

## Shotley Bridge Primary School - Writing Unit of Study

Diversity	Traditional Tale	Poetry	Non-Fiction
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Year One	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
		 The Gruffalo by Julia Donaldson   Foggy Foggy Forest by Nick Sharratt	 Emma Jane's Aeroplane by Katie Haworth   Amelia Earhart: Little People, Big Dreams  Acrostic Poetry	 Whatever Next by Jill Murphy   Look Up! By Nathan Bryon   Beegu by Alex Deacon	 Pirate Mums by Jodie Lancet-Grant  List Poems	 Commotion in the Ocean by Giles Andreae   First Encyclopaedia of Seas and Oceans by Ben Denne  Riddles	 The Lighthouse Keeper's Lunch by Ronda and David Armitage   Bee and Me by Allison Jay

## Shotley Bridge Primary School - Writing Unit of Study

					 The Sea Saw by Tom Percival	
Poetry	Acrostic Poetry		List Poems		Riddles	
Text Types	1. Verbal Recount (The Gruffalo)  2. Character Description (The Gruffalo)  3. Invitation (The Gruffalo)  4. Instructions (The Gruffalo)  5. Repeated Phrases (Foggy, Foggy Forest)	1. Setting Description (Emma Jane's Aeroplane)  2. Postcard (Emma Jane's Aeroplane)  3. Fact File (Amelia Earhart: Little People, Big Dreams)  4. Acrostic Poetry	1. Narrative (Whatever Next)  2. Persuasive Poster (Look Up!)  3. Fact File (Beegu by Alex Deacon)	1. Character Description (The Pirate Mums)  2. Recount (The Pirate Mums)  3. List Poems (The Pirate Mums)	1. Fact File (Commotion in the Ocean/First Encyclopaedia of Seas and Oceans)  2. Riddles  3. Character Description – Lost Poster (The Sea Saw)  4. Letter – Thank You Letter (The Sea Saw)	1. Instructions (The Lighthouse Keeper's Lunch)  2. Setting Description (The Lighthouse Keeper's Lunch)  2. Narrative (Bee and Me)  3. Persuasive Poster (Bee and Me)
Skills Taught	<b>1. Verbal Recount</b> -Sequencing -Following story map -Speaking and listening skills -Matching words to pictures -Performing	<b>1. Setting Description</b> -Features of a setting description -Vocabulary -Regular plural noun suffix 's-' -Adjectives -Using 'and' to join words'	<b>1. Narrative</b> -Features of a narrative -Vocabulary -Story language -Using full sentences with a capital letter and full stop -Beginning, middle and end	<b>1.Character Description (Wanted Poster)</b> -Features of a wanted poster -Vocabulary -Synonyms -Adjectives in sentences -Capital letters for names	<b>1. Fact File</b> -Features of a fact file -Vocabulary -Fact finding and making notes -Questions and answers -Sub-headings to group -Captions -Planning	<b>1. Instructions</b> -Features of instructions -Vocabulary -Imperative verbs -Time words -Creating lists -Sequencing -Planning

## Shotley Bridge Primary School - Writing Unit of Study

	<p><b>2. Character Description</b>          -Applying phase 2/3 phonics          -Lower case and capital letters          -Letter formation          -Labels          -Adjectives          -Writing a character description</p> <p><b>3. Invitation</b>          -Features of an invitation          -Vocabulary          -Capital letters to start sentences          -Full stops          -Capital letters for names          -Writing an invitation</p> <p><b>4. Instructions</b>          -Features of instructions          -Vocabulary          -Forming digits          -Lists          -Capital Letters and full stops in sentences          -Sequencing          -Planning          -Writing a set of instructions</p> <p><b>5. Repeated Phrases</b>          -Features of a repeated pattern poem          -Vocabulary</p>	<p>-Using the five senses          -Planning          -Writing a setting description</p> <p><b>2. Postcard</b>          -Features of a postcard          -Vocabulary          -Capital letters for names and places          -Capital letters for days of the week          -Exclamation marks          -Describing feelings          -Planning          -Writing a postcard</p> <p><b>3. Fact File</b>          -Features of a fact file          -Vocabulary          -Statements          -Questions and question marks          -Capital Letters for names and places          -Sequencing          -Planning          -Writing a fact file</p> <p><b>4. Acrostic Poetry</b>          -Features of an acrostic poem          -Vocabulary          -Initial sounds          -Adjectives and nouns          -Descriptive phrases</p>	<p>-Sequencing          -Using a storyboard to plan          -Writing a narrative</p> <p><b>2. Persuasive Poster</b>          -Features of a persuasive poster          -Vocabulary          -Question marks          -Exclamation marks          -Positive framing          -Directly addressing reader          -Planning          -Writing a persuasive poster</p> <p><b>3. Fact File</b>          -Features of a fact file          -Vocabulary          -Fact/Fiction          -Subheadings          -Grouping information          -Statements          -Questions          -Planning          -Writing a factfile</p>	<p>-Conjunction 'and'          -Planning          -Writing a wanted poster</p> <p><b>2. Recount (Diary Entry)</b>          -Features of a diary entry          -Vocabulary          -Suffixes (-ed and -ing)          -Past tense          -Full sentences          -Sequencing          -Describing feelings          -Planning          -Writing a diary entry</p> <p><b>3. List Poems</b>          -Features of list poems          -Vocabulary          -Using bullet points          -Adjectives          -Planning          -Writing a list poem</p>	<p>-Writing a fact file</p> <p><b>2. Riddles</b>          -Features of a riddle          -Vocabulary          -Descriptive language          -Questions          -Exclamations          -Planning          -Writing a riddle</p> <p><b>3. Character Description</b>          -Features of a character description          -Vocabulary          -Adjectives          -Synonyms          -Capital letters for names          -Similes          -Planning          -Writing a character description</p> <p><b>4. Letter</b>          -Features of a letter          -Letter structure          -Vocabulary          -Introduction          -Full sentences          -Using the conjunction 'and'          -Planning          -Writing a letter</p>	<p>-Writing a set of instructions</p> <p><b>2. Setting Description</b>          -Features of a setting description          -Vocabulary          -Adjectives          -Using senses          -Conjunction 'and'          -Sentence openers          -Planning          -Writing a setting description</p> <p><b>3. Narrative</b>          -Features of a narrative          -Vocabulary          -First person          -Writing in full sentences          -Planning using a story map.          -Writing a narrative          -Editing</p> <p><b>4. Persuasive Poster</b>          -Features of a persuasive poster          -Vocabulary          -Question marks and exclamation marks          -Exclamation marks          -Suffixes – ed, ing, er, est          -Persuasive writing techniques</p>
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## Shotley Bridge Primary School - Writing Unit of Study

	-Nouns -Rhyming words -Writing a repeated pattern book -Performing	-Writing an acrostic poem				-Planning -Writing a persuasive poster
Phonics Coverage	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 5: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words	/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey <b>Grow the code:</b> /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	/ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review
Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"><li>listen and respond appropriately to adults and their peers</li><li>ask relevant questions to extend their understanding and knowledge</li><li>use relevant strategies to build their vocabulary</li><li>articulate and justify answers, arguments and opinions</li><li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li></ul>			<ul style="list-style-type: none"><li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>speak audibly and fluently with an increasing command of Standard English</li><li>participate in discussions, presentations, performances, role play, improvisations and debates</li><li>gain, maintain and monitor the interest of the listener(s)</li></ul>		

## Shotley Bridge Primary School - Writing Unit of Study

		<ul style="list-style-type: none"> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>	<ul style="list-style-type: none"> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication.</li> </ul>
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Diversity	Traditional Tale	Poetry	Non-Fiction
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Year Two	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Core Texts	 <p>The Scarecrows' Wedding by Julia Donaldson</p>  <p>Snail and the Whale by Julia Donaldson</p>	<p style="color: magenta; text-align: center;">Shape Poetry</p>  <p>Room on the Broom by Julia Donaldson</p>	 <p>Tell Me a Dragon by Jackie Morris</p>  <p>When the Dragons Came by Naomi Kefford and Lynne Moore</p> <p style="color: magenta; text-align: center;">Rhyming Poetry</p>	 <p>Meerkat Mail by Emily Gravett</p>  <p>Non-Fiction about nocturnal animals</p>	 <p>Little People, Big Dreams: Rosa Parks</p>  <p>On the Ning Nang Nong by Michael Rosen</p> <p style="color: magenta; text-align: center;">Repeated Pattern</p>	 <p>Tear Thief by Carol Ann Duffy</p>  <p>Zoo by Anthony Browne</p>

