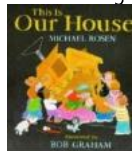
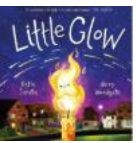
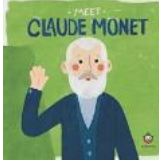
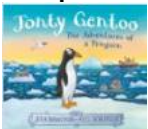
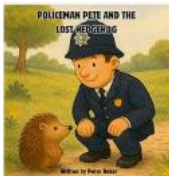
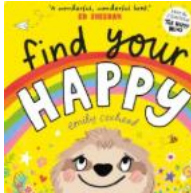
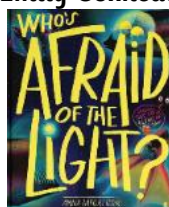
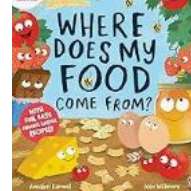


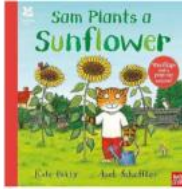
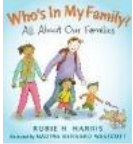
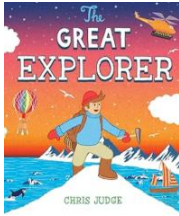
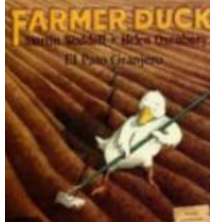
## Shotley Bridge Primary School - Writing Unit of Study

I'm going

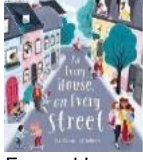
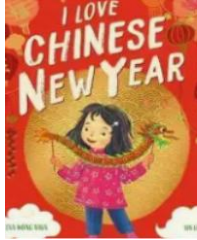
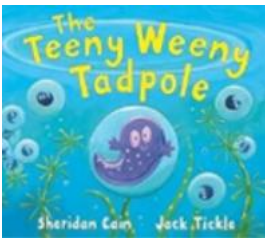
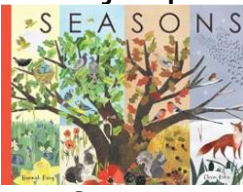
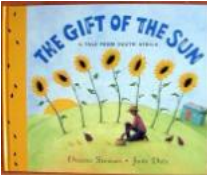
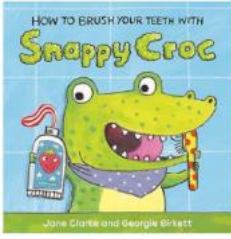
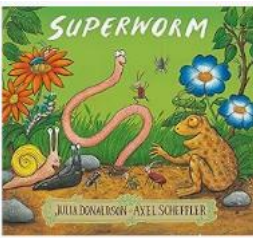
| Diversity | Traditional Tale | Poetry | Non-Fiction |
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| Reception | Guidance Areas | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                              |
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|           |                | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Term 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Term 1                                                                                                                                                                                                                                                                                                                                                                               | Term 2                                                                                                                                                                                                                                                                                                                                                                                                   | Term 1                                                                                                                                                                                                                                                                                                                      | Term 2                                                                                                                                                                                                                                                                                                                                                                       |
|           |                | <br>You're all my Favourites – Sam McBratney<br><br>This is Our House – Michael Rosen<br><br>Leaf Man<br><br>Kindness Makes us Stronger | <br>The Christmas Pine- Julia Donaldson<br><br>Little Glow- Katie Sahota<br><br>Hello Winter- Jo Lindley<br><br>That's Not My Hat – Jon Klassen | <br>Meet Claude Monet – Lucy M. Pimpinella<br><br>Jonty Gentoo- Julia Donaldson<br><br>Under and Over the snow- Kate Messner | <br>Policeman Pete and the Lost Hedgehog - Peter Baker<br><br>Find Your Happy- Emily Coxhead<br><br>Who's Afraid of the Light?- Anna McGregor | <br>Dear Earth by Isabel Otter<br><br>Farm Yard Hullabaloo!<br> | <br>Vincent Van Gogh<br><br>A First Book of Bugs- by Simon Mole<br><br>The Very Hungry Caterpillar- by Eric Carle |

**Shotley Bridge Primary School - Writing Unit of Study**

|  |                                            |                                                                                                                                            |  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                |
|--|--------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |                                            |                                                                                                                                            |  |  <p><b>Lights That Dance<br/>In The Night-Yuval<br/>Zommer</b></p>  <p><b>Lunar New Year-<br/>Natasha Yim</b></p> |  <p><b>Tad, A Big Story<br/>About a Brave<br/>Minibeast-Benji<br/>Davies</b></p>  <p><b>Hello Spring- Jo<br/>Lindley</b></p> | <p><b>Where Does My<br/>Food Grow by<br/>Annabel Karmel</b></p>  <p><b>Sam's<br/>Sunflower- Axel<br/>Scheffler National<br/>Trust planting<br/>books</b></p> |  <p><b>Swirl By Swirl by<br/>Joyce Sidman</b></p>  <p><b>Hello Summer by Jo<br/>Lindley</b></p>  <p><b>Let's Brush our Teeth</b></p> |
|  | <p><b>Core<br/>Texts –<br/>Cycle B</b></p> |  <p><b>Who's in my family –<br/>Robbie B Harris</b></p> |  |  <p><b>The<br/>GREAT<br/>EXPLORER</b></p> <p><b>CHRIS JUDGE</b></p>                                                                                                                               |  <p><b>RUBY'S<br/>WORRY</b></p> <p><b>TOM TEAGUE</b></p>                                                                                                                                                      |  <p><b>FARMER DUCK</b></p> <p><b>Martin Armstrong</b></p>                                                                                                  |  <p><b>Blue</b></p> <p><b>Sarah Christie</b></p>                                                                                                                                                                                                                                                          |

