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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
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| **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
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| **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
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