## Shotley Bridge Primary School - Writing Unit of Study

							
		The Baddies by Julia Donaldson					
	Poetry	Shape Poems	Rhyming Poetry		Repeated Pattern		
	Text Types	1. Character Description (Scarecrow's Wedding)  2. Descriptive Writing (Snail and the Whale)  3. Recount (The Baddies)	1. Shape Poems  2. Instructions (Room on the Broom)  3. Narrative (Room on the Broom)	1. Non-Chronological Report (Tell me a Dragon)  2. Newspaper Report (When the Dragons Came)	1. Informal Letter (Meerkat Mail)  2. Fact File (The Big Five)	1. Biography (Rosa Parks)  2. Persuasive Poster (Rosa Parks)  3. Repeated Pattern Poetry (On the Ning Nang Nong)	1. Diary Entry (The Tear Thief)  2. Information Leaflet (Zoo)
	Skills Taught	<b>1. Character Description</b> -Features of a character description -Reading focus -Vocabulary -Capital letters and full stops -Commas in a list -Adjectives -Expanded noun phrases -Planning -Writing a character description  <b>2. Descriptive Writing</b>	<b>1. Shape Poems (Fireworks)</b> -Speaking and listening -Tone and intonation -Descriptive language -Planning -Writing a shape poem -Performing  <b>2. Instructions</b> -Features of instructions -Reading focus -Vocabulary -Imperative verbs -Time conjunctions -Subordination and co-ordination	<b>1. Non-Chronological Report</b> -Features of a non-chronological report -Reading focus -Vocabulary -Conjunctions -Statements, exclamations and questions -Using question marks -Planning -Writing a non-chronological report  <b>2. Newspaper Report</b>	<b>1. Informal Letter</b> -Features of an informal letter -Reading focus -Vocabulary -Four different sentence types -Past and present tense -Expanded noun phrases -Conjunctions -Informal language -Planning -Writing an informal letter  <b>2. Fact File</b> -Features of a fact file -Reading focus	<b>1. Biography</b> -Features of a fact file -Reading focus -Vocabulary -Four different sentence types -Expanded noun phrases -Conjunctions -Grouping information under sub-headings -Chronological writing -Planning -Writing a fact file  <b>2. Persuasive Poster</b> -Features of a persuasive poster -Vocabulary	<b>1. Diary Entry</b> -Features of a diary entry -Reading focus -Vocabulary -Past and present tense -Expanded noun phrases -Conjunctions -Use of -ly to turn adjectives into adverbs -Adding description -Planning -Writing a diary entry  <b>2. Information Leaflet</b> -Features of an information leaflet



## Shotley Bridge Primary School - Writing Unit of Study

		<p>-Features of descriptive writing</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Expanded noun phrases</p> <p>-Similes</p> <p>-Alliteration</p> <p>-Synonyms and antonyms</p> <p>-Planning</p> <p>-Writing a descriptive piece</p> <p><b>3. Recount</b></p> <p>-Features of a recount</p> <p>-Vocabulary</p> <p>-Reading focus</p> <p>-Subordination</p> <p>-Past and present tense</p> <p>-Five senses</p> <p>-Feelings and emotions</p> <p>-Planning</p> <p>-Writing a recount</p>	<p>-Informal language</p> <p>-Planning</p> <p>-Writing a set of instructions</p> <p><b>3. Narrative</b></p> <p>-Features of a narrative</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Verbs and adverbs</p> <p>-Past and present tense</p> <p>-Proper nouns</p> <p>-Variety of sentence openers</p> <p>-Beginning, middle and ending</p> <p>-Planning</p> <p>-Writing a narrative</p>	<p>-Features of a newspaper report</p> <p>-Vocabulary</p> <p>-Past tense</p> <p>-Apostrophes for possession</p> <p>-Speaking and listening</p> <p>-Conjunctions</p> <p>-Planning</p> <p>-Writing a newspaper report</p>	<p>-Vocabulary</p> <p>-Four different sentence types</p> <p>-Expanded noun phrases</p> <p>-Apostrophe for possession</p> <p>-Proper nouns</p> <p>-Planning</p> <p>-Writing a fact file</p>	<p>-Expanded noun phrases</p> <p>-Use of -ly to turn adjectives into adverbs</p> <p>-Apostrophes for contractions and possession</p> <p>-Persuasive features</p> <p>-Planning</p> <p>-Writing a persuasive poster</p> <p><b>2. Repeated Pattern Poetry</b></p> <p>-Speaking and listening</p> <p>-Reading focus</p> <p>-Tone and intonation</p> <p>-Features of repeated pattern poem</p> <p>-Vocabulary</p> <p>-Descriptive language</p> <p>-Alliteration</p> <p>-Planning</p> <p>-Writing a repeated pattern poem</p>	<p>-Reading focus</p> <p>-Vocabulary</p> <p>-Four different sentence types</p> <p>-Commas in a list</p> <p>-Conjunctions</p> <p>-Fact and opinion</p> <p>-Planning</p> <p>-Writing an information leaflet</p>
	Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> </ul>			<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> <li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>• select and use appropriate registers for effective communication.</li> </ul>		

## Shotley Bridge Primary School - Writing Unit of Study

	<p style="text-align: center;">Spelling Coverage</p>	<p>Words where 'dge' makes a /j/ sound Words where 'ge' makes a /j/ sound Words where 'g' makes a /j/ sound Words where 'c' makes a /s/ sound before 'e', 'i' and 'y' Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Challenge Words</p>	<p>'wr' makes a /r/ sound at the beginning of words Words ending in 'le' Words ending in 'el' Words ending in 'al' Words ending in 'il' Challenge Words</p>	<p>Words where 'y' makes an /igh/ sound : Words where '-es' is added to words ending in 'y' Words where '-ed' is added to words ending in 'y' Words where '-er' and '-est' are added to words ending in 'y' Words where '-ing' is added to words ending in 'e' Challenge Words</p>	<p>Words where '-er', '-est' and '-ed' is added to words ending in 'e' Words where '-ing' is added to single syllable words Words where '-ed' is added to single syllable words Words where 'a' makes an /or/ sound Words where 'o' makes an /u/ sound Challenge Words</p>	<p>Words where the digraph 'ey' makes an /ee/ sound Words where 'a' makes an /o/ sound Words where 'or' and 'ar' make an /er/ or /or/ sound Words where 'si' and 's' makes an /zh/ sound Words ending in '-ment' and '-ness' Words ending in '-ful' and '-less'</p>	<p>Words that are homophones Words that are homophones or near homophones Words ending in '-tion' Words with an apostrophe for contraction Words with an apostrophe for possession Challenge Words</p>
	<p style="text-align: center;">SPAG Coverage</p>	<p>. <b>Suffixes</b> – ness and er to form nouns . <b>Suffixes</b> – er, est and ly to form adverbs  . <b>Subordination</b> – when, if, that, because . <b>Co-ordination</b> – or, and, but . <b>Present and past tense</b> . <b>Capital letters, full stops, question marks and exclamation marks</b> . <b>Apostrophes</b> – Contracted form and singular possession  . <b>Prefixes</b> – un . <b>Suffixes</b> – verb endings (ing, ed, er)</p>	<p>. <b>Suffixes</b> – ful or less to form adjectives  . <b>Expanded noun phrases</b> . <b>Sentence types</b> – statement, question, exclamation, command . <b>Present and past to mark action in progress</b> – i.e. she is/was drumming . <b>Commas in a list</b>  . <b>Suffixes</b> – plurals (s and es) . <b>Capital letters</b> - names and personal pronouns . <b>Synonyms and antonyms</b></p>	<p>. <b>Suffixes</b> – ness and er to form nouns. <b>Suffixes</b> – er, est and ly to form adverbs  . <b>Subordination</b> – when, if, that, because . <b>Co-ordination</b> – or, and, but . <b>Present and past tense</b> . <b>Capital letters, full stops, question marks and exclamation marks</b> . <b>Apostrophes</b> – Contracted form and singular possession  . <b>Prefixes</b> – un . <b>Suffixes</b> – verb endings (ing, ed, er)</p>	<p>. <b>Suffixes</b> – ful or less to form adjectives  . <b>Expanded noun phrases</b> . <b>Sentence types</b> – statement, question, exclamation, command . <b>Present and past to mark action in progress</b> – i.e. she is/was drumming . <b>Commas in a list</b>  . <b>Suffixes</b> – plurals (s and es) . <b>Capital letters</b> - names and personal pronouns . <b>Synonyms and antonyms</b></p>	<p>. <b>Suffixes</b> – ness and er to form nouns. <b>Suffixes</b> – er, est and ly to form adverbs  . <b>Subordination</b> – when, if, that, because . <b>Co-ordination</b> – or, and, but . <b>Present and past tense</b> . <b>Capital letters, full stops, question marks and exclamation marks</b> . <b>Apostrophes</b> – Contracted form and singular possession  . <b>Prefixes</b> – un . <b>Suffixes</b> – verb endings (ing, ed, er)</p>	<p>. <b>Suffixes</b> – ful or less to form adjectives  . <b>Expanded noun phrases</b> . <b>Sentence types</b> – statement, question, exclamation, command . <b>Present and past to mark action in progress</b> – i.e. she is/was drumming . <b>Commas in a list</b>  . <b>Suffixes</b> – plurals (s and es) . <b>Capital letters</b> - names and personal pronouns . <b>Synonyms and antonyms</b></p>