## Shotley Bridge Primary School - Writing Unit of Study

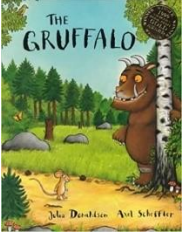
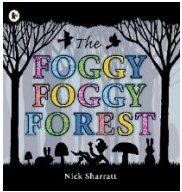
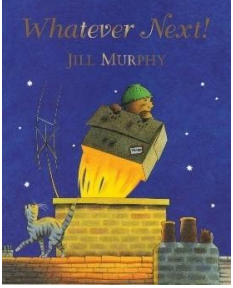
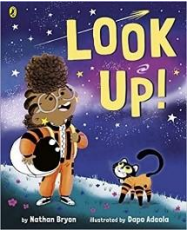
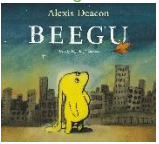
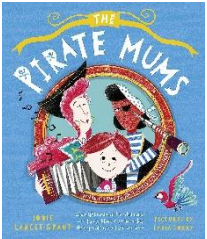
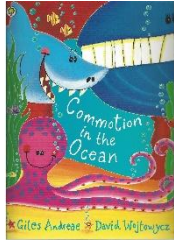
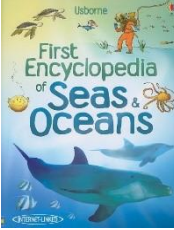
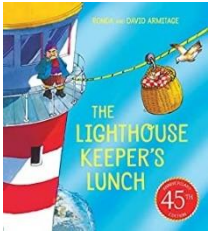
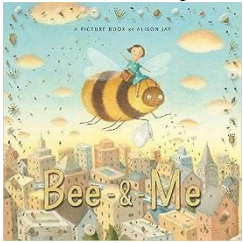
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|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               |  <p><b>In Every House on Every Street – Jess Hitchman</b></p>  <p><b>Going on a Leaf Hunt – Steve Metzger and Miki Sakamoto</b></p>  <p><b>The Smartest Giant in Town – Julia Donaldson</b></p> |                                                                        | <p><b>The Great Explorer – Chris Judge</b></p>  <p><b>Winter Sleep: A Hibernation Story</b></p>  <p><b>Tree: Seasons Come, Seasons Go</b></p>  <p><b>I Love Chinese New Year - Eva Wong Nava</b></p> | <p><b>Ruby's Worry- Tom Percival</b></p>  <p><b>The Teeny Weeny Tadpole</b></p>  <p><b>Seasons</b></p> | <p><b>Farmer Duck by Martin Waddell</b></p>  <p><b>Betsy Buglove Saves the Bees by Catherine Jacob</b></p>  <p><b>The Gift of the Sun</b></p> | <p><b>Blue- by Sarah Christou</b></p>  <p><b>Snappy Croc by Jane Clarke</b></p>  <p><b>Superworm by Julia Donaldson</b></p> |
| Skills Taught | <ul style="list-style-type: none"> <li>Orally complete a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>Write own first name</li> </ul> | <ul style="list-style-type: none"> <li>Bullet points for lists</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Leave spaces between words</li> </ul>                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Hold a short sentence</li> </ul>                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Write a sentence, leaving spaces between words</li> </ul>                                                                                                                                                                                                  |

## Shotley Bridge Primary School - Writing Unit of Study

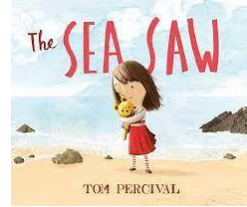
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|  |                        | <ul style="list-style-type: none"> <li>rhyming string</li> <li>Begin to write own first name</li> <li>Orally blend and segment CVC words</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>Write initial sounds</li> <li>Begin to segment and write CVC words</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Write CVC words</li> <li>Write words containing phase 3 sounds</li> </ul>      | <ul style="list-style-type: none"> <li>Spell some common exception words</li> <li>Write a short sentence</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>Instructional language and numbered instructions</li> <li>Write a short sentence, leaving spaces between words</li> </ul>            | <ul style="list-style-type: none"> <li>Use full stops at the end of sentences</li> <li>Begin sentences with capital letters</li> </ul>                                                                                                                                         |
|  | Phonics Coverage       | s a t p<br>i n m d<br>g o c k<br>c k e u r<br>h b f l                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | ff ll ss j<br>v w x y<br>z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk<br>Words with s /s/ added at the end (hats sits)<br>Words with s /z/ (his) and with s /z/ added at the end (bags) | ai ee igh oa<br>oo oo ar or ur ow oi ear<br>air er words with double letters: dd mm tt bb rr gg pp ff<br>longer words | Review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear<br>Review Phase 3: er air<br>Words with double letters<br>Longer words<br>Words with two or more digraphs<br>Words ending in -ing<br>Compound words<br>Words with s in the middle /z/ s<br>Words ending in -s<br>Words with -es at the end /z/                                                                                                                                                                                                                                                                                                                     | Short vowels CVCC<br>Short vowels CVCC<br>CCVC<br>Short vowels CCVCC<br>CCVC CCVC<br>Longer words compound words<br>Root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est | Long vowel sounds CVCC<br>CCVC<br>Long vowel sounds CCVC<br>CCVC CCVC<br>Phase 4 words ending -s /s/<br>Phase 4 words ending -s /z/<br>Phase 4 words ending -es<br>Longer words<br>Root words ending in: -ing, -ed /t/ -ed /id/ /ed/ -ed /d/<br>Root words ending in: -er -est |
|  | 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> |                                                                                                                                                                             |                                                                                                                                                                                                                                                                                |

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

## Shotley Bridge Primary School - Writing Unit of Study

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

## Shotley Bridge Primary School - Writing Unit of Study

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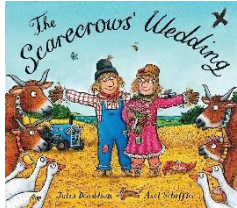
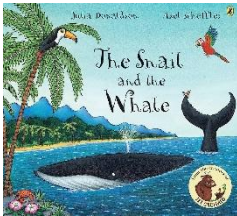
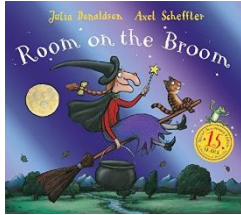
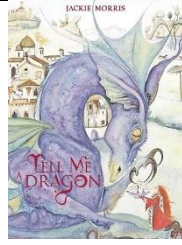
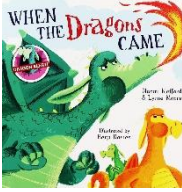
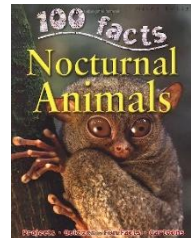
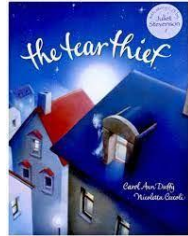
## Shotley Bridge Primary School - Writing Unit of Study

