Autumn				Spring					Summer				
Narrative	NCR (1)	Narrative	Persuasive Speeches	NCR (1)	Dialogue	Balanced argument	Narrative	Biography	Advocacy Campaign	Narrative	Advocacy Poetry	Blogs	Narrative
Night of the Gargoyles The Mysteries of Harris Burdick	Planetarium Professor Astro Cat's Frontiers of Space	Wisp	Talking History	Arthur Spiderwick's Field Guide to the Fantastic World Around You			Blackberry Blue and other fairy tales	Survivors	l Have the Right Every Child a Song	Skellig	Be the Change: Poems to Help You Save the World		Macbeth
10- 15 steps 50-55 steps (app	15 steps rox. 10 – 11 weeks)	10 steps	15 steps	15 steps 55 steps (appro	10 steps x. 11 weeks)	5 steps	15 steps	10 steps	15 steps 60 steps (appro	10 steps x. 12 weeks)	5 steps	10 steps	15 steps

All objectives covered within each Year 5/6 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	
	Genre: Specific	• Revision of <b>objectives</b> from previous year (with year	Revision of <b>objectives</b>	from previous year	Statutory	Suggestions for
Writing	features and structure	group this was first introduced) [NB: These objectives	(with year group this v	was first	terminology from	how teachers can
purpose	of genre to be revised	are designed to accumulate and should not need	introduced)		Appendix 2 of the	adjust the unit
No. of steps	or taught within the	explicit teaching time, but instead reminders for pupils			National	plans, to support
	unit	to connect to prior knowledge of writing purpose and	Statutory objectives	(within the	Curriculum are	or challenge
Genre		related language choices]	National Curriculum)	_are listed in this	listed in this way –	children working
Title(s) of core		Statutory objectives (within the National	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	older age-related
		underlined	New objectives (intro	duced within		expectations for
		• New <b>objectives</b> (introduced within current year group)	current year group) ar	e listed in black		writing
		are listed in black				



# AUTUMN

6	Genre	Compositional choices according to writing purpose	Sentence level	Word level	Grammatical	Adaptations for Y5
fe fe	features			including punctuation	terminology	curriculum
NEntertain10-15stepsNarrativeNight of theGargoyles/TheMysteries of	Narrative: Story openings: usually open with either: action, dialogue or description of setting or character	<ul> <li>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4)</li> <li>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4)</li> <li>Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5)</li> <li>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Use figurative language such as similes and metaphors to create mood and atmosphere (Y5)</li> <li>Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)</li> <li>Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading (Y5)</li> <li>Dialogue can be used to convey character (show not tell) or move on the action (plot device)</li> </ul>	Review use of single and multi-clause sentences, joining with range of conjunctions (Y3/4) to create varied and pleasing rhythm for the reader	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along	clause, subordinate clause, conjunction, inverted commas, paragraph, direct speech (Y3)	Review precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Review adding detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description Review fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place



