Autumn	Autumn			Spring			Summer					
Narrative	Poetry: Free Verse	Fables	Non- Chronological Report	Narrative (Setting and dialogue)	Persuasive Speeches	Personal Narrative (memoir)	Poetry: Calligrams		Instructions	Non- Chronological Report	Narrative	Poetry: Take One Poet
Mini-Rabbit Not Lost	'Words Are Ours' by Michael Rosen & 'The Magic Box' by Kit Wright	The Koala who Could; The Squirrels that Squabbled; The Lion Inside	Incredible Jobs You've (Probably) Never Heard Of	Alice's Adventures in Wonderland	Stella and the	Jabari Jumps Ralph Tells a Story The Proudest Blue	Love that Dog	Speak Up! Look Up! Clean Up!	Instructions Wolf in the Snow	A Year Full of Celebrations and Festivals from Around the World	The Iron Man	Poems Aloud; Smile Out Loud
15 steps	10 steps	15 steps	15 steps	15 steps	10 steps	15 steps	10 steps	15 steps	9 steps	10 steps	11 steps	5 steps
55 steps (approx. 11 weeks)			50 steps (approx. 10 weeks)			50 steps (approx. 11 weeks)						

All objectives covered within each Year 3/4 unit are listed within this document. Please see the key below to understand how the objectives are presented:

	Genre features	Compositional choices according to writing	Sentence level	Word level	Grammatical	Adaptations
		purpose		including punctuation	terminology	
Writing	<u>Genre:</u> Specific features and structure	Revision of objectives from previous year (with year group this was first introduced) [NB: These objectives]	Revision of objectives from previous year (with year group this was first		<u>Statutory</u> terminology from	Suggestions for how teachers can
purpose	of genre to be revised		introduced)		Appendix 2 of the	adjust the unit
No. of steps	or taught within the	explicit teaching time, but instead reminders for	.		National	plans, to support
Genre	unit		Statutory objectives (National Curriculum)	•	<u>Curriculum</u> are listed in this way –	or challenge children working
Title(s) of core		<u>Statutory objectives (within the National</u>	way – bold, teal and u	Inderlined	bold, teal and	within younger or
text(s)		<u>Curriculum)</u> are listed in this way – bold, teal and underlined	New objectives (intro	duced within	underlined	older age-related expectations for
		 New objectives (introduced within current year group) are listed in black 	current year group) ar	e listed in black		writing

MIXED-AGE YEAR 3/4 UNIT OVERVIEWS YEAR A

AUTUMN

\frown	Genre features	Compositional choices according	Sentence level	Word level	Grammatical	Adaptations for
		to writing purpose		including punctuation	terminology	Y4 curriculum
	Narrative: Consolidate	• Writers usually select and stay in	Writers join sentences together with	Ensure <u>correct use</u>	<u>sentence</u>	Encourage children to
\sim	use of story shapes	the same (consistent) tense to	other coordinating conjunctions	of full stop (Y2)	punctuation,	accurately punctuate
Entertain	(fall-rise; slow rise and	avoid confusing the reader –	including and, or, but – these	(avoid comma	<u>full stop</u> (Y1)	dialogue, using inverted
15 steps	slow fall) to help guide	usually simple present or simple	conjunctions all carry different	splice)		commas and teach use of other punctuation to
10 30005	the plot structure	<u>past tense</u> (Y2)	meanings for the reader to understand		<u>clause,</u>	indicate direct speech
Nu su P	Story openings: usually	• The present progressive and	how the ideas are connected (Y2)		<u>subordinate</u>	
Narrative	open with either: action,	past progressive tense is often			<u>clause,</u>	Remind children to use
Mini-Rabbit	dialogue or description	used to indicate that something is	Writers can also join sentences		<u>conjunction</u>	a new paragraph to
Not Lost	of setting or character	or was happening when another	together with subordinating			show when a new or
	Story endings: can end	event occurred at the same time	conjunctions including when, if, that,			different character is
	with a moral message,	(Y2)	because – these conjunctions are			speaking or when the
	happy ending, surprise	• Use of sound and other senses	different to others because when we			setting changes
	or cliff-hanger	to develop clear picture for reader	put them at the start of an idea it does			Encourage adding
		to develop mood (show not tell)	not make sense on its own (Y2)			detail to expanded
						noun phrases to aid
						visualisation for the
						reader