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|                        | <div>-Nouns<br/>-Rhyming words<br/>-Writing a repeated pattern book<br/>-Performing</div>                                                                                                                                                                                                                                                                                                                                                                                             | <div>-Writing an acrostic poem</div>                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                | <div>-Planning<br/>-Writing a persuasive poster</div>                                                                                                                                                                                                                                                                                                      |
| Phonics Coverage       | <div>review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear<br/>air er /z/ s –es words with two or more digraphs e.g. queen thicker<br/>Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels<br/>Phase 5:<br/>/ai/ ay play<br/>/ow/ ou cloud<br/>/oi/ oy toy<br/>/ee/ ea each<br/>Review longer words</div>                                                                                                                                                                     | <div>/ur/ ir bird<br/>/igh/ ie pie<br/>/oo/ /yoo/ ue blue rescue<br/>/yoo/ u unicorn<br/>/oa/ o go<br/>/igh/ i tiger<br/>/ai/ a paper<br/>/ee/ e he<br/>/ai/ a-e shake /igh/ i-e time<br/>/oa/ o-e home<br/>/oo/ /yoo/ u-e rude cute<br/>/ee/ e-e these<br/>/oo/ /yoo/ ew chew new<br/>/ee/ ie shield<br/>/or/ aw claw<br/>/igh/ ie i i-e<br/>/ai/ ay a a-e<br/>/oa/ oa o o-e<br/>/ee/ e ie e-e ea<br/>/oo/ /yoo/ ew u-e u ue</div> | <div>/ee/ y funny<br/>/e/ ea head<br/>/w/ wh wheel<br/>/oa/ oe ou toe shoulder<br/>/igh/ y fly<br/>/oa/ ow snow<br/>/j/ g giant<br/>/f/ ph phone<br/>/l/ le al apple metal<br/>/s/ c ice<br/>/v/ ve give<br/>/u/ o-e o ou some mother young<br/>/z/ se cheese<br/>/s/ se ce mouse fence<br/>/ee/ ey donkey<br/><b>Grow the code:</b><br/>/oo/ u ew ue u-e ui ou oo fruit soup<br/>/ee/ ea e e-e ie ey y ee<br/>/s/ c se ce ss<br/>/z/ se s zz<br/>/oa/ ow oe ou o-e o oa</div> | <div>/ur/ or word<br/>/oo/ u oul awful would<br/>/air/ are share<br/>/or/ au aur oor al author dinosaur floor walk<br/>/ch/ tch match<br/>/ch/ ture adventure<br/>/ar/ al half*<br/>/ar/ a father*<br/>/or/ a water Schwa in longer words: different<br/>/o/ a want<br/>/air/ ear ere bear there<br/>/ur/ ear learn<br/>/r/ wr wrist<br/>/s/ st sc whistle science<br/>Schwa at the end of words: actor<br/>/c/ ch school<br/>/sh/ ch chef /z/ /s/ ce se ze freeze</div> | <div>ay play a-e shake<br/>ea each e he<br/>ie pie<br/>i-e time<br/>o go o-e home<br/>ue blue rescue<br/>ew chew new<br/>u-e rude cute<br/>aw claw<br/>ea head<br/>ir bird<br/>ou cloud<br/>oy toy<br/>i tiger<br/>a paper<br/>ow snow<br/>u unicorn<br/>ph phone<br/>wh wheel<br/>ie shield<br/>g giant</div> | <div>/ai/ eigh aigh ey ea<br/>eight straight grey<br/>break<br/>/n/ kn gn knee gnaw<br/>/m/ mb thumb<br/>/ear/ ere eer here deer<br/>/zh/ su si treasure vision<br/>/j/ dge bridge<br/>/i/ y crystal<br/>/j/ ge large<br/>/sh/ ti ssi si ci potion<br/>mission mansion<br/>delicious<br/>/or/ augh our oar ore<br/>daughter pour oar more<br/>Review</div> |
| Spoken Language (Y1-6) | <div>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></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <div><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></div>                                    |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                            |

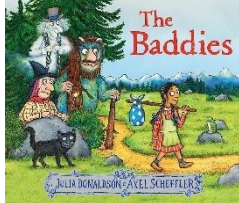
## Shotley Bridge Primary School - Writing Unit of Study

|  |  |                                                                                                                                                                                          |                                                                                                                                                                                                                                   |
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|  |  | <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 |
|-----------|------------------|--------|-------------|

| Year Two | Guidance Areas | Autumn                                                                                                                                                                                                                                                                |                                                                                                                                                                                                | Spring                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                             |
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|          |                | 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

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

## Shotley Bridge Primary School - Writing Unit of Study

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|  |                        | <p><b>2. Descriptive Writing</b></p> <ul style="list-style-type: none"> <li>-Features of descriptive writing</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Expanded noun phrases</li> <li>-Similes</li> <li>-Alliteration</li> <li>-Synonyms and antonyms</li> <li>-Planning</li> <li>-Writing a descriptive piece</li> </ul> <p><b>3. Recount</b></p> <ul style="list-style-type: none"> <li>-Features of a recount</li> <li>-Vocabulary</li> <li>-Reading focus</li> <li>-Subordination</li> <li>-Past and present tense</li> <li>-Five senses</li> <li>-Feelings and emotions</li> <li>-Planning</li> <li>-Writing a recount</li> </ul>  | <p>-Informal language</p> <ul style="list-style-type: none"> <li>-Planning</li> <li>-Writing a set of instructions</li> </ul> <p><b>3. Narrative</b></p> <ul style="list-style-type: none"> <li>-Features of a narrative</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Verbs and adverbs</li> <li>-Past and present tense</li> <li>-Proper nouns</li> <li>-Variety of sentence openers</li> <li>-Beginning, middle and ending</li> <li>-Planning</li> <li>-Writing a narrative</li> </ul> | <p>-Features of a newspaper report</p> <ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-Past tense</li> <li>-Apostrophes for possession</li> <li>-Speaking and listening</li> <li>-Conjunctions</li> <li>-Planning</li> <li>-Writing a newspaper report</li> </ul> | <ul style="list-style-type: none"> <li>-Vocabulary</li> <li>-Four different sentence types</li> <li>-Expanded noun phrases</li> <li>-Apostrophe for possession</li> <li>-Proper nouns</li> <li>-Planning</li> <li>-Writing a fact file</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>-Expanded noun phrases</li> <li>-Use of -ly to turn adjectives into adverbs</li> <li>-Apostrophes for contractions and possession</li> <li>-Persuasive features</li> <li>-Planning</li> <li>-Writing a persuasive poster</li> </ul> <p><b>2. Repeated Pattern Poetry</b></p> <ul style="list-style-type: none"> <li>-Speaking and listening</li> <li>-Reading focus</li> <li>-Tone and intonation</li> <li>-Features of repeated pattern poem</li> <li>-Vocabulary</li> <li>-Descriptive language</li> <li>-Alliteration</li> <li>-Planning</li> <li>-Writing a repeated pattern poem</li> </ul> | <ul style="list-style-type: none"> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Four different sentence types</li> <li>-Commas in a list</li> <li>-Conjunctions</li> <li>-Fact and opinion</li> <li>-Planning</li> <li>-Writing an information leaflet</li> </ul> |
|  | 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> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                        |

