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| **WRITING AT BOWERHAM** |
| Units of Writing (provisional – these may be subject to change) |
|  | **Autumn 1****Stone Age** | **Autumn 2**  |  **Spring 1** **Romans** | **Spring 2** **Mountains** | **Summer 1****Biomes and Rainforest** | **Summer 2** **Health Humans Myans** |
| **Fiction**  | Folk tales* Identify, understand and select adverbs to complete sentences
* Use the determiner ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel
* Identify speech within a passage of text
 | Mystery* Improvise, create and write dialogue using inverted commas, synonyms for ‘said’, and adverbs
* Use the comma to separate clauses in complex sentences where the subordinate clause appears first.
* Discuss and record ideas for planning using a range of formats
* Create and develop characters for narrative
* Improve a passage prepared by the teacher
 | Play scripts* Generate and select prepositions for where
* Use perfect form of verbs using ‘have’ and ‘has’ to indicate a completed action
 | Story as a theme* Select, generate and extend the use of adverbs
* Identify and use inverted commas to punctuate direct speech
* Improvise, create and write dialogue using inverted commas, synonyms for ‘said’ and where appropriate, adverbs
* Identify purpose and audience for writing. Discuss the vocabulary, grammar and structural organisation needed.
 | Adventure/Mystery* Explore and identify main and subordinate clauses in complex sentences
* Explore, identify and create complex sentences using a range of conjunctions
* Use the comma to separate clauses in complex sentences where the subordinate clause appears first
* Generate, select and effectively use prepositions in own writing
* Independently edit and improve own writing by strengthening use of adverbs
* Create and develop settings for narrative
 | Fables* Use inverted commas to punctuate direct speech in independent writing
* Independently edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and playscripts
* Identify purpose and audience for writing. Discuss the vocabulary, grammar and structural organisation needed.
* Discuss and record ideas for planning
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| **Non – Fiction** | Recount – diaries* Identify clauses in sentences
* Explore and identify main and subordinate clauses in complex sentences
* Explore, identify and create complex sentences using a range of conjunctions
* Identify, understand and select prepositions to complete sentences
 | Non-Chronological report* Identify purpose and audience for writing. Discuss the vocabulary, grammar and structural organisation needed
* Identify, understand and select the perfect form of verbs to complete sentences
* Using facts provided by the teacher, group related material into paragraphs.
 | Recount Biography* Identify clauses in sentences
* Explore and identify main and subordinate clauses in complex sentences
* Use the comma to separate clauses in complex sentences where the subordinate clause appears first.
* During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created
 | Discussion* Group related material into paragraphs
* Discuss and record ideas for planning
 | Explanation * During and after composition, independently edit and improve own writing by using different sentence structures
* Group related material into paragraphs, identifying suitable headings
 | Persuasive – letter |
| **Poetry**  |  | Poems on a theme* *Discuss and record ideas for planning using a range of formats*
* *Identify purpose and audience for writing. Discuss the vocabulary, grammar and structural organisation needed*
 |  | Classic Poems |  | Poems with a structure |
|  | * Proofread to check for errors in spelling, grammar and punctuation in own writing
* Discuss own writing with the teacher and make some improvements
* Use appropriate intonation, tone and volume to present writing to a group or class
 | * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing
* Discuss and propose changes with partners and improve writing in the light of evaluation
* Use appropriate intonation, tone and volume to present their writing to a group or class
 | * Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing
* With a focus on audience and purpose, discuss and propose changes with partners and in small groups. Improve writing in the light of evaluation
* Use appropriate intonation, tone and volume to present their writing to a group or class
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