## Shotley Bridge Primary School - Writing Unit of Study

		. Word classes		. Word classes		. Word classes	
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Diversity	Traditional Tale	Poetry	Non-Fiction
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Year Three	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Core Texts	 Stone Age Boy by Satoshi Kitamura   Stone Age Beasts by Graham Baker-Smith	 The Bear and the Piano by David Litchfield   The Polar Express by Chris Van Allsburg	 The Emerald Forest by Catherine Ward   The Wild by Yuvval Zommer	 Little People Big Dreams: David Attenborough by Maria Isabel Sanchez Vegara   Wild by Emily Hughes	 Greek Heroes by Marcia Williams   Athena: Story of a Goddess by Isabel Greenberg	 Ocean Meets Sky by The Fan Brothers
	Poetry	Kennings		Classic Poetry (The Owl and the Pussy Cat by Edward Lear)		Quatrains	

## Shotley Bridge Primary School - Writing Unit of Study

	Text Types	<p>1. Kennings</p> <p>2.Diary Entry (Stone Age Boy)</p> <p>3. Instructions (Stone Age Boy)</p> <p>4.Non-Chronological Report (Stone Age Beast)</p>	<p>1.Dialogue (The Bear and the Piano)</p> <p>2.Narrative (The Bear and the Piano)</p> <p>3.Informal Letter/Setting Description (The Polar Express)</p> <p>4. Persuasive advert (The Polar Express)</p>	<p>1.Setting description (The Emerald Forest)</p> <p>2.Non-Chronological report (The Wild)</p> <p>3.Persuasive letter (The Wild)</p>	<p>1.Biography (David Attenborough)</p> <p>2.Character description (Wild)</p> <p>3.The Owl and the Pussy Cat by Edward Lear</p>	<p>1.Newspaper Report (Greek Heroes)</p> <p>2.Explanation (Greek Heroes)</p> <p>3. Myth (Athena)</p>	<p>1.Character description (Ocean Meets Sky)</p> <p>2.Setting Description (Ocean Meets Sky)</p> <p>3.Narrative (Ocean Meets Sky)</p> <p>4.Quatrains</p>
	Skills Taught	<p><b>1. Kennings</b></p> <ul style="list-style-type: none"> <li>-Features of a kenning</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Syllables</li> <li>-Planning</li> <li>-Writing a kenning</li> <li>-Editing and improving</li> </ul> <p><b>2. Diary Entry</b></p> <ul style="list-style-type: none"> <li>-Features of a diary entry</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Simple sentence structure</li> <li>-Contractions</li> <li>-Capital Letters for proper nouns</li> <li>-Planning</li> <li>-Writing a diary entry</li> <li>-Editing and improving</li> </ul> <p><b>3. Instructions</b></p> <ul style="list-style-type: none"> <li>-Features of instructions</li> <li>-Reading focus</li> </ul>	<p><b>1. Dialogue</b></p> <ul style="list-style-type: none"> <li>-Features of a dialogue</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Using inverted commas</li> <li>-Reporting clause</li> <li>-Adverbs and adverbials</li> <li>-Planning</li> <li>-Writing a dialogue</li> <li>-Editing and improving</li> </ul> <p><b>2. 3 part Narrative</b></p> <ul style="list-style-type: none"> <li>-Features of a narrative</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Expanded noun phrases</li> <li>-Sentence openers</li> <li>-Show not tell</li> <li>-Describing characters</li> <li>-Planning</li> <li>-Writing a 3-part narrative</li> <li>-Editing and improving</li> </ul> <p><b>3. Setting Description</b></p>	<p><b>1. Setting Description</b></p> <ul style="list-style-type: none"> <li>-Features of a setting description</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Using commas in a list</li> <li>-Prepositions</li> <li>-Expanded noun phrases</li> <li>-Writing a setting description</li> <li>-Editing and improving</li> </ul> <p><b>2. Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>-Features of a non-chronological report</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Accurate use of capital letters</li> <li>-Recognising main and subordinate clauses</li> <li>-Factual writing</li> <li>-Writing a non-chronological report</li> <li>-Editing and improving</li> </ul>	<p><b>1. Biography</b></p> <ul style="list-style-type: none"> <li>-Features of a biography</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Subordinating conjunctions</li> <li>-Accurate use of punctuation</li> <li>-Sentence openers</li> <li>-Planning</li> <li>-Writing a biography</li> <li>-Editing and improving</li> </ul> <p><b>2. Character Description</b></p> <ul style="list-style-type: none"> <li>-Features of a character description</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Apostrophes for singular possession</li> <li>-Pronouns to avoid repetition</li> <li>-Adverbs</li> <li>-Using synonyms and antonyms</li> <li>-Planning</li> </ul>	<p><b>1. Newspaper Report</b></p> <ul style="list-style-type: none"> <li>-Features of a newspaper report</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Tenses</li> <li>-Direct speech</li> <li>-Reported speech</li> <li>-Headlines and orientation</li> <li>-Planning</li> <li>-Writing a newspaper report</li> <li>-Editing and improving</li> </ul> <p><b>2. Explanation Text</b></p> <ul style="list-style-type: none"> <li>-Features of an explanation text</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Using a range of conjunctions</li> <li>-Word families based on common words</li> <li>-Expanded noun phrases</li> <li>-Impersonal tone</li> <li>-Planning</li> </ul>	<p><b>1. Character Description</b></p> <ul style="list-style-type: none"> <li>-Features of a character description</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Commas in a list</li> <li>-Extending sentences using conjunctions</li> <li>-Figurative language - Similes/metaphors</li> <li>-Planning</li> <li>-Writing a character description</li> <li>-Editing and improving</li> </ul> <p><b>2. Setting Description</b></p> <ul style="list-style-type: none"> <li>-Features of a setting description</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Prepositions</li> <li>-Main and subordinate clauses</li> <li>-Present perfect tense</li> </ul>