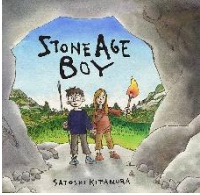
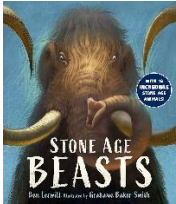
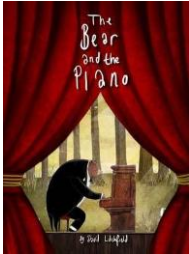
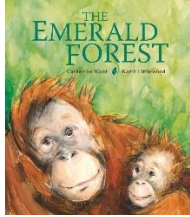
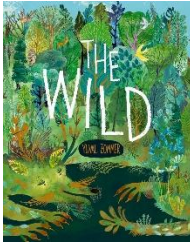
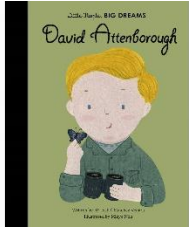
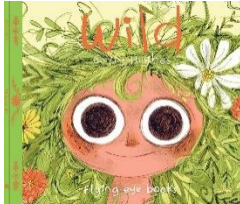
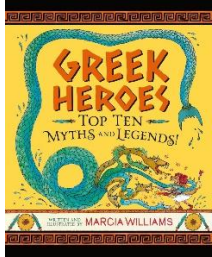
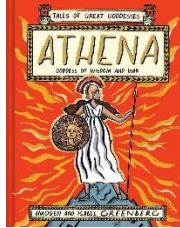
## Shotley Bridge Primary School - Writing Unit of Study

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

## Shotley Bridge Primary School - Writing Unit of Study

|  |  |                |  |                |  |                |  |
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|  |  | . Word classes |  | . Word classes |  | . Word classes |  |
|--|--|----------------|--|----------------|--|----------------|--|

|           |                  |        |             |
|-----------|------------------|--------|-------------|
| Diversity | Traditional Tale | Poetry | Non-Fiction |
|-----------|------------------|--------|-------------|

| Year Three | Guidance Areas | Autumn                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      | Spring                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                        | Summer                                                                                                                                                                                                                                                               |                                                                                                                            |
|------------|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
|            |                | Term 1                                                                                                                                                                                                                                                     | Term 2                                                                                                                                                                                                                                                               | Term 1                                                                                                                                                                                                                                               | Term 2                                                                                                                                                                                                                                                                                 | Term 1                                                                                                                                                                                                                                                               | Term 2                                                                                                                     |
|            | Core Texts     | <br>Stone Age Boy by Satoshi Kitamura<br><br><br>Stone Age Beasts by Graham Baker-Smith | <br>The Bear and the Piano by David Litchfield<br><br><br>The Polar Express by Chris Van Allsburg | <br>The Emerald Forest by Catherine Ward<br><br><br>The Wild by Yuvval Zommer | <br>Little People Big Dreams: David Attenborough by Maria Isabel Sanchez Vegara<br><br><br>Wild by Emily Hughes | <br>Greek Heroes by Marcia Williams<br><br><br>Athena: Story of a Goddess by Isabel Greenberg | <br>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

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|  | Text Types    | 1. Kennings<br><br>2. Diary Entry (Stone Age Boy)<br><br>3. Instructions (Stone Age Boy)<br><br>4. Non-Chronological Report (Stone Age Beast)                                                                                                                                                                                                                                                                                                                                          | 1. Dialogue (The Bear and the Piano)<br><br>2. Narrative (The Bear and the Piano)<br><br>3. Informal Letter/Setting Description (The Polar Express)<br><br>4. Persuasive advert (The Polar Express)                                                                                                                                                                                                                                                                                                                         | 1. Setting description (The Emerald Forest)<br><br>2. Non-Chronological report (The Wild)<br><br>3. Persuasive letter (The Wild)                                                                                                                                                                                                                                                                                                                                                                                                   | 1. Biography (David Attenborough)<br><br>2. Character description (Wild)<br><br>3. The Owl and the Pussy Cat by Edward Lear                                                                                                                                                                                                                                                                                                                                                           | 1. Newspaper Report (Greek Heroes)<br><br>2. Explanation (Greek Heroes)<br><br>3. Myth (Athena)                                                                                                                                                                                                                                                                                                                                                                                                 | 1. Character description (Ocean Meets Sky)<br><br>2. Setting Description (Ocean Meets Sky)<br><br>3. Narrative (Ocean Meets Sky)<br><br>4. Quatrains                                                                                                                                                                                                                                                                                                                                    |
|  | Skills Taught | <b>1. Kennings</b><br>-Features of a kenning<br>-Reading focus<br>-Vocabulary<br>-Syllables<br>-Planning<br>-Writing a kenning<br>-Editing and improving<br><br><b>2. Diary Entry</b><br>-Features of a diary entry<br>-Reading focus<br>-Vocabulary<br>-Simple sentence structure<br>-Contractions<br>-Capital Letters for proper nouns<br>-Planning<br>-Writing a diary entry<br>-Editing and improving<br><br><b>3. Instructions</b><br>-Features of instructions<br>-Reading focus | <b>1. Dialogue</b><br>-Features of a dialogue<br>-Reading focus<br>-Vocabulary<br>-Using inverted commas<br>-Reporting clause<br>-Adverbs and adverbials<br>-Planning<br>-Writing a dialogue<br>-Editing and improving<br><br><b>2. 3 part Narrative</b><br>-Features of a narrative<br>-Reading focus<br>-Vocabulary<br>-Expanded noun phrases<br>-Sentence openers<br>-Show not tell<br>-Describing characters<br>-Planning<br>-Writing a 3-part narrative<br>-Editing and improving<br><br><b>3. Setting Description</b> | <b>1. Setting Description</b><br>-Features of a setting description<br>-Reading focus<br>-Vocabulary<br>-Using commas in a list<br>-Prepositions<br>-Expanded noun phrases<br>-Writing a setting description<br>-Editing and improving<br><br><b>2. Non-Chronological Report</b><br>-Features of a non-chronological report<br>-Reading focus<br>-Vocabulary<br>-Accurate use of capital letters<br>-Recognising main and subordinate clauses<br>-Factual writing<br>-Writing a non-chronological report<br>-Editing and improving | <b>1. Biography</b><br>-Features of a biography<br>-Reading focus<br>-Vocabulary<br>-Subordinating conjunctions<br>-Accurate use of punctuation<br>-Sentence openers<br>-Planning<br>-Writing a biography<br>-Editing and improving<br><br><b>2. Character Description</b><br>-Features of a character description<br>-Reading focus<br>-Vocabulary<br>-Apostrophes for singular possession<br>-Pronouns to avoid repetition<br>-Adverbs<br>-Using synonyms and antonyms<br>-Planning | <b>1. Newspaper Report</b><br>-Features of a newspaper report<br>-Reading focus<br>-Vocabulary<br>-Tenses<br>-Direct speech<br>-Reported speech<br>-Headlines and orientation<br>-Planning<br>-Writing a newspaper report<br>-Editing and improving<br><br><b>2. Explanation Text</b><br>-Features of an explanation text<br>-Reading focus<br>-Vocabulary<br>-Using a range of conjunctions<br>-Word families based on common words<br>-Expanded noun phrases<br>-Impersonal tone<br>-Planning | <b>1. Character Description</b><br>-Features of a character description<br>-Reading focus<br>-Vocabulary<br>-Commas in a list<br>-Extending sentences using conjunctions<br>-Figurative language - Similes/metaphors<br>-Planning<br>-Writing a character description<br>-Editing and improving<br><br><b>2. Setting Description</b><br>-Features of a setting description<br>-Reading focus<br>-Vocabulary<br>-Prepositions<br>-Main and subordinate clauses<br>-Present perfect tense |