## ESSENTIALWRITING 2024-2025

$\frown$	Genre features	Compositional choices according to	Sentence level	Word level	Grammatical	Adaptations for Y5
( ĵ )		writing purpose		including punctuation	terminology	curriculum
	<u>Non-</u>	• When we provide information to our	Vary <b>rhythm</b> of sentence	Use of <u>comma to</u>	<u>comma</u> (Y2)	Teach use of <b>brackets for</b>
Inform	<u>Chronological</u>	reader, this information is usually in the	structure by including a	<u>clarify meaning or</u>		parenthesis which are useful to
	Report: Captions	simple present tense or simple past	range of <b>simple,</b>	<u>avoid ambiguity</u> –	<u>clause,</u>	place extra information for the reader into them and allow the
15 steps	and labels to add	tense (Y2)	compound and complex	commas can be	subordinate	reader to see how this
	information to	Paragraphs are used to organise ideas	sentences in writing	placed to group	<u>clause,</u>	information is separate to the
Non-	illustrations	around a theme, to write about a different	(using coordinating or	words together	<u>conjunction,</u>	main clause (brackets
chronological	Index to guide	topic or sub-topic <b>(Y3/4)</b>	subordinating	based on their	preposition,	particularly used in non-fiction
report	reader to know	Underline important words or phrases	conjunctions to join	meaning & they break	<u>paragraph (</u> Y3)	texts)
	how to find	that you want to draw reader's attention	ideas) to keep the reader	up the sentence for	adverbial (Y4)	Encourage use of layout
Planetarium	something	to (Y5)	wanting to read on	the reader to manage	auverblat (14)	devices such as headings and
	specific they	<ul> <li>Use <u>full range of layout devices</u> to</li> </ul>	Bullet points help to	more easily <b>(Y5)</b>	parenthesis,	subheadings, with <b>clear use of</b>
Professor	might be looking for	support and guide reader to follow and	break up information into	<b>c</b>	ambiguity,	paragraphs to organise writing
Astro Cat's	Glossary to	understand e.g. <b>bullet points, columns,</b>	manageable chunks for	<b>Commas</b> are also useful to group extra	cohesion (Y5)	by topic or sub-topic
Frontiers of	provide	tables, headings, subheadings,	the reader. If each bullet	information	、	
Space	definitions in a	diagrams)	point has a complete	(parenthesis)	bullet points	Opportunity to review <b>Y3/4</b>
Space	quick and easy	<ul> <li>Formality in writing exists on a scale from</li> </ul>	sentence, it needs a full	between a pair of		statutory spelling
	guide for the	<ul> <li>Pormaticy in writing exists on a scale from very informal – very formal, depending on</li> </ul>	stop, but if bullet points	commas and place		words/spelling patterns and
	reader	the audience and purpose of the writing	are being used for single	into a sentence – this		rules that suit the written
	A-Z guide to	<ul> <li>More formal writing usually avoids</li> </ul>	words or short phrases	allows the reader to		outcome
	provide more	contracting words so that it does not	there is no need for a full	see how this		
	, detail in an	mimic everyday speech (do not instead of	stop at the end of each	information is		
	accessible way	don't)	entry	separate to the main		
	for the reader to	<ul> <li>More formal writing usually avoids</li> </ul>		clause but provides		
	look for more	phrasal verbs (e.g. turn up; look into; call		extra detail (Y5)		
	information about	off, etc) for more precise verb choices		• •		
	the contents					



## ESSENTIALWRITING 2024-2025

	Genre features	Compositional choices according to writing	Sentence level	Word level including	Grammatical	Adaptations for Y5
		purpose		punctuation	terminology	curriculum
	Narrative: Story	• Use of <b>sound and other senses</b> to develop	Vary <b>rhythm</b> of	Accurate <b>punctuation of</b>	<u>comma</u> (Y2)	Continue to review accurate
$\smile$	openings usually	clear picture for reader to develop mood of	sentence structure	dialogue (Y4)		use of <b>dialogue</b>
Entertain	open with either:	setting (show not tell) (Y3/4)	by including a range	comma to separate the	<u>clause,</u>	punctuation
10 steps	action, dialogue or	• <b><u>Dialogue</u></b> can show how a person speaks e.g.	of <b>simple,</b>	dialogue and the speech	subordinate	Link ideas across
10 steps	description of setting	dialect, slang and tells the reader more	compound and	tag; new paragraph for	<u>clause,</u>	paragraphs using
	or character	about the character (show not tell) (Y3/4)	complex sentences	new speaker; inverted	conjunction,	adverbials of time, place,
Narrative	Story endings can	• Use a new <b>paragraph</b> to show when a new	in writing ( <mark>using</mark>	commas around what is	inverted	number or tense choices so
	end with a moral	or different character is speaking or when the	coordinating or	being said – all makes it	<u>commas,</u>	that the reader can easily follow
Wisp	message, happy	setting changes <b>(Y3/4)</b> or if the <b>time or mood</b>	subordinating	totally clear for the reader	<u>paragraph</u> (Y3)	Tottow
	ending, surprise or	changes (Y5)	conjunctions to join	to follow along		Review use of precise noun
	cliff-hanger, or they	• Zoom in and out to move quickly or slowly in	ideas) to keep the		<u>ambiguity,</u>	choices to replace any non-
	can end with a	a story – add more detail according to what is	reader wanting to	Speech tags can be	cohesion (Y5)	specific or vague nouns –
	reference to the	important e.g. introduction to new character	read on	placed before, in between		often adjectives are
	beginning of the	or setting (Y3/4)		speech or after speech to		unnecessary with a better
	story (feels cyclical)	• Use figurative language such as similes and		vary how dialogue is		noun choice
		metaphors to create mood and atmosphere		presented to the reader		Review adding <b>detail to</b>
		(Y5)				expanded noun phrases
		Create <b>atmosphere</b> through description of		Use of <u>comma to clarify</u>		with adjectives before the
		the senses, setting, character actions in order		meaning or avoid		noun or prepositional
		to shape the mood felt by the reader (Y5)		<u>ambiguity</u> – commas can		phrases before or after the
		Dialogue can be used to convey character		be placed to group words		noun – this allows the
		(show not tell) or move on the action (plot		together based on their		reader to visualise based on
		device)		meaning & they break up		greater detail in the
				the sentence for the		description
				reader to manage more		
				easily		

