



# Yorke Mead Primary School

## Writing Curriculum



### Year 3 AUTUMN Key Themes : Ourselves and The Romans

Objectives in bold are the ones that should be revisited in different units, every term.

The Green Ship (POR)- **Narrative**  
Poetry Free Verse-reciting and performing  
**Recount**

Escape from Pompeii - **Non-chronological report**

**Year 3 Grammar vocabulary:**  
Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.

#### **Prior Learning: (Taken from Year 2 TAF)**

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

Use present and past tense mostly correctly and consistently

Use co-ordination (e.g. *or / and*) and some subordination (e.g. *when/ if/ that/ because*) to join clauses

Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others

Spell many common exception words

Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters

Use spacing between words that reflect the size of the letters

#### **Handwriting:**

Beginning to use the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined

Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

**All children should have earned their Bronze handwriting certificate by the end of Year 3. Once they have earned Bronze they can use a pen for their neatest copies of work, which are produced half-terminally in English.**



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Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Words with the long /ei/ sound spelt with <i>ei</i>	<b>Extend the range of sentences with more than one clause by using a wider range of conjunctions</b>	<b>Plan writing by:</b> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas
Words with the long /ei/ sound spelt with <i>ey</i>	<b>Expressing time, place and cause using:</b> <b>Conjunctions</b> e.g. <i>when, before, after, while, so, because</i> <b>Adverbs</b> e.g. <i>then, soon, therefore</i> <b>Prepositions</b> e.g. <i>before, after, during, in, because of</i>	<b>Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</b>
Words with the long /ei/ sound spelt with <i>ai</i>	<b>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>	<b>Writes in a range of genres/forms, taking account of different audiences and purposes</b>
	<b>Uses first or third person consistently</b>	<b>Imitates authorial techniques gathered from reading</b>
	<b>Indicating possession by using the possessive apostrophe</b>	<b>Selects and uses formal and informal styles and vocabulary appropriate to the purpose / reader</b>
Words with /ai/ sound spelt with <i>ear</i>	<b>Introduction to inverted commas to punctuate direct speech</b>	<b>In narratives, creating settings, character and plot</b>
	Begin to understand how to start a new line for dialogue for a new speaker	<b>Plans and writes stories based on own experience using the structure (opening, dilemma/conflict/ problem, resolution, ending), ending texts effectively.</b>
Homophones & near homophones	<b>Use single clause sentences and multi-clause sentences (using coordinating conjunctions) mostly accurately and some multi-clause sentences.</b>	<b>Uses some detail in the description of setting or character's feelings or motives- ensures relevant details are included</b>
	<b>Using fronted adverbials- using commas after fronted adverbials</b>	<b>Includes a structured sequence of events linked using a wider range of conjunctions and adverbs e.g. <i>after a while, early one morning</i></b>
Creating adverbs using the suffix -ly	<b>Proof reads for spelling and punctuation errors- including the accurate use of pronouns</b>	<b>Begins to use paragraphs to group related materials / organise paragraphs around a theme</b>



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(no change to root word)	<b>Proposes changes and edits own and others' writing for vocabulary, punctuation, spelling and grammar, showing awareness of the reader</b>	<b>Reads aloud own writing, using appropriate intonation and controlling the tone and volume so that the meaning is clear</b>
Creating adverbs using the suffix -ly (root word ends in 'y' with more than one syllable)	Use of the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box	Use the features of poetic form studies
Creating adverbs using the suffix -ly (root word ends in 'le')	<b>NON-CHRONOLOGICAL REPORT</b> <b>Expressing time, place and cause using conjunctions e.g. <i>Some birds migrate to warmer countries <u>before</u> winter sets in.</i></b> <b>Expressing time, place and cause using adverbs e.g. <i>Some birds migrate <u>every winter</u>. <u>Then</u> they fly back to the UK <u>in spring</u>.</i></b> <b>Expressing time, place and cause using prepositions e.g. <i>Ants do not have lungs. They have tiny air holes <u>all over their body</u>.</i></b> <b><i>Ants build their mounds <u>in sand or soil</u>.</i></b>	<b>NON-CHRONOLOGICAL REPORT</b> Read and analyse a number of report texts and discuss their function, form and typical language features e.g: Introduction indicating an overall classification of what is being described Use of short statement at the start of each paragraph to introduce each new topic Use of impersonal language ( <i>People often see...instead of You often see</i> ) Use of specific language (sometimes technical) to describe and differentiate and use of precise rather than literary language. Include exploration of use of similes (using <i>as</i> and <i>like</i> ) and consider how these are used to specify rather than for literary effect e.g. <i>Bees have tubes instead of mouths. The tube is like a straw.</i> (Similes for precision are fine in reports.) <i>A polar bear's nose is as black as a piece of coal.</i> (Similes for literary effect are not quite right in a non-chronological report.)
Creating adverbs using the suffix -ly (root word ends in 'ic' or 'al')	<b>Introduction to paragraphs as a way to group related material</b> <b>Headings and sub-headings to aid presentation</b>	Explore and begin to incorporate into their own writing, the language of comparison and contrast e.g. <i>They hibernate just like other bears./ All bees sting apart from the...</i> Revisit the use of -er and -est when formulating adjectives Learn how to take notes from reading / visual texts and turn notes into sentences, grouping information, often moving from general to more specific detail
Creating adverbs using the suffix -ly (exceptions to the rules)		Note how writing often moves from general to more specific detail