## Shotley Bridge Primary School - Writing Unit of Study

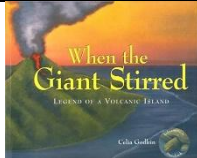
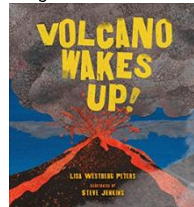
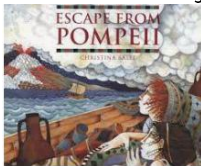
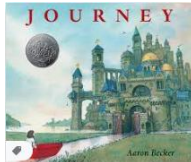
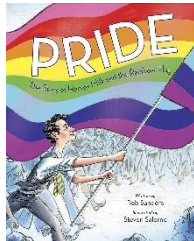
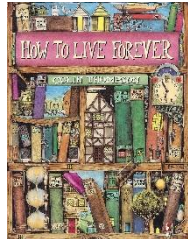
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|  |                        | -Vocabulary<br>-Sequencing<br>- Time Conjunctions<br>-Word Classes<br>-Planning<br>-Writing instructions<br>-Editing and improving<br><br><b>4. Non-Chronological Report</b><br>-Features of a non-chronological report<br>-Reading focus<br>-Vocabulary<br>-Using 'a' or 'an'<br>-Using a range of conjunctions<br>-Headings and sub-headings<br>-Formal language<br>-Planning<br>-Writing a non-chronological report<br>-Editing and improving                                            | -Features of a setting description<br>-Reading focus<br>-Vocabulary<br>-Prepositions<br>-Similes and metaphors<br>-Using the five senses<br>-Planning<br>-Writing a setting description<br>-Editing and improving<br><br><b>4. Persuasive Advert</b><br>-Features of a persuasive advert<br>-Reading focus<br>-Vocabulary<br>-Different sentence types: statement, command, question, exclamation<br>-Persuasive writing techniques – exaggeration, alliteration, repetition etc<br>-Planning<br>-Writing a persuasive advert<br>-Edition and improving | <b>3. Persuasive Letter</b><br>-Features of a persuasive letter<br>-Reading focus<br>-Vocabulary<br>-Statements, questions, exclamations<br>-Using a range of conjunctions<br>-Persuasive techniques<br>-Planning<br>-Writing a persuasive letter<br>-Editing and improving | -Writing a character description<br>-Editing and improving<br><br><b>3. The Owl and the Pussycat</b><br>-Features of a classic poem<br>-Reading focus<br>-Vocabulary<br>-Repeated phrases<br>-Rhyming<br>-Planning<br>-Writing a poem in the style of 'The Owl and the Pussycat'<br>-Editing and improving                                                                                                                              | -Writing an explanation text<br>-Editing and improving<br><br><b>3. Myth</b><br>-Features of myth<br>-Reading focus<br>-Vocabulary<br>-Accurate use of punctuation<br>-Dialogue<br>-Paragraphs<br>-Planning<br>-Writing a myth<br>-Editing and improving | -Planning<br>-Writing a setting description<br>-Editing and improving<br><br><b>3. Narrative</b><br>-Features of a narrative<br>-Reading focus<br>-Vocabulary<br>-Accurate use of punctuation<br>-Dialogue<br>-Adverbs<br>-Planning<br>-Writing a 5-part narrative<br>-Editing and improving<br><br><b>4. Quatrains</b><br>-Features of a quatrains<br>-Reading focus<br>-Vocabulary<br>-Rhyming<br>-Syllables<br>-Figurative language<br>-Planning<br>-Writing a quatrain<br>-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

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|  |                   | <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 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|  | 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> |

|           |                  |        |             |
|-----------|------------------|--------|-------------|
| Diversity | Traditional Tale | Poetry | Non-Fiction |
|-----------|------------------|--------|-------------|

## Shotley Bridge Primary School - Writing Unit of Study

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

## Shotley Bridge Primary School - Writing Unit of Study

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

## Shotley Bridge Primary School - Writing Unit of Study

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|  |                        | -ISPACE sentence openers<br>-Inverted commas for speech<br>-Adverbials within dialogue<br>-Planning<br>-Writing a 5-part narrative<br>-Editing and improving<br><br><b>4. Discussion Text</b><br>-Features of a discussion<br>-Reading focus<br>-Vocabulary<br>-A range of conjunctions<br>-Persuasive openers<br>-Persuasive techniques<br>-Technical vocabulary<br>-Writing a discussion text<br>-Editing and improving                                                                                                                                                                                                                  | -Reading focus<br>-Vocabulary<br>-Past, present progressive and perfect tenses<br>-Persuasive techniques<br>-Writing a persuasive speech<br>-Editing and improving<br>-Speaking and listening<br><br><b>4. Haiku Poetry</b><br>-Speaking and listening<br>-Features of a haiku<br>-Reading focus<br>-Vocabulary<br>-Syllables<br>-Vocabulary<br>-Writing a haiku<br>-Editing and improving | <b>3. Informal Letter</b><br>-Features of an informal letter<br>-Reading focus<br>-Vocabulary<br>-Fronted adverbials<br>-Present, past, future tense<br>-Verb inflections<br>-Descriptive phrases<br>-Planning<br>-Writing an informal letter<br>-Editing and improving | <b>3. Figurative Language Poetry</b><br>-Features of a figurative language poem<br>-Reading focus<br>-Vocabulary<br>-Expanded noun phrases<br>-Alliteration<br>-Similes<br>-Metaphors<br>-Personification<br>-Planning<br>-Writing a figurative language poem<br>-Performing                                                                                                                                                                                                                                                                                                                                             | -Reading focus<br>-Vocabulary<br>-Synonyms<br>-Similes<br>-Metaphors<br>-Planning<br>-Writing a simile/metaphor poem<br>-Editing and improving | -Features of a balanced argument<br>-Reading focus<br>-Vocabulary<br>-Main and subordinate clauses<br>-Causal and contrasting conjunctions<br>-Bias and unbiased language<br>-Planning<br>-Writing a balanced argument<br>-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,</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      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                |                                                                                                                                                                                                                                                  |
|  | SPaG                   | . Plural and Possession – s                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | . Standard English<br>. Inverted commas                                                                                                                                                                                                                                                                                                                                                    | . Plural and Possession – s.                                                                                                                                                                                                                                            | . Standard English<br>. Inverted commas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | . Plural and Possession – s.                                                                                                                   | . Standard English<br>. Inverted commas                                                                                                                                                                                                          |