	Genre features	Compositional choices according	Sentence level	Word level	Grammatical terminology	Adaptations for Y4 curriculum
a li		to writing purpose		punctuation		
	Poetry: Poems can be	• Use of sound and other senses to	Including adjectives to describe a noun	Commas can be	<u>adjective,</u>	Encourage a greater range of vocabulary
Entertalia	written as free verse ,	develop clear picture for reader to	(expanded noun phrases) helps the reader	used to	adverb, verb,	within poems
Entertain	meaning that they will	develop mood (show not tell)	to create a more specific picture in their mind	separate items	<u>comma</u> (Y2)	within poenis
(poetry)	have lines of any length		(Y2)	<u>in a list</u> , so that		Encourage precise
10 steps	(from a single word to			the reader can		noun choices and
'Words are	much longer) and do not		Including adverbs to describe a verb also	identify each		use of pronouns in
Ours' and 'The	have a rhyme scheme or		helps the reader to create a picture in their	separate item		place of a noun,
	specific rhythm.		mind about how the action is happening	more clearly		where appropriate
Magic Box'			(Y2)	with a short		
				pause in		
				between (Y2)		



	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y4
		according to writing purpose		punctuation	terminology	curriculum
	Fable: Contains a moral	• Writers usually select and stay	Vary rhythm of sentence	Commas can be used to	<u>comma</u> (Y2)	Remind children to use a new
\smile	lesson about life or how to	in the same (consistent) tense	structure by including a	<u>separate items in a list,</u>		paragraph to show when a new
Entertain	behave	to avoid confusing the reader –	range of simple, compound	so that the reader can	<u>clause,</u>	or different character is speaking
15 steps	Sometimes uses an animal	usually <u>simple present or</u>	and complex sentences in	identify each separate	subordinate	or when the setting changes
10 steps	character	<u>simple past tense</u> (Y2)	writing (<u>using coordinating</u>	item more clearly with a	<u>clause,</u>	Teach the use of a fronted
	Set in the natural or real	 The present progressive and 	or subordinating	short pause in between	conjunction,	adverbial to indicate a change in
Fables	world	past progressive tense is often	conjunctions to join ideas	(Y2)	preposition	time or place, punctuated with
The Koala	Not too detailed, usually	used to indicate that something	including when, if,			a comma to separate this from
Who Could,	simple plot	is or was happening when	<u>because, although)</u> to keep			the main idea of the sentence
The	A foolish character that	another event occurred at the	the reader wanting to read			
Squirrels	learns or has consequences	same time (Y2)	on			Encourage adding detail to
that	for their behaviour	• Use of sound and other senses				expanded noun phrases to aid visualisation for the reader
Squabbled,		to develop clear picture for	Prepositions and			visualisation for the reader
The Lion		reader to develop mood (show	prepositional phrases tell			Encourage children to accurately
		not tell)	the reader where things are			punctuate dialogue, using
Inside			and where and when things			inverted commas and teach use
			happen			of other punctuation to indicate
						direct speech