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		<p>Write non-chronological reports, independently, including the use of organisational devices to aid conciseness such as headings based on notes from several sources</p>	
	<p><b>RECOUNT</b>  <b>Expressing time, place and cause using:</b>  <b>conjunctions e.g.</b> <i>The children ate their lunch when they got to the beach.</i>  <b>adverbs e.g.</b> <i>They visited the gift shop next.</i>  <b>prepositions e.g.</b> <i>The children saw lots of butterflies during the visit. They had a demonstration of weaving in the hall.</i></p> <p><b>Introduction to paragraphs as a way to group related material and introduce or round off a recount e.g.</b> explore the content of introductory paragraphs, identifying answers to the questions: What? Who? When? Where? Include this information concisely in own recounts e.g. <i>Last week, class 3c travelled to Butterfly Village to find out more about these fascinating creatures.</i></p> <p>Write finishing lines for a final paragraph that indicate the conclusion of the recount, and include a simple summary e.g. <i>The day ended with a talk by a butterfly expert. The whole class enjoyed a great day.</i></p>	<p><b>RECOUNT</b>  Watch or listen to third person recounts such as news or sports reports on television, radio or podcasts and identify the sequence of main events  Note the inclusion of relevant, but non-essential detail, to interest and engage the reader</p> <p>Continue to build banks of words supporting chronology, noting those that indicate specific timings e.g. <i>at 3pm, after two hours</i></p> <p>Build banks of descriptive verbs to add detail and description; use well-chosen verbs in own recounts</p> <p>Read examples of third person recounts such as letters, newspaper reports and diaries</p> <p>Write impersonal newspaper-style reports, e.g. about school events or an incident from a story including relevant, additional detail to add interest</p>	



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Year 3 SPRING Key Theme : The Stone Age to Iron Age and Marvellous Machines		
The Stone Age -Ug: Boy genius (POR) <b>Narrative</b> Dialogue and Playscripts <b>Instructions</b>		Marvellous machines- The Iron Man (POR) <b>Discussion</b> <b>Narrative-</b> adventure and mystery Poetry- Haiku, Tanka and kennings- read and write (multi-cultural links)
Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Words with short /i/ sound spelt with 'y'	Use of the present perfect form of verbs instead of the simple past e.g. <i>He has gone out to play contrasted with He went out to play.</i>	Uses dialogue to reveal detail about character / move the narrative forward
	Beginning to choose appropriate pronoun for clarity, cohesion and to avoid repetition e.g. <i>I played with my dog and he loved it.</i>	<b>Turns notes into sentences grouping information, often moving from general to more specific</b>
Suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable	Expanded noun phrases for description and specification e.g. <i>The blue butterfly, plain flour, the man in the moon</i>	<b>Includes the use of organisational devices to aid conciseness such as numbered lists or headings, based on notes from several sources</b>
	Begins using apostrophes to mark plural possession e.g. <i>the girl's name, the girls' names</i>	
Suffixes beginning with a vowel (er/ed/en/ing)	<b>INSTRUCTIONS</b> <b>Expressing time, place and cause using: conjunctions, adverbs, prepositions</b>	<b>INSTRUCTIONS</b> Read and follow increasingly complex instruction Read and compare examples of instructional text, evaluating their effectiveness
	<b>Introduction to paragraphs as a way to group related material</b>  <b>Headings and sub-headings to aid presentation</b>	Research a particular area (e.g. <i>playground games</i> ) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness