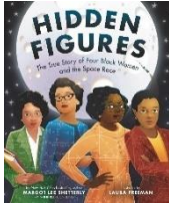
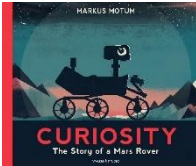
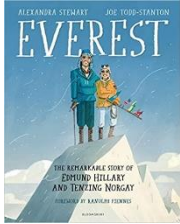
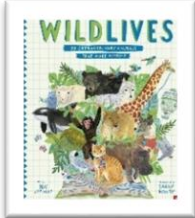
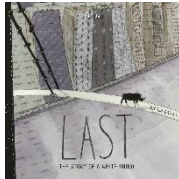
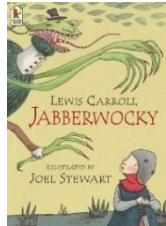
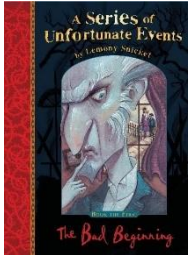
## Shotley Bridge Primary School - Writing Unit of Study

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|  | Coverage | <ul style="list-style-type: none"> <li>. <b>Possessive apostrophes</b></li> <li>. <b>Appropriate nouns and pronouns</b></li> <li>. <b>Paragraphs – summarise</b></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 – names and personal pronouns</b></li> <li>. <b>Word families – based on common word</b></li> </ul> | <ul style="list-style-type: none"> <li>. <b>Fronted adverbials</b></li> <li>. <b>Apostrophes – Singular and plural</b></li> <li>. <b>Conjunctions – co-ordinating and subordinating</b></li> <li>. <b>Prefixes</b></li> <li>. <b>Sentence types – statement, question, exclamation, command</b></li> <li>. <b>Prepositions</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Possessive apostrophes</b></li> <li>. <b>Appropriate nouns and pronouns</b></li> <li>. <b>Paragraphs – summarise</b></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 – names and personal pronouns</b></li> <li>. <b>Word families – based on common word</b></li> </ul> | <ul style="list-style-type: none"> <li>. <b>Fronted adverbials</b></li> <li>. <b>Apostrophes – Singular and plural</b></li> <li>. <b>Conjunctions – co-ordinating and subordinating</b></li> <li>. <b>Prefixes</b></li> <li>. <b>Sentence types – statement, question, exclamation, command</b></li> <li>. <b>Prepositions</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Possessive apostrophes</b></li> <li>. <b>Appropriate nouns and pronouns</b></li> <li>. <b>Paragraphs – summarise</b></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 – names and personal pronouns</b></li> <li>. <b>Word families – based on common word</b></li> </ul> | <ul style="list-style-type: none"> <li>. <b>Fronted adverbials</b></li> <li>. <b>Apostrophes – Singular and plural</b></li> <li>. <b>Conjunctions – co-ordinating and subordinating</b></li> <li>. <b>Prefixes</b></li> <li>. <b>Sentence types – statement, question, exclamation, command</b></li> <li>. <b>Prepositions</b></li> </ul> |
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|           |                  |        |             |
|-----------|------------------|--------|-------------|
| Diversity | Traditional Tale | Poetry | Non-Fiction |
|-----------|------------------|--------|-------------|

| 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

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|            | Core Texts                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                       |                                                                                                                 |                                                                                                                                                                                                                                                                |
|            | <br>Hidden Figures by Margot Lee Shetterly<br><br>Curiosity: The Story of the Mars Rover by Markus Motum | <br>Everest by Alexandra Stewart<br><br>Survivors by David Long | <br>Wild Lives by Ben Lerwill<br><br>Last: The Story of the Last Rhino by Nicola Davies<br><br>The Jabberwocky by Lewis Carroll | <br>Paradise Sands by Levi Pinfold | <br>The Arrival by Shaun Tan | <br>The Series of Unfortunate Events by Lemony Snicket<br><br>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)<br>2. Newspaper Report (Hidden Figures)                                                                                                                                                                                                      | 1. Non-Chronological Report (Everest)<br>2. Suspenseful Narrative (Everest/Survivors)                                                                                                                                             | 1. Non-Chronological Report (Wild Lives/The Last Rhino)                                                                                                                                                                                                                                                                                                                                   | 1. Persuasive Advert and Review (Paradise Sands)<br>2. Dialogue (Paradise Sands)                                      | 1. Setting Description (The Arrival)<br>2. Diary Entry (The Arrival)                                            | 1. Setting Description (A Series of Unfortunate Events)<br>2. Diary Entry (A Series of Unfortunate Events)                                                                                                                                                     |

## Shotley Bridge Primary School - Writing Unit of Study

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|               | <p>3. Setting Description (Curiosity)</p> <p>4. Persuasive Writing – Designing and pitching a new space exploration device to NASA (Curiosity)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>3. Explanation – Survival Guide (Survivors)</p> <p>4. Tanka Poetry</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>2. Balanced Argument – Should hunting be legal? (The Last Rhino)</p> <p>3. Nonsense Poetry (The Jabberwocky)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>3. 5-part Narrative (Paradise Sands)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>3. Non-Chronological Report (The Arrival)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>3. Persuasive Letter (A Series of Unfortunate Events)</p> <p>4. Classic Poetry (The Tyger)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Skills Taught | <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>-Fronted Adverbials</li> <li>-Relative pronouns and relative clauses</li> <li>-Organising paragraphs around a theme</li> <li>-Planning</li> <li>-Writing a biography</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>-Adverbials of time</li> <li>-Formal language</li> <li>-Planning</li> <li>-Writing a newspaper report</li> <li>-Editing and improving</li> </ul> <p><b>3. Setting Description:</b></p> | <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>-Technical language/glossary</li> <li>-Accurate use of commas</li> <li>-Headings, sub-headings and captions</li> <li>-Bullet points</li> <li>-Planning</li> <li>-Writing a non-chronological report</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>-Varying sentence type</li> <li>-Figurative language</li> <li>-Suspenseful techniques, including repetition, onomatopoeia and ellipsis</li> <li>-Planning</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>-Main and subordinate clauses</li> <li>-Semi-colons in a list</li> <li>-Formal language</li> <li>-Planning</li> <li>-Writing a non-chronological report</li> <li>-Editing and improving</li> </ul> <p><b>2. Balanced argument (Should hunting be legal?)</b></p> <ul style="list-style-type: none"> <li>-Features of a balanced argument</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Modal verbs</li> <li>-Conjunctions</li> <li>-Variety of sentence openers</li> <li>-Bias/unbias</li> <li>-Introductions</li> </ul> | <p><b>1. Persuasive Advert and Review</b></p> <ul style="list-style-type: none"> <li>-Features of an informal letter</li> <li>-Reading focus</li> <li>-Vocabulary</li> <li>-Indicating degrees of possibility</li> <li>-Writing formally/informally</li> <li>-Positive and negative imagery</li> <li>-Synonyms</li> <li>-Planning</li> <li>-Writing a persuasive advert</li> <li>-Writing a review</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>-Punctuating direct speech</li> <li>-Reported and direct speech</li> <li>-Adverbials to move dialogue forward</li> </ul> | <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>-Adverbials</li> <li>-Relative Clauses</li> <li>-Range of sentence types</li> <li>-Figurative Language</li> <li>-Planning</li> <li>-Writing a setting 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>-Parenthesis</li> <li>-Commas to avoid ambiguity</li> <li>-Modal Verbs</li> <li>-Cohesion</li> <li>-Planning</li> <li>-Writing a diary entry</li> </ul> | <p><b>1. Setting Description:</b></p> <ul style="list-style-type: none"> <li>-Features of setting description</li> <li>-Reading Focus</li> <li>-Vocabulary</li> <li>-Using bracket, dashes, and commas to demarcate relative clauses and parenthesis</li> <li>-Commas to clarify meaning.</li> <li>-Expanded Noun Phrases with prepositional phrases</li> <li>-Planning</li> <li>-Writing a setting</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>-Accurate use of apostrophes</li> <li>-Modal verbs</li> </ul> |