## Shotley Bridge Primary School - Writing Unit of Study

		-Vocabulary -Sequencing - Time Conjunctions -Word Classes -Planning -Writing instructions -Editing and improving  <b>4. Non-Chronological Report</b> -Features of a non-chronological report -Reading focus -Vocabulary -Using 'a' or 'an' -Using a range of conjunctions -Headings and sub-headings -Formal language -Planning -Writing a non-chronological report -Editing and improving	-Features of a setting description -Reading focus -Vocabulary -Prepositions -Similes and metaphors -Using the five senses -Planning -Writing a setting description -Editing and improving  <b>4. Persuasive Advert</b> -Features of a persuasive advert -Reading focus -Vocabulary -Different sentence types: statement, command, question, exclamation -Persuasive writing techniques – exaggeration, alliteration, repetition etc -Planning -Writing a persuasive advert -Editing and improving	<b>3. Persuasive Letter</b> -Features of a persuasive letter -Reading focus -Vocabulary -Statements, questions, exclamations -Using a range of conjunctions -Persuasive techniques -Planning -Writing a persuasive letter -Editing and improving	-Writing a character description -Editing and improving  <b>3. The Owl and the Pussycat</b> -Features of a classic poem -Reading focus -Vocabulary -Repeated phrases -Rhyming -Planning -Writing a poem in the style of 'The Owl and the Pussycat' -Editing and improving	-Writing an explanation text -Editing and improving  <b>3. Myth</b> -Features of myth -Reading focus -Vocabulary -Accurate use of punctuation -Dialogue -Paragraphs -Planning -Writing a myth -Editing and improving	-Planning -Writing a setting description -Editing and improving  <b>3. Narrative</b> -Features of a narrative -Reading focus -Vocabulary -Accurate use of punctuation -Dialogue -Adverbs -Planning -Writing a 5-part narrative -Editing and improving  <b>4. Quatrains</b> -Features of a quatrains -Reading focus -Vocabulary -Rhyming -Syllables -Figurative language -Planning -Writing a quatrain -Editing and improving
	Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>			<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>		

## Shotley Bridge Primary School - Writing Unit of Study

		<ul style="list-style-type: none"><li>maintain attention and participate actively in collaborative conversations,</li><li>staying on topic and initiating and responding to comments</li></ul>	<ul style="list-style-type: none"><li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>select and use appropriate registers for effective communication.</li></ul>				
	Spelling Coverage	Grammasaurus Spelling					
	SPAG Coverage	<ul style="list-style-type: none"><li><b>Determiners</b> – a or an</li><li><b>Prefixes</b> - super, anti, auto</li><li><b>Perfect form of verbs</b></li><li><b>Expressing time, place and cause</b> – conjunctions, adverbs and prepositions</li><li><b>Conjunctions</b> – co-ordinating and subordinating</li><li><b>Present and past tense</b></li><li><b>Commas in a list</b></li><li><b>Sentence types</b> – statement, question, exclamation, command</li><li><b>Adding a variety of punctuation to sentences</b></li></ul>	<ul style="list-style-type: none"><li><b>Inverted commas</b></li><li><b>Word families</b> – based on common word</li><li><b>Prepositions</b></li><li><b>Suffixes</b> – ness, er, ful, less, er, est</li><li><b>Expanded noun phrases</b></li><li><b>Word classes</b></li><li><b>Capital letters and full stops</b> – names and personal pronouns</li><li><b>Grammatical terms</b></li><li><b>Synonyms and antonyms</b></li></ul>	<ul style="list-style-type: none"><li><b>Determiners</b> – a or an</li><li><b>Prefixes</b> - super, anti, auto</li><li><b>Perfect form of verbs</b></li><li><b>Expressing time, place and cause</b> – conjunctions, adverbs and prepositions</li><li><b>Conjunctions</b> – co-ordinating and subordinating</li><li><b>Present and past tense</b></li><li><b>Commas in a list</b></li><li><b>Sentence types</b> – statement, question, exclamation, command</li><li><b>Adding a variety of punctuation to sentences</b></li></ul>	<ul style="list-style-type: none"><li><b>Inverted commas</b></li><li><b>Word families</b> – based on common word</li><li><b>Prepositions</b></li><li><b>Suffixes</b> – ness, er, ful, less, er, est</li><li><b>Expanded noun phrases</b></li><li><b>Word classes</b></li><li><b>Capital letters and full stops</b> – names and personal pronouns</li><li><b>Grammatical terms</b></li><li><b>Synonyms and antonyms</b></li></ul>	<ul style="list-style-type: none"><li><b>Determiners</b> – a or an</li><li><b>Prefixes</b> - super, anti, auto</li><li><b>Perfect form of verbs</b></li><li><b>Expressing time, place and cause</b> – conjunctions, adverbs and prepositions</li><li><b>Conjunctions</b> – co-ordinating and subordinating</li><li><b>Present and past tense</b></li><li><b>Commas in a list</b></li><li><b>Sentence types</b> – statement, question, exclamation, command</li><li><b>Adding a variety of punctuation to sentences</b></li></ul>	<ul style="list-style-type: none"><li><b>Inverted commas</b></li><li><b>Word families</b> – based on common word</li><li><b>Prepositions</b></li><li><b>Suffixes</b> – ness, er, ful, less, er, est</li><li><b>Expanded noun phrases</b></li><li><b>Word classes</b></li><li><b>Capital letters and full stops</b> – names and personal pronouns</li><li><b>Grammatical terms</b></li><li><b>Synonyms and antonyms</b></li></ul>

## Shotley Bridge Primary School - Writing Unit of Study

Diversity	Traditional Tale	Poetry	Non-Fiction
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Year Four	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Core Texts	 <p>The Barnabus Project by The Fan Brothers</p>	 <p>Greta's Story by Valentina Camerini</p> <p>Haiku Poetry</p>	 <p>When the Giant Stirred by Celia Godkin</p>  <p>Volcano Wakes Up! By Lisa Peters Westberg</p>  <p>Escape from Pompeii by Celia Godkin</p>	 <p>Journey by Aaron Aaron Becker</p>	 <p>Pride: The Story of Harvey Milk and the Rainbow Flag</p>	 <p>How to Live Forever by Colin Thompson</p>  <p>The Magic Box by Kit Wright</p>
	Poetry	Haiku Poetry		Figurative Language Poetry		Simile/Metaphor Poetry - The Magic Box by Kit Wright	
	Text Types	1. Character Description (The Barnabus Project) 2. Diary entry (The Barnabus Project)	1. Non-Chronological Report (Greta's Story) 2. Biography (Greta's Story)	1. Explanation Text (When the Volcano Stirs) 2. Comparative Setting Descriptions (Escape from Pompeii)	1. 5-Part Narrative - own traditional tale (Journey) 2. Dialogue and playscript (Journey)	1. Informal Letter (Pride) 2. Newspaper Report (Pride)	1. Instructions (How to Live Forever) 2. Persuasive Leaflet (How to Live Forever) 3. Balanced Argument – Should people live

