

Text type	Narrative – fear tale	Film review	School prospectus (formal persuasion)	Poetic narrative – The Snow Leopard by Jackie Morris
Composition	<p>In narratives, describe settings, characters and plot. Integrate dialogue in narratives to convey character. In writing narratives, considering how authors have developed characters and settings.</p>	<p>Use a range of devices to build cohesion within and across paragraphs. Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Use a range of devices to build cohesion within and across paragraphs. To write in a formal tone Use further organisational and presentational devices to structure text and to guide the reader</p>	<p>In narratives, describe atmosphere. Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
Grammar	<p>Past progressive, past perfect (retrieval) Use conjunctions, adverbs and prepositions to express time and manner</p>	<p>Adverbials demonstrating cause/effect/contrast comparison Modal verbs</p>	<p>Organise paragraphs around a theme (retrieval) Conjunctions, adverbials of time and place, pronouns Passive voice</p>	<p>Prepositional phrases Use expanded noun phrases to convey complicated information concisely Multi-clause sentence structures Use a range of synonyms for cohesion</p>
Punctuation	<p>Organise paragraphs chronologically, showing cohesion between events (retrieval) To punctuate speech accurately, using rules learned from Year 3-5.</p>	<p>Use of commas to avoid ambiguity after fronted adverbials</p>	<p>Bullet points punctuated consistently Subheadings Parentheses - brackets</p>	<p>Use of commas to avoid ambiguity or clarify meaning</p>

Text type	Fictional diary – My Secret War Diary by Marcia Williams	Biography – Anne Frank	First person narrative film – Treasure or Rag n Bone Man Skin TBC	Legends - Beowulf
Composition	<p>Understand the difference between structures typical of informal speech and structures appropriate for formal writing.</p>	<p>Use devices to build cohesion within and across paragraphs.</p>	<p>Demonstrate emotion to the reader through the use of first person writing, selecting vocabulary which conveys character effectively.</p>	<p>To use power of three within writing to combine words or phrases, considering how these choices are effective, making changes where necessary.</p>
Grammar	<p>Use a variety of clause structures to expand ideas Use a full range of tense types accurately.</p>	<p>Use passive and modal verbs to show how the subject was affected. Use the perfect form of verbs to mark relationships of time and cause</p>	<p>Use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing with an adult.</p>	<p>Explore how main clauses can be linked and this link can be shown using a semi-colon or colon. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>
Punctuation	<p>Use brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses. Use apostrophes for contraction and possession</p>	<p>Use a full range of punctuation to demonstrate understanding.</p>	<p>Use colons and semi-colons to mark the boundaries between clauses, using this to show the link and convey ideas that a character is feeling.</p>	<p>Use semi-colons to mark boundaries between clauses Use hyphens to avoid ambiguity</p>

Text type	Poetry – The Listeners by Walter de la Mare	Debate – balanced argument	Narrative – Stormbreaker by Anthony Horowitz	Playscripts
Composition	<p>To engage with poetry, discussing the poet's choice of language and structure.</p> <p>To perform poetry with confidence and intonation to an audience, increasing their fluency as readers.</p>	<p>Choose a subject matter in which they have a personal interest, noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>To create tension in order to engage the reader, through the use of verb choice and similes.</p> <p>To use show not tell in order to add suspense.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
Grammar	<p>To consider how the poet uses relatives clauses at the beginning of lines to clarify and enhance meaning for the reader.</p>	<p>Use precise language to convey meaning and to strengthen the argument.</p>	<p>Use the range of devices taught across KS2 to add suspense, including passive voice.</p>	<p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
Punctuation	<p>Analyse the use of semi colons to separate lines.</p>	<p>Independently, use the full range of punctuation, varying sentence types and lengths to support the style of writing.</p>	<p>To use the range of punctuation taught across the key stage, ensuring that punctuation is used to add to the atmosphere of the story.</p>	<p>To use the variety of punctuation taught across the key stage, ensuring that accurate punctuation is used in the style of a playscript. Key punctuation – colons and brackets.</p>