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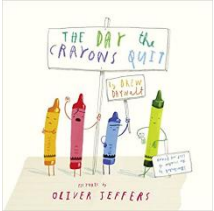
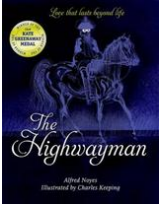
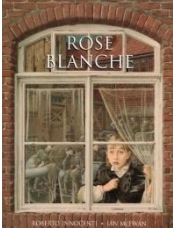
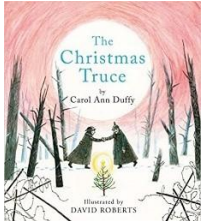
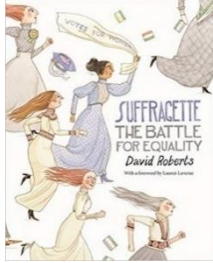
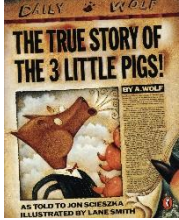
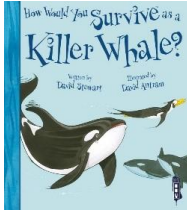
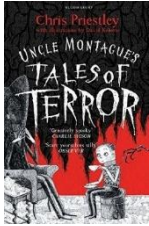
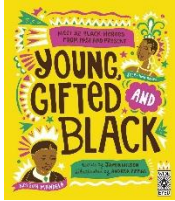
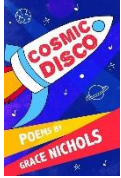
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|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | <p>-Features of a setting description</p> <p>-Vocabulary</p> <p>-Reading focus</p> <p>-Figurative Language</p> <p>-Expanded Noun</p> <p>Phrases including prepositions</p> <p>-Fronted Adverbials</p> <p>-Planning</p> <p>-Writing a setting description</p> <p>-Editing and improving</p> <p><b>4. Persuasive Writing</b></p> <p>-Features of persuasive writing</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Subject and verb agreement</p> <p>-Modal verbs</p> <p>-Persuasive techniques</p> <p>-Planning</p> <p>-Writing a persuasive pitch</p> <p>-Editing and improving</p> | <p>-Writing a suspenseful narrative</p> <p>-Editing and improving</p> <p><b>2. Explanation – Survival Guide:</b></p> <p>-Features of an explanation text</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Parenthesis</p> <p>-Cohesive Adverbials</p> <p>-Cohesive devices</p> <p>-Planning</p> <p>-Writing an explanation text</p> <p>-Editing and improving</p> <p><b>3. Tanka Poetry:</b></p> <p>-Features of a tanka poem</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Figurative Language (Similes, Metaphors, Personification, Hyperbole)</p> <p>-Planning</p> <p>-Writing a tanka poem</p> <p>-Editing and improving</p> | <p>-Conclusions</p> <p>-Planning</p> <p>-Writing a balanced argument</p> <p>-Editing and improving</p> <p><b>3. Nonsense Poetry</b></p> <p>-Features of a nonsense poem</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Portmanteau</p> <p>-Alliteration</p> <p>-Rhyming couplets</p> <p>-Planning</p> <p>-Writing a nonsense poem</p> <p>-Editing and improving</p> | <p>-Characterisation through dialogue</p> <p>-Planning</p> <p>-Writing a dialogue</p> <p>-Editing and improving</p> <p><b>3. 5-Part Narrative</b></p> <p>-Features of a 5-part narrative</p> <p>-Vocabulary</p> <p>-Reading focus</p> <p>-Integrated dialogue</p> <p>-Varying sentence openers</p> <p>-Foreshadowing</p> <p>-Creating mood and atmosphere</p> <p>-Planning</p> <p>-Writing a 5-part narrative</p> <p>-Editing and improving</p> | <p>-Editing and improving</p> <p><b>3. Non-Chronological Report:</b></p> <p>-Features of a non-chronological report</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Active and Passive Voice</p> <p>-Fronted Adverbials</p> <p>-Compound and complex sentences</p> <p>-Relative Clauses</p> <p>-Planning</p> <p>-Writing a non-chronological report</p> <p>-Editing and improving</p> | <p>-Writing using a range of sentence types</p> <p>-Expressing emotions</p> <p>-Informal tone</p> <p>-Planning</p> <p>-Writing a setting</p> <p>-Editing and improving</p> <p><b>3. Persuasive letter</b></p> <p>-Features of a persuasive letter</p> <p>-Reading focus</p> <p>-Vocabulary</p> <p>-Degrees of possibility</p> <p>-Conjunctions (causal and contrasting)</p> <p>-Formal sentence openers</p> <p>-Modal verbs</p> <p>-Planning</p> <p>-Writing a persuasive letter</p> <p>-Editing and improving</p> <p><b>4. Classic Poetry:</b></p> <p>-Features of poetry</p> <p>-Reading focus</p> <p>-Performing poetry</p> <p>-Figurative language</p> <p>-Repeated patterns</p> <p>-Planning</p> <p>-Writing a poem in the style of Tyger</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> </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> </ul>                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Shotley Bridge Primary School - Writing Unit of Study

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|  |                   | <ul style="list-style-type: none"> <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> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p>                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <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 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|  | 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> |

