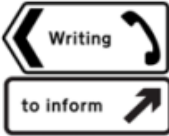


Writing for a purpose

	 Writing to entertain	 to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review


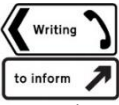





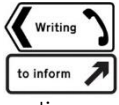

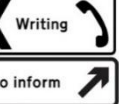



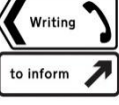




Year Five

Autumn 1	Write a setting description based on The Explorer. Poetry: Cinquain poems based on our PSHE topic.	 Writing to entertain	Write a non-chronological report about a chosen rainforest creature.	 to inform	Write a speech to persuade the other rainforest animals that sloths are not lazy.	 Writing to persuade	
Autumn 2	Write and perform a poem inspired by Rang Tan.	 Writing to entertain			Write a letter about deforestation from the point of view on one of the animals from The Great Kapok Tree (famous 5 book from Autumn 1)	 Writing to persuade	Write a newspaper report detailing the 'monster in my kitchen' incident.  Writing to discuss
Spring 1	Write a Beowulf vs Jabberwocky story chapter. Perform a poem about our class text – Beowulf.	 Writing to entertain	Write an explanation text on how to kill a monster.	 to inform	Write a persuasive invitation to attend a luxurious feast.	 Writing to persuade	
Spring 2	Write a myth based on Norse Mythology.	 Writing to entertain	Write an explanation text to inform how your product (Design & Technology) was made.	 to inform			Write a (fictional) newspaper article about Vikings discovering mindfulness.  Writing to discuss
Summer 1	Write a description based on 'Space Monkey' Poetry: Write and perform a poem about space travel.	 Writing to entertain	Write a biography of one of the 'hidden figures'. Produce a webpage about NACA/NASA	 to inform	Write a persuasive advert for an experience.	 Writing to persuade	
Summer 2	Write a narrative story based on 'Here We Are'. Poetry: Write a metaphor poem about a feeling	 Writing to entertain	Write a diary entry from the point of view of a character.	 to inform			Write a balanced argument to discuss the possibility of Space tourism (or – a current affair at the time).  Writing to discuss

Writing for a purpose

	 Writing to entertain	 to inform	 Writing to persuade	 Writing to discuss
Year 1 & 2 (KS1)	Story Description Poetry	Recount Letter Instruction		
Year 3 & 4 (LKS2)	Narrative Description Poetry	Explanation Recount Biography Newspaper	Advert Letter Poster	
Year 5 & 6 (UKS2)	Narrative Description Poetry	Reports Biography Newspaper Essay	Advertising Speech Campaign	Argument Newspaper Review

Year Six

Autumn 1	<u>Writing to entertain (and inform)</u> Galapagos Islands brochure		<u>Writing to inform</u> Write a biography about Charles Darwin. 	<u>Writing to persuade</u> Plastic pollution: Greta Thunberg. Write a persuasive letter about the future of our planet. 	
Autumn 2	<u>Writing to entertain</u> To write a poem about a Greek God/Goddess		<u>Writing to inform</u> Write a non-chronological report about the ancient Greek Olympic games. 		<u>Writing to discuss</u> Athens or Sparta? 
Spring 1	<u>Writing to entertain</u> War poems & setting description		<u>Writing to inform</u> Recount about a war experience – soldier perspective 		<u>Writing to inform</u> Newspaper article about The Blitz 
Spring 2			<u>Writing to inform</u> Diary entry from the viewpoint of a child evacuee 	<u>Writing to persuade</u> - Create a propaganda poster - Persuade men to join the army 	<u>Writing to discuss</u> Should children be evacuated? 
Summer 1	<u>Writing to entertain</u> Design an animal that fits within the classification system		<u>Writing to inform</u> Biography about Carl Linnaeus 	<u>Writing to persuade</u> Why should residents live in your settlement? 	
Summer 2	<u>Writing to entertain</u> Write a letter to your younger self Write a letter to the next Year 6 class		<u>Writing to inform</u> Write a letter to your new Head of Year introducing yourself. 	<u>Writing to persuade</u> Advert for the end of year production 	

Writing to entertain (KS1)

Text Types

- Stories (including re-tellings)
- Descriptions
- Poetry
- In-character/role

Text Features

- Time sequenced
- Begin to differentiate between past and present tense to suit purpose

Other Style Ideas

- Focus on oral work first
- Use opportunities to reading own work aloud

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
They pulled and pulled at the turnip to get it out.
- Use **noun phrases** which add detail to description,
very old grandma, brave woodchopper
- Use the **progressive form** for verbs,
Goldilocks was walking through the woods.
- Use **exclamation sentences** where appropriate,
What big eyes you have, Grandma!

