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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** | ***Fantasy***   * Create and use sentences with an adverb starter, using a comma after an adverb starter * Use inverted commas to punctuate direct speech * Identify and discuss the purpose and audience of the writing, and discuss the structure, vocabulary and grammar needed * Develop characterisation using action, dialogue and description * Improve a passage prepared by the teacher with a focus on different sentence structures | ***Novel as a theme***   * Create and use fronted adverbials for when, using a comma after a fronted adverbial * Discuss and record ideas for planning * Improvise and compose dialogue between two characters * Link ideas across paragraphs using fronted adverbials for when and where * Develop settings using vocabulary to create emphasis, humour, atmosphere, or suspense | ***Stories with a theme***   * Create complex sentences with adverb starters, using a comma to separate the clauses * Use inverted commas and other punctuation to indicate indirect speech * Explore, identify, collect and use noun phrases * Improvise and compose dialogue to show, or give clues about how a character is feeling * During composition, use different sentence structures. Orally compose alternatives and select from these according to effect created | ***Fairy tales***   * Create sentences with fronted adverbials for where, using a comma after the fronted adverbial * Identify and discuss the purpose for writing, considering the structure, vocabulary and grammar needed to support this * Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect a change of speaker, location and time * Link ideas across paragraphs using fronted adverbials for where | ***Story with issues and dilemmas***   * Create and use complex sentences with adverb starters in own writing, using commas after the starter * Create sentences with fronted adverbials for when and where, using commas after the fronted adverbial * Use inverted commas and other punctuation to indirect speech; start a new paragraph when a new speaker says something. * Explore, identify, collect and use noun phrases * Plan and write an opening paragraph which combines setting and character/s * Improvise and compose dialogue, demonstrating their understanding of Standard English and non-Standard English * Use paragraphs to organise writing in fiction, linking ideas across using fronted adverbials for when and where | ***Playscripts***   * Identify, select and effectively use pronouns * During and after composition, independently edit and improve own writing by different sentence structures |
| **Non – Fiction** | ***Explanation***   * Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when | ***Newspaper***   * Identify, select and effectively use pronouns * Use nouns for precision | ***Leaflet***   * Identify, select and effectively use pronouns * Discuss and record ideas for planning | ***Persuasive***   * Use Standard English verb inflections for writing | ***Non-Chronological report***   * Identify and discuss the purpose and audience for writing, carefully considering the structure and vocabulary | ***Debate***   * Explore, identify and use Standard English verb inflections in writing * Use paragraphs to organise writing in non-fiction texts, linking ideas across paragraphs using fronted adverbials for when |
| **Poetry** | ***Poems on a theme*** | ***Poems with a structure*** |  |  | ***Classic poetry***   * Discuss and record ideas for planning |  |
|  | * Proofread to check for errors in spelling, grammar and punctuation in own writing * Discuss own writing with the teacher or partner and make some improvements in 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 * Discuss and propose changes to own and others’ writing with partners/small groups and make improvements in light of evaluation * Use appropriate intonation, tone and volume to present their writing to a range of audiences | | * 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/small groups and make improvements in light of evaluation * Use appropriate intonation, tone and volume to present their writing to a range of audiences; use the voice to respond to the use of Standard English and non-Standard English in their own writing. | |