	Genre features	Compositional choices according to writing	Sentence level	Word level	Grammatical	Adaptations for Y5
121		purpose		including punctuation	terminology	curriculum
Persuade 15 steps Persuasive Speeches Talking History	Speech: Will use first-, second- and third-person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense An opening statement that gives the viewpoint being presented and a closing statement	<ul> <li>purpose</li> <li>Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3)</li> <li>Use facts to support opinions to make the reader take the writing more seriously (Y3)</li> <li>Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3)</li> <li>Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3)</li> <li>Include anecdotes to support and provide evidence for the point you are trying to make (Y4)</li> <li>Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4)</li> <li>Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5)</li> <li>Use of adverbs &amp; modal verbs to indicate degree of possibility and urge the reader to act (Y5)</li> <li>More formal writing usually avoids contracting words so that it does not mimic everyday speech (do not</li> </ul>	Sentence level 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) to keep the reader wanting to read on			
	that repeats and reinforces the overall point.	<ul> <li>instead of don't)</li> <li>More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices (e.g. arrive, investigate, cancel)</li> <li>Informal speech structures might use a question tag after a statement (for example: He's your friend, <i>isn't he</i>? These are your shoes, <i>aren't the</i>?)</li> </ul>				



# SPRING

	Genre features	Compositional choices	Sentence level	Word level	Grammatical	Adaptations for Y5
( ĵ )		according to writing purpose		including punctuation	terminology	curriculum
	Non-Chronological	When we provide information	Bullet points help to break	Colons can direct	<u>past tense, present</u>	Teach brackets and commas
Inform	Report: Captions and	to our reader, this information	up information into	your reader to pay	<u>tense (</u> Y2)	for parenthesis which are useful to place extra
15 steps	labels to add information	is usually in the <u>simple</u>	manageable chunks for the	attention to what's		information for the reader into
10 steps	to illustrations	present tense or simple past	reader. If each bullet point	next, set up longer	<u>clause,</u>	them and allow the reader to
	Index to guide reader to	<u>tense</u> (Y2)	has a complete sentence, it	list of items	<u>subordinate clause,</u>	see how this information is
Non-	know how to find	Paragraphs are used to	needs a full stop, but if		conjunction,	separate to the main clause
chronological	something specific they	organise ideas around a	bullet points are being used	Semi-colons can be	<u>paragraph</u> (Y3)	<b>T</b>
report	might be looking for	theme, to write about a	for single words or short	used to separate	advarbal (VA)	Teach use of <b>bullet points</b> to
	<b>Glossary</b> to provide definitions in a quick and	different topic or sub-topic	phrases there is no need for a full stop at the end of each	longer or more complicated items in	<u>adverbial</u> (Y4)	convey information precisely
Arthur	easy guide for the reader	(Y3/4)	entry	a list in order to	cohesion (Y5)	Teach <b>underlining</b> important
Spiderwick's	A-Z guide to provide	Underline important words or	entry	provide clarity for the	<u>conesion</u> (15)	words or phrases that you
Field Guide to	more detail in an	phrases that you want to draw	Linking ideas across	reader	object, subject	want to draw reader's
the Fantastic	accessible way for the	reader's attention to (Y5)	paragraphs using <u>full range</u>		passive, active	attention to
World Around	reader to look for more	Use full range of layout	of cohesive devices, such as	Hyphens are used to	<del>p</del>	line a sector to sector to show
You	information about the	devices to support and guide	repetition of a word or	avoid ambiguity (they	bullet point	Use a <b>contents page</b> to show the reader the content of the
	contents	reader to follow and	phrase, linking back to	are not dashes) and	semi-colon, colon,	text and direct them to specific
		understand e.g. <b>bullet points,</b>	previous points within the	can be used to make	<u>hyphen</u>	information
		columns, tables, headings,	writing [e.g. use of	up a new word by		
		subheadings, diagrams)	adverbials such as 'on the	putting two words		Include boxes with extra
		<ul> <li>Use of <u>passive voice</u> to affect</li> </ul>	other hand' or 'in contrast'']	together		information to break up the
		the presentation of				page layout and add detail or interest for the reader
		information in a sentence –	Use of passive voice [see			interest for the reduct
		guides the reader's focus to	compositional choices]			
		the <u>object</u> rather than the				
		<u>subject</u>				



