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| **WRITING AT BOWERHAM** | | | | | | |
| Units of Writing (provisional – these may be subject to change) | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Fiction** | Novel as a theme   * Create complex sentences by adding a relative pronoun: who, which, where, whose, when, that * Create and punctuate complex sentences using -ed opening clauses * Demarcate complex sentences using commas in order to clarify meaning * Explore, identify, collect and use noun phrases * Plan writing by drawing on a writing model * Examine how authors develop characters in books * Show characterisation through the use of description and dialogue | Film and play scripts   * Identify the audience and purpose of writing and consider this carefully when selecting the language and structures to use * Improve a passage prepared by the teacher * Plan writing by drawing on a writing model | Stories from other cultures   * Create complex sentences by dropping in a relative clause, and use a range of relative pronouns * Create and punctuate complex sentences using -ing opening clauses * Identify and use dashes to indicate parenthesis * Examine how authors develop settings in books * Select appropriate structure, vocabulary and grammar to describe setting | Stories with historical settings   * Create complex sentences by dropping in a relative clause, and use a range of relative pronouns * Create and punctuate complex sentences using -ing opening clauses` * Demarcate complex sentences using commas in order to clarify meaning * During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created | Myths and Legends   * Using relative pronouns who, which, where, when, and that, create complex sentences by using relative clauses, both at the end of sentences and embedded within * Create and punctuate complex sentences using –ed and –ing opening clauses in fiction * Blend action, dialogue and description within and across paragraphs | Science Fiction   * Create complex sentences where the relative pronoun is omitted * Drawing on reading and research, create own plan for writing. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan and phrases. * Examine how characters and settings are presented in films |
| **Non – Fictions** | Debate   * Identify and use brackets to indicate parenthesis * Link ideas across paragraphs using adverbials for time, place and numbers * Plan writing by drawing on a writing model |  | Non chronological reports   * Demarcate complex sentences using commas in order to clarify meaning, including those which have relative clauses * Identify and use commas to indicate parenthesis * Use devices to build cohesion within a paragraph * Compare two similar texts and, with support, draw on these to create own plan. Develop and clarify ideas through talk, noting key events and vocabulary on the created plan. | Reports   * Use expanded noun phrases to convey information concisely * Identify the audience and purpose of writing and consider this carefully when selecting the language and structures to use | Explanation   * Create and punctuate complex sentences using –ed and –ing opening clauses in non-fiction * During and after composition, independently, edit and improve own writing by using different sentence structures | Persuasion   * Identify the audience for a piece of writing and consider this carefully when selecting the language and structures to use |
| **Poetry** | Poems with a structure   * Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear | Classic narrative poetry   * Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear |  | Poems with figurative language |  |  |
|  | Proofread to ensure:   * Consistent and correct use of tense throughout * Consistent subject and verb agreement * Spelling and punctuation errors are addressed | | * Proofread and suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. * Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear. | | * Assess the effectiveness of own and others’ writing in relation to audience and purpose, suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning * Use appropriate intonation, tone and volume to present their writing, adding gesture and movement where appropriate | |