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to words with more than one syllable		Analyze more complicated instructions and identify organisational devices which make them easier to follow e.g. <i>lists, numbered bullet points, diagrams with arrows, keys</i>  Independently write clear written instructions using simple devices to aid the reader
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<p>Creating negative meanings: prefix <i>mis-</i></p> <p>Creating negative meanings: prefix <i>dis-</i></p> <p>Words with a /k/ sound spelt with 'ch'</p> <p>Homophones and Near Homophones</p> <p>Adding prefix <i>bi-</i> and <i>re-</i></p> <p>Words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'</p> <p>Words with a /sh/ sound spelt with 'ch'</p>	<p><b>DISCUSSION</b></p> <p><b>Expressing time, place and cause</b></p> <p><b>Using conjunctions</b> e.g. <i>We should have a swimming pool so we can learn to swim.</i></p> <p><b>adverbs</b> e.g. <i>Then we could swim every day.</i></p> <p><b>prepositions.</b> e.g. <i>We could swim in the pool during the summer</i></p> <p><b>Introduction to paragraphs as a way to group related material.</b></p> <p>For example: write an introduction to show why you are debating the issue e.g. <i>There is always a lot of disagreement about x and people's views vary a lot.</i></p> <p>Group arguments for, and arguments against, in separate paragraphs</p> <p><b>Headings and sub-headings to aid presentation</b> e.g. use headings to present arguments for and arguments against</p>	<p><b>DISCUSSION</b></p> <p>Through reading, role-play and drama explore how different views might be expressed/explained/justified (e.g. <i>the different view of characters in a particular book, or the different view of people writing to a newspaper</i>). In the process, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Write a traditional tale (or a scene from any narrative) from two key characters' perspectives, showing a contrast in viewpoint</p> <p>Write a summary statement/series of sentences expressing their own opinion on the characters viewpoints (e.g. who was right/wrong) and present reasons for their opinion</p>
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Year 3 SUMMER - Key Theme : Mountains and volcanoes and France		
Mountains- Pebble in my pocket (POR) <b>Explanation</b> Sun is laughing Poet study		Gregory Cool (POR) Story <b>Narrative</b> France <b>Persuasion</b> travel brochures and letter writing
Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Words ending in - <i>ary</i>	Shows some developing evidence of commas to mark grammatical boundaries within sentences	Write an opening paragraph and further paragraphs for each stage of the story ensuring that sequence is clear and making decisions about how the plot will develop
Words with a short /u/ sound spelt with 'o'	Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and to add information within a sentence	Uses some detail in the description of setting or character's feelings or motives
	The grammatical difference between the plural and possessive- s	Attempts to adopt a viewpoint- in fiction and nonfiction
	Use of prepositions in phrases e.g. <i>He ate before lunchtime.</i>	
Words with a short /u/ sound spelt with 'ou'	Extending range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although e.g. <i>He ate his lunch before he left home.</i>	