Adverbials

First Then Next After Later
The next day...



Conjunctions

and but so or when

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **capital letter** for first person 'I'
- Use **apostrophes** to mark contractions, e.g. *didn't*
- Use **exclamation marks**, particularly in relation to speech
- Begin to use **inverted commas** to mark direct speech where appropriate.



Writing to entertain (LKS2)

Text Types

- Stories
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organize in time sequence

Other Style Ideas

- Opportunities for comparing different forms of past tense (progressive and simple)

Grammar and Sentences

- Use **fronted adverbials** to show how/when an event occurs,
Without a sound... After a moment...
- Use **expanded noun phrases** to add detail & description
...the dark gloomy cupboard under the stairs...
- Use **subordinate clauses** to add detail or context
Although Theseus was scared, he prepared to enter the maze.
- Use **nouns & pronouns** for clarity and cohesion
They crept into Minos's great labyrinth. Inside the maze...

Adverbials

Soon Meanwhile As...
The next day... Later...
Carefully Without a thought...



Conjunctions

if when because while
as until whenever once

Punctuation Content

- Use full punctuation for direct speech, including punctuation within and before **inverted commas**,
Mum asked, "Will you be home for tea?"
- Secure use of **apostrophes** for possession, including for plural nouns.
- Use **commas** after fronted adverbials and subordinate clauses
- May begin to use **dashes** for emphasis



Writing to entertain (UKS2)

Text Types

- Narrative
- Descriptions
- Poetry
- Characters/settings

Text Features

- Detailed description
- Use paragraphs to organise in time sequence

Other Style Ideas

- Use a range of tenses to indicate changes in timing, sequence, etc.

Grammar and Sentences

- Use **subordinate clauses** to add detail or context, including in varied positions.
Although Theseus was scared, he prepared to enter the maze.
Theseus, although he was scared, prepared to enter the maze.
- Use **relative clauses** to add detail or context,
Amy grabbed the torch, which she'd strapped to her belt, quickly.
- Use a wide range of sentence structures to add interest

Adverbials

Meanwhile Later that day Silently
Within moments All night Nearby
Under the treetops Never before
-ing openers -ed openers

Conjunctions

if when because while
as until whenever once
since although unless rather

Punctuation Content

- Use **brackets** for incidentals,
Amy saw Katie (her best friend) standing outside.
- Use **dashes** to emphasise additional information,
The girl was distraught - she cried for hours.
- Use **colons** to add further detail in a new clause,
The girl was distraught: she cried for hours.
- Use **semi-colons** to join related clauses,
Some think this is awful; others disagree.



Writing to inform (KS1)

Text Types

- Recount
- Letter
- Instructions

Text Features

- Appropriate use of past and present tense

Other Style Ideas

- Could use a writing frame to structure sections
- May include images

Grammar and Sentences

- Use **coordinating conjunctions** to link two main ideas,
Badgers sleep in the day and look for food at night.
- Use **subordinating conjunctions** in the middle of sentences,
Badgers can dig well because they have sharp claws
- Use **noun phrases** which inform,
sharp claws, black fur
- Use **commas** to separate items in a list,
You will need flour, eggs, sugar and water.
- Use **exclamation sentences** where appropriate,
What a fantastic time we all had!

Adverbials

First Firstly Next After Later

Conjunctions

and but so or when
if because

Punctuation Content

- Use **finger spaces** between words
- Use **capital letters & full stops** to mark sentences
- Use **question mark**,
Did you know...?
- Use **apostrophes** to mark possession,
A badger's home is underground



Writing to inform (LKS2)

Text Types

- Explanation
- Recount
- Letter
- Biography
- Newspaper article

Text Features

- Paragraphs used to group related ideas
- Subheadings to label content

Other Style Ideas

- May be built around a key image
- Use techniques to highlight key words (bold, underline, etc.)

Grammar and Sentences

- Use **subordinating conjunctions** to join clauses, including as openers,
Although they have a fierce reputation, the Vikings weren't all bad.
- Use **expanded noun phrases** to inform,
A tall dark-haired man was seen leaving the scene.
- Use **commas** to separate adjectives in a list,
You will need flour, eggs, sugar and water.
- Use **relative clauses** to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use **present perfect tense** to place events in time,
This week we have visited the Science Museum.