	Genre features	Compositional choices according to	Sentence level	Word level including	Grammatical	Adaptations for Y4
(ĵ)		writing purpose		punctuation	terminology	curriculum
	Non-Chronological	• Diagrams show the reader more	Vary rhythm of sentence	Commas can be used to	<u>comma,</u>	Teach/ review the use of a
Inform	Report: Captions	details about the important parts of	structure by including a	separate items in a list , so	apostrophe	fronted adverbial to indicate a
	and labels to add	what they are finding out about (Y2)	range of simple,	that the reader can identify	(Y2)	change in time or place, punctuated with a comma to
15 steps	information to	• When we provide information to our	compound and complex	each separate item more		separate this from the main
	illustrations	reader, this information is usually in	sentences in writing	clearly with a short pause	<u>clause,</u>	idea of the sentence
Non-	Index to guide reader	the simple present tense or simple	(using coordinating or	in between (Y2)	<u>subordinate</u>	
chronological	to know how to find	past tense (Y2)	subordinating		<u>clause,</u>	Encourage children to use an
report	something specific	 Paragraphs are used to organise 	conjunctions to join	Apostrophes are used to	<u>conjunction,</u>	increasing range of phrases to
	they might be	ideas around a theme, to write about	ideas including when, if,	show the reader when	preposition	begin sentences or paragraphs,
Incredible	looking for	a different topic or sub-topic	<u>because, although)</u> to	something belongs to a		to aid cohesion (e.g. In addition Another great
Jobs You've	Glossary to provide		keep the reader wanting	person or object		example of this is)
(Probably)	definitions in a quick	Headings and subheadings break	to read on	(apostrophes of		example of this is
Never Heard	and easy guide for	down information into manageable	B 111 I	possession) and where		Teach use of pronouns to
Of	the reader	chunks or parts for the reader and	Prepositions and	letters are missing when		replace a noun to avoid
01	A-Z guide to provide	make specific information easier to	prepositional phrases	two words are joined		repetition and boring the reader
	more detail in an	find	tell the reader where	together <u>(apostrophes of</u>		
	accessible way for	 Might include quotes from people to 	things are and where	<u>contraction</u>) – this		
	the reader to look for	provide more information and add	and when things happen	punctuation mark makes it		
	more information	interest for the reader		clearer for the reader to		
	about the contents			understand (Y2)		



MIXED-AGE YEAR 3/4 UNIT OVERVIEWS YEAR A

SPRING

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
Entertain 15 steps Narrative (setting and dialogue) Alice in Wonderland	Narrative: As well as plot and character , stories take place somewhere and this is called a setting .	 Dialogue can introduce a character and tell the reader more about them Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts Introduce use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three) Paragraphs break up the writing into manageable chunks for the reader to read and follow 	Including adverbs to describe a verb also helps the reader to create a picture in their mind about how the action is happening (Y2) Prepositions and prepositional phrases tell the reader where things are and where and when things happen	Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking Use of <u>the forms a or an</u> <u>according to whether the</u> <u>next word begins with a</u> <u>consonant or a vowel</u> [for example, <i>a rock</i> , <u>an</u> open box]	adverb (Y2) <u>conjunction,</u> <u>preposition</u> <u>inverted</u> <u>commas, direct</u> <u>speech,</u> <u>consonant</u> <u>vowel</u>	Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech . Ensure that they are remembering: new speaker, new line Teach and model how to use a greater range of nuanced vocabulary for the reporting clause (e.g. she exclaimed he gasped, etc)

	Genre features	Compositional choices according to	Sentence level	Word level including	Grammatical	Adaptations for Y4
Val		writing purpose		punctuation	terminology	curriculum
	Speech: Will use	Often use 'you' (second-person	Including adverbs to	Apostrophes are used to	<u>adverb,</u>	Ensure that children are
	first, second and	narrative) to put the reader on the spot	describe a verb also	show the reader when	apostrophe,	secure with clear
μ	third person	and make them think	helps the reader to	something belongs to a	tense (past,	paragraphing, outlining one
Persuade	narrative, to address	• Use facts to support opinions to make	create a picture in their	person or object	present) (Y2)	argument per paragraph
10 steps	the audience directly	the reader take the writing more	mind about how the	(apostrophes of		Teach the use of the power
10 50005	and also refer to	seriously	action is happening (Y2)	possession) and where		of three within persuasive
	yourself (the speaker)	• Sometimes use rhetorical questions to		letters are missing when		writing, and encourage use
Persuasive	May switch between	make the reader think more deeply		two words are joined		within their speeches
Speeches	the <u>past, present</u>	about the subject		together <u>(apostrophes of</u>		
	(Y2) and future tense	• Use of alliteration helps to make a		contraction) – this		
Stella and		phrase more memorable and stick in		punctuation mark makes it		
the		their mind		clearer for the reader to		
				understand (Y2)		
Seagull						