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<p>Word families based on common words, showing how words are related in form and meaning.</p>	<p><b>PERSUASSION</b>  <b>Introduction to paragraphs as a way to group related material</b>  <i>e.g. Generate several reasons for a point of view</i></p>	<p><b>PERSUASSION</b>  Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally</p> <p>Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used</p> <p>Present a persuasive point of view e.g. in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader</p>
<p>Words ending in the suffix <i>-al</i></p> <p>Words ending with an <i>/zher/</i> sound spelt with 'sure'</p> <p>Words ending with a <i>/cher/</i> sound spelt with 'ture'</p> <p>Silent Letters Revision</p>	<p><b>EXPLANATION</b>  <b>Expressing time, place and cause using: conjunctions</b> e.g. <i>Hedgehogs need to hibernate when the temperature begins to drop. The hedgehog looks for a safe place to sleep so that he will survive the winter.</i></p> <p><b>Using adverbs</b> e.g. use adverbs to express sequence, for example, <i>first, then, after that, finally</i></p> <p><b>Using prepositions</b> e.g. <i>Hedgehogs make their nests under hedges and at the base of tree trunks. Hedgehogs build up their stores of fat during autumn.</i></p> <p><b>Introduction to paragraphs as a way to group related material</b></p> <p>Headings and sub-headings to aid presentation</p>	<p><b>EXPLANATION</b>  Read explanations as a whole class, in groups and individually</p> <p>Comment on a range of explanatory texts, focusing on how easy they are to understand (e.g. by trying to reproduce that information in a different form, such as a diagram, or flow chart)</p> <p>Create diagrams such as flow charts to summarise or make notes of stages in a process (e.g. in science, D&amp;T or geography)</p> <p>Ensure relevant items are grouped together</p> <p>In formal presentations, explain processes orally using notes</p> <p>Write a series of extended sentences to explain a process</p> <p>Ensure relevant details are included and accounts ended effectively</p>



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### Year 4 AUTUMN- Key Theme: Habitats and Victorians

Objectives in bold are the ones that should be revisited in different units, every term.

Narrative – The Secret of Black Rock - adventure

**Discussion – Screen Time**

Poetry – Grammar Joseph Seigal

A Christmas Carol – historical setting - narrative

Biography- **Recount**

Poetry appreciation – Edward Lear Riddles

**Year 4 Grammar vocabulary:**

Determiner, pronoun, possessive pronoun, adverbial

#### **Prior Learning (Taken from Year 3 TAF)**

Write for a range of real purposes and audiences, beginning to develop an awareness of appropriate language and form (e.g. letter, report writing)

Create settings, characters and plot in narrative

Use speech punctuation correctly when following modelled writing

Use some conjunctions (e.g. *and, because, when, even though*), adverbs (e.g. *often, quickly, very*), and prepositions (e.g. *next to, underneath, with*), for cohesion and to add detail

Use past and present tense mostly correctly (e.g. *ran, wander*) and begin to use other verb forms (e.g. *will go, have eaten*)

Use the range of punctuation taught up to and including Yr3 mostly correctly (e.g. apostrophes for possession, commas in lists)

Spell correctly words from learning in previous year groups, and some words from the year 3/ year 4 spelling list using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible

Spell most common exception words

Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)

Join letters with diagonal and horizontal strokes where appropriate

#### **Handwriting:**

Securing the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

Increases the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

**All children should have earned their Silver handwriting certificate by the end of Year 4. Once they have earned Silver, they are able to use pen in their English book.**



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Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Words with /aw/ spelt with <i>ough</i> and <i>au</i>	<b>Uses single clause sentences and multi-clause sentences, using co-ordinating conjunctions broadly accurately</b>	Imitates authorial techniques gathered from the reading of age-appropriate texts.
	Understand the grammatical difference between the plural and possessive- s	<b>Writes in a range of genres/ forms taking account of different audiences and purposes</b>
Adding the prefix <i>in</i>	<b>Use standard English forms for verb inflections instead of local spoken forms e.g. <i>we were instead of we was, or I did instead of I done</i></b>	<b>Evaluate the effectiveness of own and other's writing and suggest improvements</b>
Adding the prefix <i>im</i>	<b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. <i>the teacher expanded to the strict maths teacher with curly hair</i></b>	<b>Include descriptive detail and make writing more vivid by using specific nouns and adjectives</b>
Adding the prefix <i>il</i>	<b>Use a range of adverbs and adverbial phrases to begin sentences - fronted adverbials- and includes a comma afterwards to separate from the rest of the sentence e.g. <i>Later that day, I heard the bad news</i></b>	<b>Sequences events clearly and shows how one event leads to another using appropriate conjunctions and adverbials</b>
Adding the prefix <i>ir</i>	<b>Use of paragraphs to organise ideas around a theme</b>	<b>Develops mood and atmosphere using a range of vocabulary, including dialogue between characters.</b>
Homophones and near homophones	<b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. <i>Elephants are herbivores. They live in herds.</i></b>	<b>Includes character descriptions designed to provoke a particular feeling in the reader e.g. sympathy or dislike</b>
Words with /shun/ endings spelt with <i>sion</i> (if root word ends in <i>se, de</i> or <i>d</i> )	Start a new line for dialogue for a new speaker when writing direct speech	<b>Organises or categorises information based on notes from several sources</b>
	<b>Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas e.g. <i>The conductor shouted, "Sit down!"</i></b>	<b>Groups information, often moving from general to more specific detail and examples of elaborations</b>
	Apostrophes to mark plural possession e.g. <i>the girl's name, the girls' names</i>	<b>Uses techniques to get the reader on side i.e. addresses them to engage or influence</b>
	Use of commas after fronted adverbials e.g. <i>Every Friday, they went to the park.</i>	
	Headings and subheadings to aid presentation	
	<b>Proof reads for spelling and punctuation errors</b>	