Adverbials

First Firstly Before After Later
Soon Also In addition However

Conjunctions

when before after while
because if

Punctuation Content

- Consolidate four main punctuation marks (, , ! ?)
- Use **capital letters** for proper nouns
- Use **commas** to mark fronted adverbials
After lunch, we went into the museum
- Use **commas** to mark subordinate clauses
When he was a boy, Dahl did not like reading.
- Use **inverted commas** for direct speech
- Use **bullet points** to list items



Writing to inform (UKS2)

Text Types

- Report
- Recount
- Biography
- Newspaper article
- Essay

Text Features

- Paragraphs used to group related ideas
- Heading/subheadings
- Use of technical vocabulary

Other Style Ideas

- May include a glossary
- Sections may contain more than one paragraph

Grammar and Sentences

- Use subordinating conjunctions in varied positions,
The Polar Bear, although it is large, can move at great speed.
- Use expanded noun phrases to inform,
...a tall dark-haired man with a bright-red cap...
- Use relative clauses to add further detail
We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.
- Begin to use passive voice to remain formal or detached,
The money was stolen from the main branch.
- Begin to use colons to link related clauses,
England was a good country to invade: it had plenty of useful land.

Adverbials

Meanwhile At first After
Furthermore Despite As a result
Consequently Due to For example

Conjunctions

when before after while
because if although as

Punctuation Content

- Use brackets or dashes to explain technical vocabulary
- Use semi-colons to punctuate complex lists, including when using bullet points
- Use colons to introduce lists or sections
- Use brackets or dashes to mark relative clauses
- Secure use of commas to mark clauses, including opening subordinating clauses
- Begin to use colons & semi-colons to mark clauses



Writing to persuade (LKS2)

Text Types

- Advertising
- Letter
- Speech
- Poster

Text Features

- Use of 2nd person
- Planned repetition
- Facts & Statistics
- Adjectives for positive description

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** verbs to convey urgency,
Buy it today! Listen very carefully....
- Use **rhetorical questions** to engage the reader,
Do you want to have an amazing day out?
- Use **noun phrases** to add detail and description,
Our fantastic resort has amazing facilities for everyone
- Use **relative clauses** to provide additional enticement
Our hotel, which has 3 swimming pools, overlooks a beautiful beach

Adverbials

Firstly Also In addition
However On the other hand
Therefore In conclusion



Conjunctions

if because unless so
and but even if when

Punctuation Content

- Ensure use of **capital letters** for proper nouns
- Use ? ! for rhetorical / exclamatory sentences
- Use **commas** to mark relative clauses
- Use **commas** to make fronted adverbials and subordinate clauses
After your visit, you won't want to leave.
Once you've tasted our delicious sandwiches, you'll be coming back for more!



Writing to persuade (UKS2)

Text Types

- Advertising
- Letter
- Speech
- Campaign

Text Features

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts & Statistics
- Hyperbole

Other Style Ideas

- Link to oracy, esp. for speeches
- Use of colour and images, esp. for advertising

Grammar and Sentences

- Use **imperative** and **modal verbs** to convey urgency,
Buy it today! This product will transform your life..
- Use **adverbials** to convey sense of certainty,,
Surely we can all agree...?
- Use **short sentences** for emphasis
This has to stop! Vote for change!
- Use of the **subjunctive form** for formal structure
If I were you, I would...

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion



Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use ? ! for rhetorical / exclamatory sentences
- Use colons and semi-colons to list features, attractions or arguments
- Use **brackets** or **dashes** for parenthesis, including for emphasis
This is our chance—our only chance—to make a difference.
- Use **semi-colons** for structure repetition,
Bring your friends; bring your children; bring the whole family!



Writing to discuss (UKS2)

Text Types

- Balanced argument
- Newspaper article
- Review

Text Features

- Appropriate use of cohesive devices
- Use of subjunctive form where needed

Other Style Ideas

- Use paragraphs to structure arguments
- Maintain formal / impersonal tone

Grammar and Sentences

- Use **modal** verbs to convey degrees of probability,
It could be argued... Some might say...
- Use **relative clauses** to provide supporting detail
The rainforest, which covers almost a third of South America...
- Use **adverbials** to provide cohesion across the text,
Despite its flaws... On the other hand...
- Use **expanded noun phrases** to describe in detail
The dramatic performance by the amateur group was...
- Begin to use **passive voice** to maintain impersonal tone,
The film was made using CGI graphics

Adverbials

Firstly Furthermore In addition
However Nevertheless Therefore
Consequently In conclusion



Conjunctions

if because although unless
since even if rather whereas
in order to whenever whether

Punctuation Content

- Use **brackets** or **dashes** for parenthesis, including for emphasis
This performance—the first by such a young gymnast—was a masterpiece!
- Use **semi-colons** for to mark related clauses,
Some argue ... ; others say...
- Use **commas** to mark relative clauses
- Use **colons** and **semi-colons** to punctuate complex lists