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|-----------|------------------|--------|-------------|
| Diversity | Traditional Tale | Poetry | Non-Fiction |
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## Shotley Bridge Primary School - Writing Unit of Study

|          | Guidance Areas | Autumn                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                              | Spring                                                                                                                                                                                                                                                                                             |                                                                                                                                                  | Summer                                                                                                                                           |                                                                                                                                                                                                                                                            |
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|          |                | Term 1                                                                                                                                                                                                                                                    | Term 2                                                                                                                                                                                                                                                                                                                                                                                       | Term 1                                                                                                                                                                                                                                                                                             | Term 2                                                                                                                                           | Term 1                                                                                                                                           | Term 2                                                                                                                                                                                                                                                     |
|          |                | <br>The Day the Crayons Quit by Drew Day Walt<br><br><br>The Highwayman by Alfred Noyes | <br>Rose Blanche by Christoff Gallaz<br><br><br>The Christmas Truce by Hilary Robinson<br><br><br>The Christmas Truce by Carol Ann Duffy | <br>Suffragette: The Battle for Equality by David Roberts<br><br><br>The True Story of the Three Little Pigs by Jon Scieszka | <br>How Would You Survive as a Killer Whale? By David Stewart | <br>Uncle Montagues Tales of Terror by Chris Priestley (Alma) | <br>Young, Gifted and Black by Jamia Wilson<br><br><br>Cosmic Disco by Grace Nichols |
| Year Six | Core Texts     |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                                                                                                                                            |
|          | 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)                                                                                                                                                                                                                                                                                                                                                         | 1. Biography (Suffragette: The Battle for Equality)                                                                                                                                                                                                                                                | 1. Non-Chronological Report (How would you                                                                                                       | SATs Revision<br>1. Suspenseful Narrative (Tales of Terror)                                                                                      | 1. Non-Chronological Report (Young, Gifted and Black)                                                                                                                                                                                                      |

## Shotley Bridge Primary School - Writing Unit of Study

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|  |               | 2. Dialogue (The Highwayman)<br><br>3. Narrative (The Highwayman)<br><br>4. Narrative Poetry (The Highwayman)                                                                                                                                                                                                                                                                                                                                                                                                                              | 2. Suspenseful Narrative (Rose Blanche)<br><br>3. Diary Entry (Rose Blanche)<br><br>4. Newspaper Report (The Christmas Truce)                                                                                                                                                                                                                                                                                                                                                                           | 2. Persuasive Speech (Suffragette: The Battle for Equality)<br><br>3. 5-Part Narrative/Twisted Tale (The True Story of the Three Little Pigs)                                                                                                                                                                                                                                                                                                                                                        | Survive as a Killer Whale?<br><br>2. First Person Narrative (How would you Survive as a Killer Whale?)<br><br>3. Biased Argument (How would you Survive as a Killer Whale?)                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2. Poetry (Cosmic Disco)                                                                                                                                                                                                                                                                                                                                                                      |
|  | Skills Taught | <b>1. Blog Posts:</b><br>-Commas for a list<br>-Compound and complex sentences<br>-A range of punctuation taught in previous year groups<br>-Writing a blog post<br>-Writing a postcard<br>-Editing and improving<br><br><b>2. Dialogue</b><br>Features of a dialogue<br>-Reading focus<br>-Vocabulary<br>-Accurate use of apostrophes<br>-Using inverted commas accurately<br>-Adverbials within dialogue<br>-Characterisation through dialogue<br>-Planning<br>-Writing a dialogue<br>-Editing and improving<br><br><b>3. Narrative:</b> | <b>1. Setting Description (based on page 1 of book):</b><br>-Features of a setting description<br>-Reading focus<br>-Vocabulary<br>-Expanded noun phrases including prepositions<br>-Hyphens<br>-Figurative language<br>-Planning<br>-Writing a setting description<br>-Editing and improving<br><br><b>2. Suspenseful Narrative:</b><br>-Features of a suspenseful narrative<br>-Reading focus<br>-Vocabulary<br>-Relative Clauses<br>-Variety of sentence openers<br>-Dialogue to move action forward | <b>1. Biography:</b><br>-Features of a biography<br>-Reading focus<br>-Vocabulary<br>-Active and passive voice<br>-Cohesive devices<br>-Formal tone/impersonal voice<br>-Planning<br>-Writing a biography<br>-Editing and improving<br><br><b>2. Persuasive Speech:</b><br>-Features of a persuasive speech<br>-Reading focus<br>-Vocabulary<br>-Verb tenses<br>-Subjunctive Mood<br>-Persuasive writing techniques<br>-Planning<br>-Writing a persuasive speech biography<br>-Editing and improving | <b>1. Non-Chronological Report:</b><br>-Features of a non-chronological report<br>-Reading focus<br>-Vocabulary<br>-Parenthesis<br>-Range of appropriate punctuation including bullet points<br>-Planning<br>-Writing a non-chronological report<br>-Editing and improving<br><br><b>2. First Person Narrative</b><br>Features of a narrative<br>-Reading focus<br>-Vocabulary<br>-Using a range of sentence types/punctuation<br>-Emotive language<br>-Planning<br>-Writing a first person narrative | <b>1. Suspenseful Narrative:</b><br>-Features of a suspenseful narrative<br>-Vocabulary<br>-Pathetic fallacy<br>-Micro-expressions<br>-Planning<br>-Writing a suspenseful narrative<br>-Editing and improving<br><br><b>2. Dialogue</b><br>Features of a dialogue<br>-Vocabulary<br>-Characterisation through speech<br>-Using dialogue to move the action forward<br>-Planning<br>-Writing a dialogue<br>-Editing and improving | <b>1. Non-Chronological Report:</b><br>-Features of an explanation text<br>-Vocabulary<br>-Parenthesis<br>-Cohesive Adverbials<br>-Organising paragraphs around a theme<br>-Planning<br>-Writing an explanation text<br>-Editing and improving<br><br><b>2. Poetry:</b><br>-Exploring a range of poetry<br>-Poetic Devices<br>-Figurative Language<br>-Planning<br>-Writing a range of poetry |

## Shotley Bridge Primary School - Writing Unit of Study

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|  |  | <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

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|  |                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | -Writing a newspaper report<br>-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      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                   |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                   |                                                                                                                                                                                                                   |
|  | SPaG Coverage          | . Passive voice<br>. Formality<br>. Colons, semi-colons and dashes to mark clauses<br>. Colons and semi-colons in lists<br>. Hyphens to avoid ambiguity<br><br>. Wide range of coverage from previous year groups                                                                                                                                                                                                                                                                                                                                                                                                                             | . Passive voice<br>. Formality<br>. Colons, semi-colons and dashes to mark clauses<br>. Colons and semi-colons in lists<br>. Hyphens to avoid ambiguity<br><br>. Wide range of coverage from previous year groups | . Passive voice<br>. Formality<br>. Colons, semi-colons and dashes to mark clauses<br>. Colons and semi-colons in lists<br>. Hyphens to avoid ambiguity<br><br>. Wide range of coverage from previous year groups | . Passive voice<br>. Formality<br>. Colons, semi-colons and dashes to mark clauses<br>. Colons and semi-colons in lists<br>. Hyphens to avoid ambiguity<br><br>. Wide range of coverage from previous year groups                                                                                                                                                                                                                                                                                                                                                                                                                    | . Passive voice<br>. Formality<br>. Colons, semi-colons and dashes to mark clauses<br>. Colons and semi-colons in lists<br>. Hyphens to avoid ambiguity<br><br>. Wide range of coverage from previous year groups | . Passive voice<br>. Formality<br>. Colons, semi-colons and dashes to mark clauses<br>. Colons and semi-colons in lists<br>. Hyphens to avoid ambiguity<br><br>. Wide range of coverage from previous year groups |