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<p>Words with a /shuhn/ sound, spelt with <i>ssion</i> (if root word ends in <i>ss</i>, or <i>mit</i>)</p>	<p><b>DISCUSSION</b>  <b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. <i>'most people with a reasonable knowledge of the subject...'</i>, <i>'all dogs with a history of violence...'</i>, <i>'some children in the class...'</i></p> <p><b>Fronted adverbials and use of commas after fronted adverbials</b> e.g. use connecting adverbs/adverbials to present further justification of a point of view e.g. <i>Furthermore, In addition, Also, In my opinion,</i></p> <p><b>Use of paragraphs to organise ideas around a theme</b> e.g. consider different sides of an argument, presenting them in separate paragraphs, and decide on a course of action/personal stance, summarising reasons in a final paragraph</p> <p><b>Appropriate choice of pronoun or noun</b> (including synonyms) within and across sentences to aid cohesion and avoid repetition e.g. <i>Many dog-owners argue that...they go on to state that...these animal lovers also make the point that...</i></p>	<p><b>DISCUSSION</b>          In exploring persuasive texts, and those presenting a particular argument (see Progression in Persuasion), begin to recognise which present a single (biased) viewpoint and which try to be more objective and balanced</p> <p>Through questioning and debate, continue to explore the expression of different views through discussion, role play and drama</p> <p>Give well-structured, and extended, justification for feelings and opinions</p> <p>Following discussion of a subject, plan, compose and edit a written discussion</p>
<p>Words with a /shuhn/ sound, spelt with <i>tion</i> (if root word ends in <i>te</i> or <i>t</i> / or has no definite root)</p>	<p><b>RECOUNT</b>          Explore general phrase/clause order in greater detail, for example: using fronted adverbials with commas or moving a subordinating clause to the beginning of a sentence e.g. <i>Last week, a volcano erupted in Italy. Because the lava flow is still so violent, rescue teams are unable to reach the area.</i></p> <p>Appropriate choice of pronoun or noun and synonyms within and across sentences to aid cohesion and avoid repetition e.g. <i>Vesuvius is... This unpredictable volcano is... It generally erupts...</i></p>	<p><b>RECOUNT</b>          Read examples of third person recounts such as letters, newspaper reports and diaries that recount the same event in a variety of ways, such as in the form of a story, a letter, a news report</p> <p>Compare and evaluate texts that recount the same event: identify those that are more effective at engaging the reader; those that convey a specific viewpoint and those that present recounts from different perspectives</p>