## Shotley Bridge Primary School - Writing Unit of Study

		<p>3. Narrative – adventure story (The Barnabus Project)</p> <p>4. Discussion text - balanced argument) (The Barnabus Project)</p>	<p>3. Persuasive Speech (Greta's Story)</p> <p>4. Haiku Poetry</p>	<p>3. Informal Letter (Escape from Pompeii)</p>	<p>3. Figurative Language Poetry</p>	<p>3. Simile/Metaphor Poetry (The Magic Box)</p>	<p>forever? (How to Live Forever)</p>
	Skills Taught	<p><b>1. Character Description</b></p> <ul style="list-style-type: none"> <li>-Features of character descriptions</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Word classes</li> <li>-Expanded noun phrases</li> <li>-Synonyms</li> <li>-Planning</li> <li>-Writing a character description</li> <li>-Editing and improving</li> </ul> <p><b>2. Diary Entry</b></p> <ul style="list-style-type: none"> <li>-Features of a diary entry</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Pronouns</li> <li>-Apostrophes for possession</li> <li>-Fronted adverbials</li> <li>-Informal language</li> <li>-Emotive vocabulary</li> <li>-Writing a diary entry</li> <li>-Editing and improving</li> </ul> <p><b>3. Narrative</b></p> <ul style="list-style-type: none"> <li>-Features of a narrative</li> <li>-Reading focus</li> </ul>	<p><b>1. Non-Chronological Report</b></p> <ul style="list-style-type: none"> <li>-Features of a non-chronological report</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Apostrophes for contraction/possession</li> <li>-Different sentence types including repetitional phrases</li> <li>-Formal writing</li> <li>-Planning</li> <li>-Writing a non-chronological report</li> <li>-Editing and improving</li> </ul> <p><b>2. Biography</b></p> <ul style="list-style-type: none"> <li>-Features of a biography</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Fronted adverbials with commas</li> <li>-Compound sentences</li> <li>-Complex sentences</li> <li>-Writing using a range of sentence types</li> <li>-Organising paragraphs around a theme</li> <li>-Planning</li> <li>-Writing a biography</li> <li>-Editing and improving</li> </ul>	<p><b>1. Explanation Text</b></p> <ul style="list-style-type: none"> <li>-Features of an explanation text</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Compound and complex sentences</li> <li>-Expression of time</li> <li>-Prepositional phrases</li> <li>-Organise paragraphs around a theme</li> <li>-Organisational devices- concluding statements etc</li> <li>-Planning</li> <li>-Writing an explanation</li> <li>-Editing and improving</li> </ul> <p><b>2. Comparative Setting Descriptions</b></p> <ul style="list-style-type: none"> <li>-Features of a setting description</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Expanded noun phrases</li> <li>-Determiners</li> <li>-Prepositional phrases</li> <li>-Figurative language including personification</li> <li>-Planning</li> </ul>	<p><b>1. 5-part Narrative</b></p> <ul style="list-style-type: none"> <li>-Features of a 5-part narrative</li> <li>-Vocabulary</li> <li>-Accurate use of punctuation for direct speech</li> <li>-Speech adverbials</li> <li>-SPACE openers</li> <li>-Expanded noun phrases</li> <li>-Planning</li> <li>-Writing a 5-part narrative</li> <li>-Editing and improving</li> </ul> <p><b>2. Dialogue and Playscript</b></p> <ul style="list-style-type: none"> <li>-Features of a dialogue/playscript</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Reported and direct speech</li> <li>-Apostrophe for possession and contraction</li> <li>-Fronted adverbials</li> <li>-Characterisation</li> <li>-Planning</li> </ul>	<p><b>1. Informal Letter</b></p> <ul style="list-style-type: none"> <li>-Features of an informal letter</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Past tense verb forms</li> <li>-Expanded noun phrases including prepositions</li> <li>-Emotive language</li> <li>-Range of sentence structures</li> <li>-Planning</li> <li>-Writing an informal letter</li> <li>-Editing and improving</li> </ul> <p><b>2. Newspaper Report</b></p> <ul style="list-style-type: none"> <li>-Features of a newspaper report</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Direct speech</li> <li>-Reported speech</li> <li>-Orientation</li> <li>-Past tense</li> <li>-Formal language</li> <li>-Planning</li> <li>-Writing a newspaper report</li> <li>-Editing and improving</li> </ul>	<p><b>1. Instructions</b></p> <ul style="list-style-type: none"> <li>-Features of a set of instructions</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Fronted adverbials of time and manner</li> <li>-Conjunctions</li> <li>-Word classes</li> <li>-Bullet points</li> <li>-Planning</li> <li>-Writing a set of instructions</li> <li>-Editing and improving</li> </ul> <p><b>2. Persuasive Leaflet</b></p> <ul style="list-style-type: none"> <li>-Features of a persuasive leaflet</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Rhetorical questions</li> <li>-Compound and complex sentences</li> <li>-Modal verbs</li> <li>-A range of punctuation</li> <li>-Persuasive techniques</li> <li>-Planning</li> <li>-Writing a persuasive leaflet</li> <li>-Editing and improving</li> </ul>



## Shotley Bridge Primary School - Writing Unit of Study

	<p>-Vocabulary</p> <p>-Using commas in a list</p> <p>-SPACE sentence openers</p> <p>-Inverted commas for speech</p> <p>-Adverbials within dialogue</p> <p>-Planning</p> <p>-Writing a 5-part narrative</p> <p>-Editing and improving</p> <p><b>4. Discussion Text</b></p> <p>-Features of a discussion</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-A range of conjunctions</p> <p>-Persuasive openers</p> <p>-Persuasive techniques</p> <p>-Technical vocabulary</p> <p>-Writing a discussion text</p> <p>-Editing and improving</p>	<p><b>3. Persuasive Speech</b></p> <p>-Features of a persuasive speech</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Past, present progressive and perfect tenses</p> <p>-Persuasive techniques</p> <p>-Writing a persuasive speech</p> <p>-Editing and improving</p> <p>-Speaking and listening</p> <p><b>4. Haiku Poetry</b></p> <p>-Speaking and listening</p> <p>-Features of a haiku</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Syllables</p> <p>-Vocabulary</p> <p>-Writing a haiku</p> <p>-Editing and improving</p>	<p>-Writing comparative setting descriptions</p> <p>-Editing and improving</p> <p><b>3. Informal Letter</b></p> <p>-Features of an informal letter</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Fronted adverbials</p> <p>-Present, past, future tense</p> <p>-Verb inflections</p> <p>-Descriptive phrases</p> <p>-Planning</p> <p>-Writing an informal letter</p> <p>-Editing and improving</p>	<p>-Writing a dialogue and playscript</p> <p>-Editing and improving</p> <p><b>3. Figurative Language Poetry</b></p> <p>-Features of a figurative language poem</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Expanded noun phrases</p> <p>-Alliteration</p> <p>-Similes</p> <p>-Metaphors</p> <p>-Personification</p> <p>-Planning</p> <p>-Writing a figurative language poem</p> <p>-Performing</p>	<p><b>3. Simile/Metaphor Poetry</b></p> <p>-Features of a simile/metaphor poem</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Synonyms</p> <p>-Similes</p> <p>-Metaphors</p> <p>-Planning</p> <p>-Writing a simile/metaphor poem</p> <p>-Editing and improving</p>	<p><b>3. Balanced Argument</b></p> <p>-Features of a balanced argument</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Main and subordinate clauses</p> <p>-Causal and contrasting conjunctions</p> <p>-Bias and unbiased language</p> <p>-Planning</p> <p>-Writing a balanced argument</p> <p>-Editing and improving</p>
Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• listen and respond appropriately to adults and their peers</li><li>• ask relevant questions to extend their understanding and knowledge</li><li>• use relevant strategies to build their vocabulary</li><li>• articulate and justify answers, arguments and opinions</li><li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>• maintain attention and participate actively in collaborative conversations,</li><li>• staying on topic and initiating and responding to comments</li></ul>			<ul style="list-style-type: none"><li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>• speak audibly and fluently with an increasing command of Standard English</li><li>• participate in discussions, presentations, performances, role play, improvisations and debates</li><li>• gain, maintain and monitor the interest of the listener(s)</li><li>• consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>• select and use appropriate registers for effective communication.</li></ul>		
Spelling Coverage	Grammasaurus Spelling					