\frown	Genre features	Compositional choices according to writing	Sentence level	Word level	Grammatical	Adaptations for Y4
		purpose		including	terminology	curriculum
				punctuation		
\sim	Narrative:	 Writers usually select and stay in the same 	The present perfect	Use <u>inverted</u>	tense, verb	Encourage children to
Entertain	Consolidate use of	(consistent) tense to avoid confusing the reader –	tense can be used to	commas for	(Y2)	accurately punctuate
	story shapes (fall-	usually simple present or simple past tense (Y2)	indicate the something	readers to clearly		dialogue, using inverted
15 steps	rise; slow rise and	• The present progressive and past progressive	started in the past but	understand	conjunction,	commas and teach use of
Personal	slow fall) to help	tense is often used to indicate that something is or	is still relevant now	where a	inverted	other punctuation to indicate direct speech.
Narrative	guide the plot	was happening when another event occurred at the		character is	<u>commas,</u>	Ensure that they are
(memoir)	structure	same time (Y2)	Vary rhythm of	speaking – when	direct speech	remembering: new speaker,
	Story openings:	• Use of sound and other senses to develop clear	sentence structure by	they start and		new line
Jabari	usually open with	picture for reader to develop mood (show not tell)	including a range of	finish talking		
	either: action,	Dialogue can introduce a character and tell the	simple, compound and			Encourage use of greater
Jumps, The	dialogue or	reader more about them	complex sentences in			range of nuanced
Proudest	description of setting	• Build upon show not tell techniques: description of	writing (<u>using</u>			vocabulary for the reporting
Blue, Ralph	or character	character appearance and behaviour shows the	coordinating or			clause (e.g. she exclaimed he gasped, etc)
Tells a	Story endings: can	reader how they might be feeling along with their	subordinating			ne gasped, etc)
Story	end with a moral	inner thoughts	conjunctions to join			Teach/ review the use of a
Story	message, happy	• Introduce use of power of three for repetition and/or	<u>ideas including when,</u>			fronted adverbial to
	ending, surprise or	emphasis (e.g. listing adjectives in groups of three)	<u>if, because, although)</u>			indicate a change in time or
	cliff-hanger	Paragraphs break up the writing into manageable	to keep the reader			place, punctuated with a
		chunks for the reader to read and follow	wanting to read on			comma to separate this
						from the main idea of the
						sentence

$\overline{}$	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y4
		according to writing purpose		punctuation	terminology	curriculum
	Poetry: Specific	• Use of sound and other	Including adjectives to	Commas can be used to	adjective, noun, verb,	Encourage adding detail
Ŭ	structures of poems can	senses to develop clear	<u>describe a noun</u>	<u>separate items in a list</u> , so that	<u>comma</u> (Y2)	to expanded noun
Entertain	include calligrams ,	picture for reader to develop	<u>(expanded noun</u>	the reader can identify each		phrases with range of prepositional phrases,
(Poetry)	where a word or piece	mood (show not tell)	phrases) helps the	separate item more clearly with		for example, to aid
	of text within the poem		reader to create a more	a short pause in between (Y2)		visualisation for the
10 steps	resembles the visual		specific picture in their			reader
Calligrams	image related to the		mind (Y2)			reduci
	meaning of the words					
Love that	themselves					
Dog						