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	<p>Use of paragraphs to organise ideas around a theme. For example, investigate how the information needed in the introductory sentence to orientate the reader (Who? What? Where? When? Etc.) can be re-ordered to best hook the reader's interest e.g. <i>Yesterday morning, the Prime Minister announced that this country was at war with Germany.</i></p> <p>Develop the final paragraph as a way of summarising the event in greater detail. For example, not simply stating the final event in the timeline, but providing an insight into the impact of the event on participants, or offering an insight into the future e.g. <i>Without a doubt, this war will affect the lives of so many people for many years to come.</i> Explore how direct speech is used in recount to engage the reader, and explore where the speech is used within the text. For example, as the opening line (to draw the reader in immediately) or in the conclusion to support summarising e.g. <i>One tearful resident told us, "I have lost everything in the bombing."</i></p> <p>Explore and manage the shift between past and present tense in recounts, for example: present tense to describe on-going events/topics/things, compared with past tense to recount the actual event e.g. <i>Last week, London suffered ten severe bombing raids. Four thousand residents are now homeless and without basic supplies.</i></p>	<p>Write reports that seek to address the reader directly e.g. <i>Have you ever witnessed a volcanic eruption?</i></p>
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<b>Year 4 SPRING Key Theme : Sound and Cities of Europe</b>		
Narrative - Leon and the Place Between (Herts) Poetry – Overheard on a Saltmarsh and A Small Dragon (Herts) comparing poetry.		Persuasive Brochure Sicily - <b>Persuasion</b> Instructions Wallace and Gromit - <b>Explanation</b>
<b>Core Learning Intentions</b> Age Related		
Spelling	Grammar	Composition
Homophones and near homophones Nouns ending in the suffix <i>-ation</i>	The grammatical difference between the plural and possessive- s	<b>Include descriptive detail and make writing more vivid by using specific nouns and adjectives, expanded noun phrases and figurative language including both simile and metaphor</b>
	Use of commas after fronted adverbials	Imitates authorial techniques gathered from the reading of age-appropriate texts.
Prefix <i>sub-</i> and the prefix <i>super-</i> (above)	Apostrophes to mark plural possession	Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy
	Extending range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although e.g. <i>Before he left home, he ate his lunch.</i>	Imitates poetic structures studied
Plural possessive apostrophes with plural words	Uses fronted adverbials e.g. <i>Later that day, I heard the bad news</i>	Paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning



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<p>Words with the /s/ sound spelt with sc</p> <p>Words with a 'soft c' spelt with a ce</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix e.g. forget forgetting,</p>	<p><b>EXPLANATION</b></p> <p><b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. <i>When an animal dies, the soft part of the animal rots away. Millions of years later, the rock surrounding the skeleton rises to the Earth's surface.</i></p> <p><b>Fronted adverbials</b> - note how these are usually used to specific a time or cause e.g. <i>Millions of years later,... , When an animal or plant dies..., Consequently,...</i></p> <p><b>Use of paragraphs to organise ideas around a theme</b> e.g. use the first paragraph to introduce what you will be explaining. Organise following paragraphs according to the stages of the process. Conclude by addressing the reader, for example, <i>Now that you know about fossils, why don't you go on your very own fossil hunt?</i></p> <p><b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b> e.g. investigate the use of nouns and pronouns in a text and note the use of the noun in the opening statement, followed by the pronoun, for example, <i>In winter, hedgehogs hibernate. They make their nests under hedges.</i> Decide on an appropriate balance between nouns and pronouns to aid clarity.</p>	<p><b>EXPLANATION</b></p> <p>Read and analyse a range of explanatory texts, investigating and noting features of impersonal style (and noting when a personal tone is used)</p> <p>Distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms</p> <p>Comment on, and justify views about, a range of explanatory texts</p> <p>Take notes from reading or film and use these to inform writing</p> <p>Plan clear steps in an explanation; ensure sentences are sequenced logically to enable the reader to understand the process</p> <p>Interest the reader by addressing them directly (<i>You'll be surprised to know that ... Have you ever thought about the way that ...?</i>) or by relating the subject to their own experience at the end (<i>So next time you see a pile of dead leaves in the autumn ...</i>)</p>
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<p><b>PERSUASION</b> <b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. explore the use of expanded noun phrases in advertising, for example, <i>...the beach with its mile long stretch of golden white sand...</i> <i>...rich, velvety chocolate harvested from the heart of the Amazonian rainforest...</i></p> <p><b>Fronted adverbials followed by commas</b> to link persuasive points together e.g. <i>Furthermore, ...Additionally, ...More importantly, ...</i></p> <p><b>Use of paragraphs to organise ideas around a theme</b> e.g. investigate where paragraphs move from the general to the specific, for example, <i>The hotel is very comfortable. All the beds are soft, the chairs will support your back and all rooms have thick carpets.</i></p> <p>Consider organising paragraphs around persuasive points, and counter-arguments e.g. analyse how a particular view can most convincingly be presented, Ordering points to link them together so that one follows from another How statistics, graphs, images, visual aids, etc. can be used to support or reinforce arguments</p> <p>How a closing statement repeats and reinforces the original/opening statement or viewpoint, for example, <i>All the evidence shows that...It's quite clear that...Now you have seen all that we offer you, there can be no doubt that we are the best.</i></p> <p><b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b> e.g. investigate how the same subject is referred to in many different ways in some persuasive texts, in order to make it sound more appealing or grand, for example, <i>At The Mirage we will make your taste buds tingle...this 5 star restaurant is world famous...our beautiful bistro...</i></p>	<p><b>PERSUASION</b> Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as animal welfare or environmental issues)</p> <p>Distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these</p> <p>From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader</p> <p>Evaluate advertisements for their impact, appeal and honesty, focusing in particular on how information about the product is presented: exaggerated claims, tactics for grabbing attention, linguistic devices such as puns, jingles, alliteration, invented words</p> <p>Assemble and sequence points in order to plan the presentation of a point of view, e.g. on hunting/school rules, using more formal language appropriately linking points persuasively and selecting style and vocabulary appropriate to the listener/reader Use graphs, images, visual aids to make the view more convincing</p>
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Year 4 SUMMER Key Theme : Egyptians and Rivers and The Watercycle		
<b>Non-chronological</b> – Egyptian Gods <b>Newspaper Report Recount</b> – Discovery of Tutankhamun’s tomb? <b>Poetry</b>		Rivers – explanation text <b>Instructions</b> on making Samosas/Science/Making a rain cloud <b>Narrative</b> The Rhythm of the Rain or use Blue Umbrella film
Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Adding the prefix: <i>Inter-</i>	The grammatical difference between the plural and possessive- s	Includes details expressed in ways that engage the reader e.g. ‘ <i>Girls with flowing scarves danced to the...</i> ’ ‘ <i>Underfoot, the forest floor is teeming with life.</i> ’
<i>anti-</i>	Paragraphs shift to indicate a change in setting, character, time rather than simply reflecting stages in planning	Evaluates and edits writing by proposing changes to grammar and vocabulary for greater accuracy
<i>auto-</i>	Apostrophes to mark plural possession	Imitates poetic structures studied
<i>ex-</i> <i>non</i> Words ending in - <i>ar -er</i>  Adding the suffix - ous (Words ending in ‘y’ become ‘i’ and words ending in ‘our’ become ‘or’)  Adding the suffix - ous (Words	<b>INSTRUCTIONS</b> <b>Standard English forms for verb inflections instead of local spoken forms</b> [for example, <i>we were instead of we was, or I did instead of I done</i> ] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own. For example, ‘ <i>Cook the cheesecake in the oven for 20 minutes.</i> ’ compared with ‘ <i>Pop the cheesecake in the oven for 20 mins.</i> ’  <b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential <i>e.g. Zest four unwaxed</i>	<b>INSTRUCTIONS</b> In group work, give clear oral instructions to achieve the completion of a complex task.  Follow oral instructions of increased complexity  Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness  Compare these in terms of audience/purpose and form (structure and language features)



