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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 |
| **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 | |