MIXED-AGE YEAR 3/4 UNIT OVERVIEWS YEAR A

SUMMER

	Genre features	Com	npositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y4
Val		acco	ording to writing purpose		punctuation	terminology	curriculum
	Letter: Sender's address in	•	Often use 'you' (second-person	The present perfect tense	Apostrophes are used to	apostrophe,	Encourage greater range of
	top-right corner & Date		narrative) to put the reader on	can be used to indicate the	show the reader when	tense (past,	rhetorical devices for
μ	under the sender's address		the spot and make them think	something started in the	something belongs to a	present) (Y2)	persuasive language, such
Persuade	Recipient's address on left-	•	Use facts to support opinions	past but is still relevant	person or object		as the power of three
15 steps	hand side		to make the reader take the	now	<u>(apostrophes of</u>	preposition,	(repetition) and/ or use of anecdotes to support point
15 steps	Start with ' Dear ' or' 'To		writing more seriously		possession) and where	present	anecuotes to support point
	whom it may concern'	•	Sometimes use rhetorical	Prepositions and	letters are missing when	perfect tense	Teach the use of Standard
Persuasive	Sign off with 'Yours		questions to make the reader	prepositional phrases tell	two words are joined		English forms for verb
Letters	sincerely' or 'Yours		think more deeply about the	the reader where things	together <u>(apostrophes of</u>		inflections to show the
Speak Up!	faithfully' (depending on		subject	are and where and when	contraction) – this		difference between speech/
Look Up!	whether you know their	•	Use of alliteration helps to	things happen	punctuation mark makes it		dialect and written English
Clean Up!	name) if more formal letter		make a phrase more memorable		clearer for the reader to		
			and stick in their mind		understand (Y2)		

Inform 9 stepsInstructions: InstructionsInstruction	(Genre features	Compositional choices according to writing	Sentence level	Word level	Grammatical	Adaptations
Inform 9 stepsInform follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructionsSome information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2)including a range of simple, compound and complex separatedawerb (Y2) separatepresent perfect tense and encourage use in instructional writing (e.g. when you have openedNeil Gaiman's and Wolf in the Snoworder so that the reader of 'things/ ingredients/ items' that the reader will norder to tell the reader to do something, writersSome ting upon the instructions information into manageable chunks or parts for the reader and make specific information easier to the reader and make specific information easier to the reader and make specific information easier toPreposition formation easier to adverbs [e.g. then, next, soon, therefore] can tell the readerpresent perfect tense and conjunctions [e.g. when, if, because, a(though) to keep the reader more clearlyadverbia [cause, conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the readerdause, conjunctions [e.g.	$(\underline{1})$		purpose		-	terminology	
	9 steps Instructions Neil Gaiman's Instructions and Wolf in	follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of 'things/ ingredients/ items' that the reader will need before acting upon the instructions In order to tell the reader to do something, writers	 important parts of what they are finding out about (Y2) Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the <u>simple present tense</u> or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings break down information into manageable chunks or parts for the reader and make specific information easier to 	by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader	be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in	adverb (Y2) <u>clause,</u> <u>subordinate</u> <u>clause,</u> <u>conjunction,</u>	present perfect tense and encourage use in instructional writing (e.g. when <u>you have opened</u> the door, walk inside) Teach/ review the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from