	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
Entertain 10 steps Scene with dialogue	n/a in this unit (focus on descriptive writing)	<ul> <li>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4)</li> <li><u>Dialogue</u> can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4)</li> <li>Use a new <u>paragraph</u> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5)</li> <li>Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Dialogue can be used to convey character (show not tell) or move on the action (plot device)</li> </ul>	Vary <b>rhythm</b> of sentence structure by including a range of <b>simple</b> , <b>compound and complex</b> <b>sentences</b> in writing ( <u>using coordinating or</u> <u>subordinating</u> <u>conjunctions to join ideas</u> ) to keep the reader wanting to read on	Accurate punctuation of dialogue (Y4) comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along Speech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the reader	clause, subordinate clause, conjunction, inverted commas, paragraph (Y3)	Review accurate use of dialogue punctuation Teach/ review relative clauses and how they provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that



$\frown$	Genre features	Compositional choices according to	Sentence level	Word level including	Grammatical	Adaptations for Y5
		writing purpose		punctuation	terminology	curriculum
Entertain 15 steps Narrative (Fairy Tale) Blackberry Blue	Narrative:Narrative plotstend to rely uponone of thefollowing sixstory shapes:fall-rise<	<ul> <li>writing purpose</li> <li>Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4)</li> <li>Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4)</li> <li>Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes (Y5)</li> <li>Zoom in and out to move quickly or slowly in a story – add more detail</li> </ul>	Vary <b>rhythm</b> of sentence structure by including a range of <b>simple</b> , <b>compound and complex</b> <b>sentences</b> in writing ( <u>using coordinating or</u> <u>subordinating</u> <u>conjunctions to join</u> <u>ideas</u> ) to keep the reader wanting to read on Linking ideas across paragraphs using <u>full</u> <u>range of cohesive</u>	punctuationAccurate punctuation of dialogue (Y4)comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow alongSpeech tags can be placed before, in between speech or after speech to vary how dialogue is presented to the		-
		<ul> <li>according to what is important e.g. introduction to new character or setting (Y3/4)</li> <li>Use figurative language such as similes and metaphors to create mood and atmosphere (Y5)</li> <li>Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader (Y5)</li> <li>Dialogue can be used to convey character (show not tell) or move on the action (plot device)</li> <li>Use of the past perfect tense in narrative can be useful – if already writing in the simple past tense – to show that something occurred before the time being narrated</li> </ul>	devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of <b>adverbials</b> such as 'several weeks later'] and <u>ellipsis</u> , to ensure that the reader is engaged, follows and wants to read on	reader Semi-colons, colons and dashes to join two independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue Colons can set up a surprise or dramatic pause	<u>dash, ellipsis</u>	in order to shape the mood felt by the reader Teach <b>modal verbs</b> and how they can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative



	Genre features	Compositional choices according	Sentence level	Word level including	Grammatical	Adaptations for Y5
(ĵ)		to writing purpose		punctuation	terminology	curriculum
<u> </u>	Biography: Details	Some information (such as	Bullet points help to break	Colons can direct your	<u>past tense, present</u>	Review how they might
Inform	of <b>key events</b> in a	instructions) needs to be in the	up information into	reader to pay attention to	<u>tense (</u> Y2)	include <b>quotes</b> from
	person's life, written	correct time (chronological)	manageable chunks for the	what's next, set up longer		people to provide more
10 steps	in <b>chronological</b>	order if the reader needs to	reader. If each bullet point	list of items	<u>clause,</u>	information and add
	order	follow clear steps or learn about	has a complete sentence, it		<u>subordinate clause,</u>	interest for the reader
Biography	Includes <b>several</b>	something that happened in the	needs a full stop, but if	Semi-colons can be used to	conjunction,	(Y3/4)
	facts to provide the	past (Y2)	bullet points are being used	separate longer or more	<u>paragraph</u> (Y3)	Review use of fronted
Survivors	reader with real	When we provide information to	for single words or short	complicated items in a list in		adverbials to introduce
	information about	our reader, this information is	phrases there is no need for	order to provide clarity for	adverbial (Y4)	paragraphs within new
	the person	usually in the <b>simple present</b>	a full stop at the end of each	the reader		biographical events or
	Written in <b>third</b>	tense or simple past tense (Y2)	entry		cohesion, relative	themes with changing
	person narrative	Paragraphs are used to		Hyphens are used to avoid	<u>pronoun, relative</u>	time or place
		organise ideas around a theme,	Linking ideas across	ambiguity (they are not	<u>clause, bracket,</u>	Review use of <b>pronouns</b>
		to write about a different topic or	paragraphs using <u>full range</u>	dashes) and can be used to	dash, parenthesis	to avoid repetition
		sub-topic <b>(Y3/4)</b>	of cohesive devices, such as repetition of a word or	make up a new word by	(Y5)	
		Underline important words or	phrase, linking back to	putting two words together	and the second states	
		phrases that you want to draw	previous points within the	Brackets, commas or	<u>object, subject</u> passive, active	
		reader's attention to (Y5)	writing [e.g. use of	dashes for parenthesis are	passive, active	
		• Use full range of layout devices	adverbials such as 'on the	useful to place extra	bullet point	
		to support and guide reader to	other hand' or 'in contrast'']	information for the reader	semi-colon, colon,	
		follow and understand e.g.		into them and allow the	hyphen	
		bullet points, columns, tables,	Relative clauses provide	reader to see how this	<u>inyprion</u>	
		headings, subheadings,	additional information to the	information is separate to		
		diagrams)	reader, using the relative	the main clause (brackets		
		Use of passive voice to affect	pronouns who, which,	particularly used in non-		
		the presentation of information	where, when, whose, that	fiction texts) <b>(Y5)</b>		
		in a sentence – guides the	(Y5)	, <b>, ,</b> ,		
		reader's focus to the <b><u>object</u></b>				
		rather than the <u>subject</u>	Use of <b>passive voice</b> [see			
			compositional choices]			



#### SUMMER

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level	Grammatical	Adaptations for Y5
				including punctuation	terminology	curriculum
	<u>Advocacy</u>	• Often use 'you' (second-person narrative) to put the	Vary <b>rhythm</b> of	Semi-colons, colons	<u>comma,</u>	Review use of <b>adverbs</b> &
Lin	Campaign: Is	reader on the spot and make them think (Y3)	sentence structure	and dashes to join	adverb (Y2)	modal verbs to indicate
11 0	intended to raise	• Use <b>facts to support opinions</b> to make the reader take	by including a	two independent		degree of possibility and
Persuade	awareness of a	the writing more seriously (Y3)	range of <b>simple,</b>	clauses – this can be	<u>clause,</u>	urge the reader to act
	cause or to	<ul> <li>Sometimes use rhetorical questions to make the</li> </ul>	compound and	instead of using a	subordinate	
15 steps	support a	reader think more deeply about the subject (Y3)	complex sentences	coordinating	<u>clause,</u>	Review use of <b>relative</b> <b>clauses</b> which provide
	particular	• Use of alliteration helps to make a phrase more	in writing ( <mark>using</mark>	conjunction, for	conjunction	additional information to the
Advocacy	message, rather	memorable and stick in their mind (Y3)	coordinating or	example, to vary the	(Y3)	reader, using the relative
Campaign	than sell a product	• Include <b>anecdotes</b> to support and provide evidence for	subordinating	sentence structure for		pronouns who, which,
	or service Includes	the point you are trying to make (Y4)	conjunctions to join	the reader	<u>modal verb</u>	where, when, whose, that
I Have the	a <b>range of genres</b> ,	• Use of <b>power of three</b> to make something more	ideas) to keep the		(Y5)	
Right	such as adverts,	memorable for the reader and make them think about	reader wanting to			Teach following features of
RIGHT	posters, leaflets,	it for longer (Y4)	read on		object, subject	advertisements:
<b>E O</b> 1 <b>1 1</b>	podcasts, as part of	• Use of hyperbole/ exaggeration to support the point			passive,	Includes a catchy title or
Every Child	the campaign	being made and make the reader pay attention $(Y5)$	Use of <b>passive</b>		active	slogan to capture the
A Song	Has a <b>clear</b>	<ul> <li>Use of <u>adverbs &amp; modal verbs</u> to indicate degree of</li> </ul>	voice and the			reader's attention
	message and a	possibility and urge the reader to act (Y5)	subjunctive [see		<u>semi-colon,</u>	I have the final color in the finite
	call to action, to	<ul> <li>Use of <u>passive voice</u> to direct – or deflect – the</li> </ul>	compositional		<u>colon, dash</u>	Usually includes bright visuals and images of the
	persuade the	reader's attention to what they should focus on to suit	choices]			product being advertised
	target audience to	the agenda, sometimes leaving out who or what was				May include a <b>price or</b>
	act and know what	responsible (did the action)				specific features of the
	to do	• Use of <u>subjunctive</u> & pronoun 'one' to speak to the				product, with reasons for the
		reader without using 'you' in more formal situations (If				reader needing it
		one were to)				