## Shotley Bridge Primary School - Writing Unit of Study

	SPaG Coverage	<ul style="list-style-type: none"> <li>. Plural and Possession – s</li> <li>. Possessive apostrophes</li> <li>. Appropriate nouns and pronouns</li> <li>. Paragraphs – summarise</li> <li>. <b>Present and past tense</b></li> <li>. <b>Determiners</b></li> <li>. <b>Suffixes</b></li> <li>. <b>Commas in a list</b></li> <li>. <b>Capital letters</b> – names and personal pronouns</li> <li>. <b>Word families</b> – based on common word</li> </ul>	<ul style="list-style-type: none"> <li>. Standard English</li> <li>. Inverted commas</li> <li>. Fronted adverbials</li> <li>. Apostrophes – Singular and plural</li> <li>. <b>Conjunctions</b> – co-ordinating and subordinating</li> <li>. <b>Prefixes</b></li> <li>. <b>Sentence types</b> – statement, question, exclamation, command</li> <li>. <b>Prepositions</b></li> </ul>	<ul style="list-style-type: none"> <li>. Plural and Possession – s.</li> <li>. Possessive apostrophes</li> <li>. Appropriate nouns and pronouns</li> <li>. Paragraphs – summarise</li> <li>. <b>Present and past tense</b></li> <li>. <b>Determiners</b></li> <li>. <b>Suffixes</b></li> <li>. <b>Commas in a list</b></li> <li>. <b>Capital letters</b> – names and personal pronouns</li> <li>. <b>Word families</b> – based on common word</li> </ul>	<ul style="list-style-type: none"> <li>. Standard English</li> <li>. Inverted commas</li> <li>. Fronted adverbials</li> <li>. Apostrophes – Singular and plural</li> <li>. <b>Conjunctions</b> – co-ordinating and subordinating</li> <li>. <b>Prefixes</b></li> <li>. <b>Sentence types</b> – statement, question, exclamation, command</li> <li>. <b>Prepositions</b></li> </ul>	<ul style="list-style-type: none"> <li>. Plural and Possession – s.</li> <li>. Possessive apostrophes</li> <li>. Appropriate nouns and pronouns</li> <li>. Paragraphs – summarise</li> <li>. <b>Present and past tense</b></li> <li>. <b>Determiners</b></li> <li>. <b>Suffixes</b></li> <li>. <b>Commas in a list</b></li> <li>. <b>Capital letters</b> – names and personal pronouns</li> <li>. <b>Word families</b> – based on common word</li> </ul>	<ul style="list-style-type: none"> <li>. Standard English</li> <li>. Inverted commas</li> <li>. Fronted adverbials</li> <li>. Apostrophes – Singular and plural</li> <li>. <b>Conjunctions</b> – co-ordinating and subordinating</li> <li>. <b>Prefixes</b></li> <li>. <b>Sentence types</b> – statement, question, exclamation, command</li> <li>. <b>Prepositions</b></li> </ul>
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Diversity	Traditional Tale	Poetry	Non-Fiction
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Year	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2

## Shotley Bridge Primary School - Writing Unit of Study

	Core Texts					
	 Hidden Figures by Margot Lee Shetterly  Curiosity: The Story of the Mars Rover by Markus Motum	 Everest by Alexandra Stewart	 Wild Lives by Ben Lerwill  Last: The Story of the Last Rhino by Nicola Davies  The Jabberwocky by Lewis Carroll	 Kensuke's Kingdom by Michael Mopurgo	 The Dark by Lemony Snicket	 The Series of Unfortunate Events by Lemony Snicket  The Tyger by William Blake
	Poetry	Tanka Poetry		Nonsense Poems - The Jabberwocky by Lewis Carroll		Classic Poetry – The Tyger by William Blake
Text Types	1. Biography (Hidden Figures) 2. Newspaper Report (Hidden Figures) 3. Setting Description (Curiosity)	1. Non-Chronological Report (Everest) 2. Suspenseful Narrative (Everest) 3. Explanation – Survival Guide (Everest) 4. Tanka Poetry	1. Non-Chronological Report (Wild Lives/The Last Rhino) 2. Balanced Argument – Should hunting be legal? (The Last Rhino)	1. Setting Description (Kensuke's Kingdom) 2. Diary Entry (Kensuke's Kingdom) 3. Persuasive Brochure (Kensuke's Kingdom)	1. Informal letter (The Dark) 2. Dialogue (The Dark) 3. 5-part Narrative (The Dark)	1. Setting Description (A Series of Unfortunate Events) 2. Diary Entry (A Series of Unfortunate Events)

## Shotley Bridge Primary School - Writing Unit of Study

		4. Persuasive Writing – Designing and pitching a new space exploration device to NASA (Curiosity)		3. Nonsense Poetry (The Jabberwocky)			3. Persuasive Letter (A Series of Unfortunate Events)  3. Classic Poetry (The Tyger)
	Skills Taught	<b>1. Biography:</b> -Features of a biography -Reading focus -Vocabulary -Fronted Adverbials -Relative pronouns and relative clauses -Organising paragraphs around a theme -Planning -Writing a biography -Editing and improving  <b>2. Newspaper Report</b> -Features of a newspaper report -Reading focus -Vocabulary -Direct speech -Reported speech -Adverbials of time -Formal language -Planning -Writing a newspaper report -Editing and improving  <b>3. Setting Description:</b> -Features of a setting description -Vocabulary	<b>1. Non-Chronological Report</b> -Features of a non- chronological report -Reading focus -Technical language/glossary -Accurate use of commas -Headings, sub-headings and captions -Bullet points -Planning -Writing a non- chronological report -Editing and improving  <b>2. Suspenseful Narrative:</b> -Features of a suspenseful narrative -Reading focus -Vocabulary -Varying sentence type -Figurative language -Suspenseful techniques, including repetition, onomatopoeia and ellipsis -Planning -Writing a suspenseful narrative	<b>1. Non-Chronological Report</b> -Features of a non- chronological report -Reading focus -Vocabulary -Main and subordinate clauses -Semi-colons in a list -Formal language -Planning -Writing a non- chronological report -Editing and improving  <b>2. Balanced argument (Should hunting be legal?)</b> -Features of a balanced argument -Reading focus -Vocabulary -Modal verbs -Conjunctions -Variety of sentence openers -Bias/unbias -Introductions -Conclusions -Planning	<b>1. Setting Description</b> -Features of a setting description -Reading focus -Vocabulary -Adverbials -Relative Clauses -Range of sentence types -Figurative Language -Planning -Writing a setting description -Editing and improving  <b>2. Diary Entry</b> -Features of a diary entry -Reading focus -Vocabulary -Parenthesis -Commas to avoid ambiguity -Modal Verbs -Cohesion -Planning -Writing a diary entry -Editing and improving	<b>1. Informal Letter</b> -Features of an informal letter -Reading focus -Vocabulary -Accurate use of apostrophes -Indicating degrees of possibility -Writing informally -Synonyms -Planning -Writing an informal letter -Editing and improving  <b>2. Dialogue</b> -Features of a dialogue -Reading focus -Vocabulary -Punctuating direct speech -Reported and direct speech -Adverbials to move dialogue forward -Characterisation through dialogue -Planning -Writing a dialogue -Editing and improving	<b>1. Setting Description:</b> -Features of setting description -Reading Focus -Vocabulary -Using bracket, dashes, and commas to demarcate relative clauses and parenthesis -Commas to clarify meaning. -Expanded Noun Phrases with prepositional phrases -Planning -Writing a setting -Editing and improving  <b>2. Diary Entry:</b> -Features of a diary entry -Reading Focus -Vocabulary -Accurate use of apostrophes -Modal verbs -Writing using a range of sentence types -Expressing emotions -Informal tone -Planning

