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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** | ***Stories by the same author***   * Say, write and punctuate simple compound sentences using the joining words *and* or *but* * Use subordination for time using *when* * Use the past tense accurately and consistently for narratives, recounts and historical reports * Identify, understand and select nouns to complete sentences * Generate, select and effectively use adjectives * Discuss and plan what to write about * Orally rehearse each sentence prior to writing including simple and compound sentences |  | ***Stories with familiar settings***   * With prompting, edit and improve own writing using full stops, capital letters, exclamation marks and question marks * Use subordination for time using *before* and *after* * Generate, select, and effectively use verbs * Generate, select and effectively use nouns * Edit and improve own writing by strengthening the use of adjectives to create simple noun phrases * Discuss and plan what to write about | ***Animal Adventure stories***   * Use the subordinating conjunction *that* in sentences and use in narrative writing * Explore the progressive form of verbs in the past tense, orally and in writing, to mark actions in progress * Orally rehearse every sentence before writing, including those which have been extended | ***Story as a theme***   * Within their own writing, edit and improve simple and compound sentences using the joining words *and, but, so* and *or* * Use commas to separate items in a list in fiction * Use apostrophes for contracted forms, e.g. can’t, don’t * Use subordination for time using *when, before* and *after* * Independently, edit and improve own writing by strengthening use of nouns * Identify, generate and effectively use noun phrases | ***Traditional tales with a twist***   * Use and punctuate correctly sentences with different forms: statement, question, command, exclamation * Use apostrophes for singular possession in nouns * Independently, edit and improve own writing by strengthening the use of verbs * Independently, edit and improve own writing to ensure accurate and consistent use of tense * Independently, edit and improve own writing by strengthening use of adverbs * Drawing on sentence structures from known texts, orally rehearse every sentence before writing |
| **Non – Fiction** | ***Persuasion***   * Use sentences with different forms: questions and exclamations * Use the subordination conjunction *that* in oral sentences using prompts * Identify, understand and select verbs to complete sentences * Identify, understand and select adverbs to complete sentences * Identify purpose and audience for writing and discuss language needed | ***Non-chronological reports***   * Secure the use of full stops, capital letters, exclamation marks and question marks * Use subordination for reason using *because* * Use the progressive form of verbs in the present tense, orally and in writing, to mark actions in progress | ***Explanation***   * Say, write and punctuate simple compound sentences using the joining words *so* and *or* * Use subordination for reason using the word *if* * Use present tense accurately and consistently * Identify purpose and audience for writing and discuss structure needed | ***Instructions***   * Use sentences with different forms: statements and commands * Use commas to separate items in a list | ***Non-chronological reports***   * Use commas to separate items in a list in non-fiction * Use subordination for reason using *because* and *if* * Independently, edit and improve own writing to ensure accurate and consistent use of tense * Discuss and plan what to write about * Identify purpose and audience for writing, and discuss the language and structural organisation needed | ***Recount – Letters***   * Independently, edit and improve own writing using full stops, capital letters, exclamation marks and capital letters * Use the subordinating conjunction *that* in sentences * Explore the progressive form of verbs in the present tense and past tense |
| **Poetry** | ***Poems on a theme*** |  | ***Riddles*** | ***Classic Poetry*** | ***Poems on a theme*** |  |
|  | * Edit and improve own writing with specific guidance from the teacher * Evaluate their writing with adults, saying what they think is good about the writing and what might make it even better * Proofread to check for errors in spelling, grammar and punctuation * Read aloud their writing with intonation, taking note of punctuation to make the meaning clear | | * Edit and improve own writing with some signposting from the teacher * Discuss and establish a response partner agreement. Use this to support the process of evaluating their writing with peers and adults * Proofread to check for errors in spelling, grammar and punctuation, including the correct form of verbs * Read aloud their writing with intonation, taking note of punctuation to make the meaning clear | | * Edit and improve writing in relation to audience and purpose * Evaluate their writing with adults and peers. Reflect on how well it has met its purpose and the effect on the audience * Proofread to check for errors in spelling, grammar and punctuation including the correct form of verbs * Read aloud their writing with tone and intonation, taking note of punctuation to make the meaning clear | |