	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
Entertain 10 steps Narrative Skellig	Genre features		Sentence level Linking ideas across paragraphs using <u>full</u> range of cohesive devices, such as repetition of a word or phrase, linking back to previous points within the writing or moments within a narrative [e.g. use of adverbials such as 'several weeks later'] and <u>ellipsis</u> , to ensure that the reader is engaged, follows and wants to read on <u>Relative clauses</u> provide additional information to the reader, using the relative pronouns who, which, where, when, whose, that (Y5)			-
		<ul> <li>mood felt by the reader (Y5)</li> <li>Dialogue can be used to convey character (show not tell) or move on the action (plot device)</li> </ul>	relative pronouns who, which, where, when, whose, that	suspense, force the reader to pause, draw out an idea or		

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology	Adaptations for Y5 curriculum
Entertain & Persuade 5 steps Advocacy Poetry (Ballads) Be the Change	Poetry: Specific structures of poems can include ballads which take the form of four-line verses (or stanzas) with a ABCB rhyme scheme.	<ul> <li>Use figurative language such as simile, metaphor and personification to create mood</li> <li>Use facts to support opinions to make the reader take the writing more seriously (Y3)</li> <li>Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3)</li> <li>Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3)</li> <li>Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4)</li> <li>Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention (Y5)</li> <li>Use of adverbs &amp; modal verbs to indicate degree of possibility and urge the reader to act (Y5)</li> </ul>	Add <b>detail to</b> <u>expanded noun</u> <u>phrases</u> with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description <b>(Y4)</b>	Semi-colons, colons and dashes independent clauses – this can be instead of using a coordinating conjunction, for example, to vary the sentence structure for the reader	adjective, noun, noun phrase, comma (Y2) semi-colon, colon, dash	Teach that <b>meter</b> is a unit of rhythm <b>in poetry</b> , the pattern of the beats of accented and unaccented syllables. Focus on range of <b>conjunctions</b> and accurate use of commas and full stops



$\frown$	Genre features	Compositional choices according to	Sentence level	Word level	Grammatical	Adaptations for Y5
		writing purpose		including punctuation	terminology	curriculum
$\sum$	Blogs: Are written to be	Very clear points of view presented	Linking ideas across	Colons can direct your	present tense,	Teach that <b>brackets, commas</b>
	consumed quickly and	to show either side of a debate,	paragraphs using	reader to pay attention to	<u>comma (</u> Y2)	and dashes for parenthesis are
Discuss	easily, so are often	discussion or argument (Y5)	<u>full range of</u>	what's next, set up longer		useful to place extra information for the reader into them and
	designed with <b>clear</b>	• Obvious <b>signposts</b> to the reader to	cohesive devices,	list of items	<u>paragraph</u> (Y3)	allow the reader to see how this
10	headings and	signal when they will be	such as repetition			information is separate to the
10 steps	subheadings with short	encountering a different viewpoint	of a word or phrase,	Semi-colons can be used	adverbial (Y4)	main clause
Blogs	paragraphs for the	(Y5)	linking back to	to separate longer or more		
	reader to manage quickly	Avoids confusing facts and opinions	previous points	complicated items in a list	cohesion,	Use AfL to identify Y5 objectives
	or 'on-the-go;	and makes this difference very clear	within the writing	in order to provide clarity	modal verb	that may need practising or
	Specifically designed to	for the reader (e.g. Some people	[e.g. use of	for the reader	bracket, dash,	reteaching
	be read on an electronic	might believe that) (Y5)	adverbials such as		parenthesis	
	device, so may include	More formal writing may use the	'on the other hand'	Brackets, commas or	(Y5)	
	embedded links to other	subjunctive to make a suggestion to	or 'in contrast'']	dashes for parenthesis		
	articles that are relevant	the reader in conclusion (e.g. In		are useful to place extra	<u>semi-colon,</u>	
	or connected to the issue	conclusion, I suggest that people	Use of the	information for the reader	<u>colon</u>	
	being discussed	recycle daily in order to make a	subjunctive [see	into them and allow the		
	Vary in tone and	difference)	compositional	reader to see how this		
	formality, depending on	Careful use of adverbials to	choices]	information is separate to		
	the intended audience.	maintain <u>cohesion</u> for the reader (e.g.		the main clause (brackets		
		On the other hand In contrast)		particularly used in non-		
		Use of modal verbs to indicate		fiction texts) <b>(Y5)</b>		
		possibility in measured and unbiased				
		way (e.g. Some people <u>might</u> argue				
		that Others <u>may</u> believe that)				