	Genre features	Compositional choices according to	Sentence level	Word level including	Grammatical	Adaptations for Y4
(ĵ)		writing purpose		punctuation	terminology	curriculum
	Non-Chronological	• Diagrams show the reader more details	Vary rhythm of sentence	Commas can be used	<u>noun, verb,</u>	Teach the use of
Inform	Report: Captions	about the important parts of what they are	structure by including a	to separate items in a	<u>tense, past</u>	apostrophe for plural
	and labels to add	finding out about (Y2)	range of simple,	list, so that the reader	tense, present	possession (e.g. the girls' presents the boys'
10 steps	information to	• Some information (such as instructions)	compound and complex	can identify each	<u>tense,</u>	clothing the children's
	illustrations	needs to be in the correct time	sentences in writing	separate item more	<u>comma,</u>	party)
Non-	Index to guide reader	(chronological) order if the reader needs to	(using coordinating or	clearly with a short	apostrophe	
chronological	to know how to find	follow clear steps or learn about something	<u>subordinating</u>	pause in between (Y2)	(Y2)	Extend the use of a range
report	something specific	that happened in the past (Y2)	conjunctions to join ideas			of sentences with more
	they might be looking	 When we provide information to our reader, 	including when, if,	Apostrophes are used	<u>clause,</u>	than one clause, joined by
A Year Full of	for	this information is usually in the simple	<u>because, although)</u> to	to show the reader	<u>subordinate</u>	a wider range of conjunctions
Celebrations	Glossary to provide	,	keep the reader wanting to	when something	<u>clause</u> ,	conjunctions
and Festivals	definitions in a quick	present tense or simple past tense (Y2)	read on	belongs to a person or	paragraph,	Ensure that quotes are
from Around	and easy guide for the	Paragraphs are used to organise ideas		object <u>(apostrophes of</u>	<u>conjunction,</u>	accurately punctuated
the World	reader	around a theme, to write about a different	Instead of repeating a	possession) and where	pronoun	using inverted commas
	A-Z guide to provide	topic or sub-topic	name or proper noun too	letters are missing		and using other
	more detail in an	 <u>Headings and subheadings</u> break down 	often (which can bore or	when two words are		punctuation to indicate
	accessible way for the	information into manageable chunks or	frustrate the reader),	joined together		direct speech
	reader to look for	parts for the reader and make specific	writers can swap these for	(apostrophes of		Teach/ review the use of
	more information	information easier to find	a different <u>noun</u> [e.g. the	<u>contraction</u>) – this		Standard English forms
	about the contents	• Might include quotes from people to	lady/ the boy, etc) <u>or</u>	punctuation mark		for verb inflections to
		provide more information and add interest	pronoun (e.g. she, he, they,	makes it clearer for the		show the difference
		for the reader	it) to refer back to this	reader to understand		between speech/ dialect
			person or thing	(Y2)		and written English



Genre featu		Compositional choices according to writing ourpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y4 curriculum
Narrative: Consolidate u story shapes rise; slow rise slow fall) to h guide the plo structureNarrative The Iron ManStory openin usually open either: action, dialogue or description or or characterStory ending end with a m message, hap 	(fall- e and help t gs: with f setting s: can oral ppy ise or ot and pries and this	 tense is often used to indicate that something is or was happening when another event occurred at the same time (Y2) Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Dialogue can introduce a character and tell the reader more about them Build upon show not tell techniques: description of character appearance and behaviour shows the reader how they might be feeling along with their inner thoughts 	Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore] can tell the reader when, where and how things happened	Commas can be used to separate items in a list, so that the reader can identify each separate item more clearly with a short pause in between (Y2) Use inverted commas for readers to clearly understand where a character is speaking – when they start and finish talking	comma, adverb (Y2) clause, subordinate clause, paragraph, conjunction, preposition, inverted commas	Teach wider range of figurative language to be used within their own narrative, such as the use of onomatopoeia, metaphor and/ or personification to create a vivid image in the reader's mind through comparison and use of the senses Encourage children to accurately punctuate dialogue, using inverted commas and teach use of other punctuation to indicate direct speech. Ensure that they are remembering: new speaker, new line Teach/review the use of a fronted adverbial to indicate a change in time or place, punctuated with a comma to separate this from the main idea of the sentence

	Genre features	Compositional choices	Sentence level	Word level including	Grammatical	Adaptations for Y4 curriculum
		according to writing purpose		punctuation	terminology	
	Poetry: Specific	• Use of sound and other	Including <u>adjectives to</u>	Commas can be used to	adjective,	Encourage a greater range of vocabulary
\sim	structures of poems	senses to develop clear	<u>describe a noun</u>	<u>separate items in a list,</u>	<u>noun, verb,</u>	within poems
Entertain	can include	picture for reader to develop	<u>(expanded noun</u>	so that the reader can	<u>comma</u> (Y2)	Encourage precise noun choices and use of
	kennings in which	mood (show not tell)	<u>phrases)</u> helps the	identify each separate		pronouns in place of a noun, where
(Poetry)	two words are		reader to create a more	item more clearly with a		appropriate
5 steps	combined to		specific picture in their	short pause in between		
Kennings	describe something		mind (Y2)	(Y2)		
Poems						
Aloud/						
Smile Out						
Loud						

