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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   * Use devices to build cohesion between paragraphs in narrative * Use subjunctive forms in formal speech and writing, focusing on *wish* and *if* * Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact * Revise the use of different sentence structures * Blend action and dialogue within sentences and paragraphs to convey character and advance the action | Classic fiction   * Plan writing by drawing on a writing model. Develop and clarify ideas through talk, noting key ideas and vocabulary on a written plan. * Examine and compare how authors develop characters in books * Blend action and description within sentences and paragraphs to convey character and advance the action | Old Literature   * Explore and investigate active and passive in narrative writing * Explore, collect and use subjunctive forms within formal speech and writing, focusing on requests * Examine and compare how authors develop settings in books * Blend action and dialogue within sentences and paragraphs to convey character and advance the action * Use devices to build cohesion within and across paragraphs in narrative writing | Detective crime fiction   * Explore, collect and use examples of the present perfect form of verbs to mark relationships of time and cause * Compare two similar texts and draw on these to create own plan for writing. Develop and clarify ideas through talk, noting key ideas and vocabulary on the plan. * Blend action and dialogue within sentences and paragraphs to convey character and advance the action | Short stories with flash backs   * Explore, collect and use examples of future perfect form of verbs to mark relationships of time and cause * Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing * Compare how characters and settings are presented in films and performances * Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action * Find examples of where authors have broken with conventions to achieve specific effects and use similar techniques in own writing |  |
| **Non – Fictions** | Information text Hybrid   * Identify in texts, semi-colons which are used to mark the boundary between independent clauses * Identify the subject and object of a sentence * Explore, collect and use examples of the past perfect form of verbs to mark relationships of time and cause * Identify the audience and purpose for a piece of writing and consider this carefully when selecting the text-form, type and language for writing * Explore the effect of using more formal vocabulary and sentence structures by comparing sentences provided by the teacher * Use synonyms and pronouns to build cohesion within and across paragraphs |  | Discussion and debate   * Identify and use semi-colons to mark the boundary between independent clauses * Identify the audience and purpose for a piece of writing and consider this when selecting the text-form, type and language for writing * Explore, collect and use vocabulary typical of formal and informal speech and writing * Explore and investigate use of active and passive for use in debate *(LAP 3)* | Persuasive – formal review   * Use devices to build cohesion between paragraphs in persuasive texts * Revise the different sentence structures * Select and discuss appropriate register for formal and informal purposes *(LAP 3)* * Use a wide range of devices to build cohesion within and across paragraphs *(LAP 3)* | Biography   * Edit and improve own writing by using semi-colons to mark the boundaries between independent clauses * Explore how hyphens can be used to avoid ambiguity * Edit and improve own formal writing and speech by using subjunctive forms * Draw on similar writing models, reading and research to create own plan for writing | Explanations   * Use devices to build cohesion between paragraphs in discursive and explanatory texts * When writing and editing, consciously control the use of different sentence structures for effect |
| **Poetry** |  | Poems with imagery |  | Poetry songs and lyrics |  | Classic narrative poetry |
|  | * Reflect upon the effectiveness of writing in relation to audience and purpose. * Proofread to ensure:   o Consistent and correct use of tense throughout.  o Consistent subject and verb agreement.  o Spelling and punctuation errors are addressed.   * Use appropriate intonation, tone and volume to present their writing to a group or class, ensuring meaning is clear | | * Reflect upon the effectiveness of writing in relation to audience and purpose. Proofread, suggest and make changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. * Use intonation, tone and volume to present 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 | |