	Genre features	Compositional choices according	Sentence level	Word level including punctuation	Grammatical	Adaptations for Y5
		to writing purpose			terminology	curriculum
	Narrative:	• Use of <b>sound and other senses</b> to	Linking ideas across	Accurate <b>punctuation of dialogue</b> (Y4)	<u>verb, tense,</u>	Use AfL to identify Y5
$\smile$	Narrative plots	develop clear picture for reader to	paragraphs using <u>full</u>	comma to separate the dialogue and	<u>comma</u> (Y2)	objectives that may
Entertain	tend to rely upon	develop mood of <b>setting</b> ( <b>show</b>	range of cohesive	the speech tag; new paragraph for new		need practising or
15 steps	one of the	<b>not tell)</b> (Y3/4)	devices, such as	speaker; inverted commas around what	<u>clause,</u>	reteaching
10 30005	following six	Dialogue can show how a person	repetition of a word or	is being said – all makes it totally clear	subordinate	
	story shapes:	speaks e.g. <b>dialect, slang</b> and tells	phrase, linking back to	for the reader to follow along	<u>clause,</u>	
Narrative	- fall-rise	the reader more about the	previous points within		conjunction,	
	- slow rise	character (show not tell) (Y3/4)	the writing or	Speech tags can be placed before, in	inverted	
Macbeth	<ul> <li>slow fall</li> </ul>	<ul> <li>Use a new <u>paragraph</u> to show</li> </ul>	moments within a	between speech or after speech to vary	<u>commas,</u>	
	- rise, then	when a new or different character	narrative [e.g. use of	how dialogue is presented to the reader	paragraph (Y3)	
	fall	is speaking or when the setting	adverbials such as			
	- rise-fall-rise	changes <b>(Y3/4)</b> or if the <b>time or</b>	'several weeks later']	Semi-colons, colons and dashes to join	adverbial (Y4)	
	- fall-rise-fall	mood changes (Y5)	and <u>ellipsis</u> , to ensure	two independent clauses – this can be		
		• Zoom in and out to move quickly	that the reader is	instead of using a coordinating	cohesion,	
		or slowly in a story – add more	engaged, follows and	conjunction, for example, to vary the	<u>relative</u>	
		detail according to what is	wants to read on	sentence structure for the reader	pronoun,	
		important e.g. introduction to new			relative clause,	
		character or setting (Y3/4)	Relative clauses	Ellipsis to show a feeling of suspense,	bracket, dash,	
		<ul> <li>Use figurative language such as</li> </ul>	provide additional	force the reader to pause, draw out an	parenthesis	
		similes and metaphors to create	information to the	idea or time or show speechlessness in	(Y5)	
		mood and atmosphere (Y5)	reader, using the	dialogue		
		Create <b>atmosphere</b> through	relative pronouns		<u>semi-colon,</u>	
		description of the senses, setting,	who, which, where,	Colons can set up a surprise or	<u>colon, dash,</u>	
		character actions in order to shape	when, whose, that	dramatic pause	<u>ellipsis</u>	
		the mood felt by the reader (Y5)	(Y5)			
		Dialogue can be used to convey		Brackets, commas or dashes for		
		<u>character (show not tell) or move</u>		parenthesis are useful to place extra		
		on the action (plot device)		information for the reader into them		
		• Use of the past perfect tense in		and allow the reader to see how this		
		narrative can be useful – if already		information is separate to the main		
		writing in the simple past tense –		clause (brackets particularly used in		
		to show that something occurred		non-fiction texts) (Y5)		
		before the time being narrated				