## Shotley Bridge Primary School - Writing Unit of Study

	<p>-Reading focus -Figurative Language -Expanded Noun Phrases including prepositions -Fronted Adverbials -Planning -Writing a setting description -Editing and improving</p> <p><b>4. Persuasive Writing</b> -Features of persuasive writing -Reading focus -Vocabulary -Subject and verb agreement -Modal verbs -Persuasive techniques -Planning -Writing a persuasive pitch -Editing and improving</p>	<p>-Editing and improving</p> <p><b>2. Explanation – Survival Guide:</b> -Features of an explanation text -Reading focus -Vocabulary -Parenthesis -Cohesive Adverbials -Cohesive devices -Planning -Writing an explanation text -Editing and improving</p> <p><b>3. Tanka Poetry:</b> -Features of a tanka poem -Reading focus -Vocabulary -Figurative Language (Similes, Metaphors, Personification, Hyperbole) -Planning -Writing a tanka poem -Editing and improving</p>	<p>-Writing a balanced argument -Editing and improving</p> <p><b>3. Nonsense Poetry</b> -Features of a nonsense poem -Reading focus -Vocabulary -Portmanteau -Alliteration -Rhyming couplets -Planning -Writing a nonsense poem -Editing and improving</p>	<p><b>3. Persuasive Brochure:</b> -Features of a persuasive brochure -Reading focus -Vocabulary -Passive Verbs -Fronted Adverbials -Compound and complex sentences -Modal Verbs -Persuasive features -Planning -Writing a persuasive brochure -Editing and improving</p>	<p><b>3. 5-Part Narrative</b> -Features of a 5-part narrative -Vocabulary -Reading focus -Varying sentence types -DADWAVERS Sentence openers -Integrated dialogue -Creating atmosphere -Planning -Writing a 5-part narrative -Editing and improving</p>	<p>-Writing a setting -Editing and improving</p> <p><b>2. Balanced Argument</b> -Features of a balanced argument -Reading focus -Vocabulary -Degrees of possibility -Conjunctions (causal and contrasting) -Formal sentence openers -Cohesive adverbials -Planning -Writing a balanced argument -Editing and improving</p> <p><b>3. Classic Poetry:</b> -Features of poetry -Reading focus -Performing poetry -Figurative language -Repeated patterns -Planning -Writing a poem in the style of Tyger -Editing and improving</p>
Spoken Language (Y1-6)	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen and respond appropriately to adults and their peers</li> <li>• ask relevant questions to extend their understanding and knowledge</li> <li>• use relevant strategies to build their vocabulary</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> </ul>			<ul style="list-style-type: none"> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> <li>• participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>• gain, maintain and monitor the interest of the listener(s)</li> </ul>		

## Shotley Bridge Primary School - Writing Unit of Study

		maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments			<ul style="list-style-type: none"><li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>select and use appropriate registers for effective communication.</li></ul>		
	Spelling Coverage	Grammasaurus Spelling					
SPaG Coverage		<ul style="list-style-type: none"><li><b>Nouns to verbs (suffixes)</b> - ate, ise, ify</li><li><b>Relative clauses</b></li><li><b>Cohesive devices</b></li><li><b>Parenthesis</b> – brackets, dashes or commas</li><li><b>Standard English</b></li><li><b>Determiners</b></li><li><b>Conjunctions</b> – co-ordinating and subordinating</li><li><b>Prefixes</b></li><li><b>Apostrophes</b> – Contracted and possession</li><li><b>Prepositions</b></li><li><b>Subject and object</b></li></ul>	<ul style="list-style-type: none"><li><b>Prefixes</b> – dis, de, mis, over, re</li><li><b>Degrees of possibility</b> – modal verbs, adverbs</li><li><b>Paragraphs</b> – summarise</li><li><b>Commas to clarify meaning</b></li><li><b>Suffixes</b></li><li><b>Word families</b> – based on common word</li><li><b>Sentence types</b> – statement, question, exclamation, command</li><li><b>Tenses</b> – Past progressive and present perfect</li><li><b>Adding a variety of punctuation to sentences</b></li></ul>	<ul style="list-style-type: none"><li><b>Nouns to verbs (suffixes)</b> - ate, ise, ify</li><li><b>Relative clauses</b></li><li><b>Cohesive devices</b></li><li><b>Parenthesis</b> – brackets, dashes or commas</li><li><b>Standard English</b></li><li><b>Determiners</b></li><li><b>Conjunctions</b> – co-ordinating and subordinating</li><li><b>Prefixes</b></li><li><b>Apostrophes</b> – Contracted and possession</li><li><b>Prepositions</b></li><li><b>Subject and object</b></li></ul>	<ul style="list-style-type: none"><li><b>Prefixes</b> – dis, de, mis, over, re</li><li><b>Degrees of possibility</b> – modal verbs, adverbs</li><li><b>Paragraphs</b> – summarise</li><li><b>Commas to clarify meaning</b></li><li><b>Suffixes</b></li><li><b>Word families</b> – based on common word</li><li><b>Sentence types</b> – statement, question, exclamation, command</li><li><b>Tenses</b> – Past progressive and present perfect</li><li><b>Adding a variety of punctuation to sentences</b></li></ul>	<ul style="list-style-type: none"><li><b>Nouns to verbs (suffixes)</b> - ate, ise, ify</li><li><b>Relative clauses</b></li><li><b>Cohesive devices</b></li><li><b>Parenthesis</b> – brackets, dashes or commas</li><li><b>Standard English</b></li><li><b>Determiners</b></li><li><b>Conjunctions</b> – co-ordinating and subordinating</li><li><b>Prefixes</b></li><li><b>Apostrophes</b> – Contracted and possession</li><li><b>Prepositions</b></li><li><b>Subject and object</b></li></ul>	<ul style="list-style-type: none"><li><b>Prefixes</b> – dis, de, mis, over, re</li><li><b>Degrees of possibility</b> – modal verbs, adverbs</li><li><b>Paragraphs</b> – summarise</li><li><b>Commas to clarify meaning</b></li><li><b>Suffixes</b></li><li><b>Word families</b> – based on common word</li><li><b>Sentence types</b> – statement, question, exclamation, command</li><li><b>Tenses</b> – Past progressive and present perfect</li><li><b>Adding a variety of punctuation to sentences</b></li></ul>

Diversity	Traditional Tale	Poetry	Non-Fiction
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Y	Autumn	Spring	Summer
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## Shotley Bridge Primary School - Writing Unit of Study

	Guidance Areas	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	Core Texts	 The Day the Crayons Quit by Drew Day Walt	 Rose Blanche by Christoff Gallaz  The Christmas Truce by Hilary Robinson  The Christmas Truce by Carol Ann Duffy	 Suffragette: The Battle for Equality by David Roberts  The True Story of the Three Little Pigs by Jon Scieszka	 How Would You Survive as a Killer Whale? By David Stewart	 Uncle Montagues Tales of Terror by Chris Priestley (Alma)	 Survivors by David Long  Cosmic Disco by Grace Nichols
	Poetry	Narrative Poetry -The Highwayman by Alfred Noyes (narrative Poem)				Range of Poetry - Cosmic Disco Poems by Grace Nichols	
	Text Types	1. Blog Posts/Postcards (The Day the Crayons Quit)	1.Setting Description (Rose Blanche)  2. Suspenseful Narrative (Rose Blanche)	1. Biography (Suffragette: The Battle for Equality)	1. Non-Chronological Report (How would you Survive as a Killer Whale?)	SATs Revision  1. Suspenseful Narrative (Tales of Terror)	1. Explanation (Survivors)  2. Poetry (Cosmic Disco)

## Shotley Bridge Primary School - Writing Unit of Study

	<p>2. Dialogue (The Highwayman)</p> <p>3. Narrative (The Highwayman)</p> <p>4. Narrative Poetry (The Highwayman)</p>	<p>3. Diary Entry (Rose Blanche)</p> <p>4. Newspaper Report (The Christmas Truce)</p>	<p>2. Persuasive Speech (Suffragette: The Battle for Equality)</p> <p>3. 5-Part Narrative/Twisted Tale (The True Story of the Three Little Pigs)</p>	<p>2. First Person Narrative (How would you Survive as a Killer Whale?)</p> <p>3. Biased Argument (How would you Survive as a Killer Whale?)</p>		
Skills Taught	<p><b>1. Blog Posts:</b></p> <ul style="list-style-type: none"> <li>-Commas for a list</li> <li>-Compound and complex sentences</li> <li>-A range of punctuation taught in previous year groups</li> <li>-Writing a blog post</li> <li>-Writing a postcard</li> <li>-Editing and improving</li> </ul> <p><b>2. Dialogue</b></p> <ul style="list-style-type: none"> <li>Features of a dialogue</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Accurate use of apostrophes</li> <li>-Using inverted commas accurately</li> <li>-Adverbials within dialogue</li> <li>-Characterisation through dialogue</li> <li>-Planning</li> <li>-Writing a dialogue</li> <li>-Editing and improving</li> </ul> <p><b>3. Narrative:</b></p>	<p><b>1. Setting Description</b> (<i>based on page 1 of book</i>):</p> <ul style="list-style-type: none"> <li>-Features of a setting description</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Expanded noun phrases including prepositions</li> <li>-Hyphens</li> <li>-Figurative language</li> <li>-Planning</li> <li>-Writing a setting description</li> <li>-Editing and improving</li> </ul> <p><b>2. Suspenseful Narrative:</b></p> <ul style="list-style-type: none"> <li>-Features of a suspenseful narrative</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Relative Clauses</li> <li>-Variety of sentence openers</li> <li>-Dialogue to move action forward</li> </ul>	<p><b>1. Biography:</b></p> <ul style="list-style-type: none"> <li>-Features of a biography</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Active and passive voice</li> <li>-Cohesive devices</li> <li>-Formal tone/impersonal voice</li> <li>-Planning</li> <li>-Writing a biography</li> <li>-Editing and improving</li> </ul> <p><b>2. Persuasive Speech:</b></p> <ul style="list-style-type: none"> <li>-Features of a persuasive speech</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Verb tenses</li> <li>-Subjunctive Mood</li> <li>-Persuasive writing techniques</li> <li>-Planning</li> <li>-Writing a persuasive speech biography</li> <li>-Editing and improving</li> </ul>	<p><b>1. Non-Chronological Report:</b></p> <ul style="list-style-type: none"> <li>-Features of a non-chronological report</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Parenthesis</li> <li>-Range of appropriate punctuation including bullet points</li> <li>-Planning</li> <li>-Writing a non-chronological report</li> <li>-Editing and improving</li> </ul> <p><b>2. First Person Narrative</b></p> <ul style="list-style-type: none"> <li>Features of a narrative</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Using a range of sentence types/punctuation</li> <li>-Emotive language</li> <li>-Planning</li> <li>-Writing a first person narrative</li> </ul>	<p><b>1. Suspenseful Narrative:</b></p> <ul style="list-style-type: none"> <li>-Features of a suspenseful narrative</li> <li>-Vocabulary</li> <li>-Pathetic fallacy</li> <li>-Micro-expressions</li> <li>-Planning</li> <li>-Writing a suspenseful narrative</li> <li>-Editing and improving</li> </ul> <p><b>2. Dialogue</b></p> <ul style="list-style-type: none"> <li>Features of a dialogue</li> <li>-Vocabulary</li> <li>-Characterisation through speech</li> <li>-Using dialogue to move the action forward</li> <li>-Planning</li> <li>-Writing a dialogue</li> <li>-Editing and improving</li> </ul>	<p><b>1. Explanation Text:</b></p> <ul style="list-style-type: none"> <li>-Features of an explanation text</li> <li>-Vocabulary</li> <li>-Parenthesis</li> <li>-Cohesive Adverbials</li> <li>-Organising paragraphs around a theme</li> <li>-Planning</li> <li>-Writing an explanation text</li> <li>-Editing and improving</li> </ul> <p><b>2. Poetry:</b></p> <ul style="list-style-type: none"> <li>-Exploring a range of poetry</li> <li>-Poetic Devices</li> <li>-Figurative Language</li> <li>-Planning</li> <li>-Writing a range of poetry</li> </ul>

## Shotley Bridge Primary School - Writing Unit of Study

		<ul style="list-style-type: none"> <li>-Features of a narrative</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Colons and semi-colons</li> <li>-Integrating dialogue</li> <li>-Descriptive language (character and setting)</li> <li>-Planning</li> <li>-Writing a 5-part narrative</li> <li>-Editing and improving</li> </ul> <p><b>4. Narrative Poetry:</b></p> <ul style="list-style-type: none"> <li>-Features of narrative poetry</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Rhyming</li> <li>-Figurative language</li> <li>-Planning</li> <li>-Writing a narrative poem</li> <li>-Editing and improving</li> <li>-Performance</li> </ul>	<ul style="list-style-type: none"> <li>-Using colour to aid atmosphere</li> <li>-Techniques to build tension within writing: short sentences, ellipsis, etc</li> <li>-Planning</li> <li>-Writing a suspenseful narrative</li> <li>-Editing and improving</li> </ul> <p><b>3. Diary Writing:</b></p> <ul style="list-style-type: none"> <li>-Features of diary writing</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>- Parenthesis</li> <li>-Colons and semi-colons in a list</li> <li>-Simple, compound and complex sentences</li> <li>-Emotive language</li> <li>-Planning</li> <li>-Writing a diary entry</li> <li>-Editing and improving</li> </ul> <p><b>4. Newspaper Report:</b></p> <ul style="list-style-type: none"> <li>-Features of a newspaper report</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Parenthesis</li> <li>-Reported and direct speech</li> <li>-Orientation and headline</li> <li>-Planning</li> </ul>	<p><b>3. Narrative/Twisted Tale:</b></p> <ul style="list-style-type: none"> <li>-Features of a 5-part narrative</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-A range of sentence structure</li> <li>-Descriptive language</li> <li>-Integrated dialogue</li> <li>-Planning</li> <li>-Writing a 5-part narrative</li> <li>-Editing and improving</li> </ul>	<ul style="list-style-type: none"> <li>-Editing and improving</li> </ul> <p><b>3. Biased Argument:</b></p> <ul style="list-style-type: none"> <li>-Features of</li> <li>-a balanced argument</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Using a range of conjunctions</li> <li>- Adverbs and modal verbs to indicate degrees of possibility</li> <li>-Persuasive devices</li> <li>-Planning</li> <li>-Writing a biased argument</li> <li>-Editing and improving</li> </ul>		
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## Shotley Bridge Primary School - Writing Unit of Study

			-Writing a newspaper report -Editing and improving				
	Spoken Language (Y1-6)	Pupils should be taught to: <ul style="list-style-type: none"><li>listen and respond appropriately to adults and their peers</li><li>ask relevant questions to extend their understanding and knowledge</li><li>use relevant strategies to build their vocabulary</li><li>articulate and justify answers, arguments and opinions</li><li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li><li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li></ul>				<ul style="list-style-type: none"><li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li><li>speak audibly and fluently with an increasing command of Standard English</li><li>participate in discussions, presentations, performances, role play, improvisations and debates</li><li>gain, maintain and monitor the interest of the listener(s)</li><li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li><li>select and use appropriate registers for effective communication.</li></ul>	
	Spelling Coverage	Grammasaurus Spelling					
	SPaG Coverage	<ul style="list-style-type: none"><li>Passive voice</li><li>Formality</li><li>Colons, semi-colons and dashes to mark clauses</li><li>Colons and semi-colons in lists</li><li>Hyphens to avoid ambiguity</li><li>Wide range of coverage from previous year groups</li></ul>	<ul style="list-style-type: none"><li>Passive voice</li><li>Formality</li><li>Colons, semi-colons and dashes to mark clauses</li><li>Colons and semi-colons in lists</li><li>Hyphens to avoid ambiguity</li><li>Wide range of coverage from previous year groups</li></ul>	<ul style="list-style-type: none"><li>Passive voice</li><li>Formality</li><li>Colons, semi-colons and dashes to mark clauses</li><li>Colons and semi-colons in lists</li><li>Hyphens to avoid ambiguity</li><li>Wide range of coverage from previous year groups</li></ul>	<ul style="list-style-type: none"><li>Passive voice</li><li>Formality</li><li>Colons, semi-colons and dashes to mark clauses</li><li>Colons and semi-colons in lists</li><li>Hyphens to avoid ambiguity</li><li>Wide range of coverage from previous year groups</li></ul>	<ul style="list-style-type: none"><li>Passive voice</li><li>Formality</li><li>Colons, semi-colons and dashes to mark clauses</li><li>Colons and semi-colons in lists</li><li>Hyphens to avoid ambiguity</li><li>Wide range of coverage from previous year groups</li></ul>	<ul style="list-style-type: none"><li>Passive voice</li><li>Formality</li><li>Colons, semi-colons and dashes to mark clauses</li><li>Colons and semi-colons in lists</li><li>Hyphens to avoid ambiguity</li><li>Wide range of coverage from previous year groups</li></ul>