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ending in 'e' drop the 'e' but not 'ge')	<i>lemons and add to 50g of self-raising flour rather than Zest four fresh, juicy lemons and add to some flour</i> Use words and phrases that help to clarify the sequence of events	Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again
Adverbials of manner	Adverbials [e.g. Next, After that, Following this,] for example, <i>After this, add the eggs or Add the eggs at this point.</i>	Include introductory and concluding paragraphs around the instructional material
Adverbials of frequency and possibility	<p>Use the conjunction 'if' to start complex sentences which give additional advice, for example, <i>If the mixture separates, ...</i></p> <p>Compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, <i>Remove the cake from the oven when it turns golden brown compared with When the cake turns golden brown, remove it from the oven</i></p> <p><b>Use of paragraphs to organise ideas around a theme</b> e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusion</p> <p><b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b> for example investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity e.g. <i>Step 5: Take the cake from the oven.</i> <i>Step 6: Ice the cake once it has cooled.</i></p>	



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	<p><b>NON-CHRONOLOGICAL REPORT</b> Draw attention to importance of subject verb agreements e.g. <i>family is..., people are...</i> <b>Note how writing often moves from general to more specific detail</b>, exploring how determiners are used to indicate this shift in focus e.g. <i>Dogs have an exceptional sense of smell. A dog can pick up a scent from a significant distance away. The Beagle has the most sensitive sense of smell.</i> Explore how subordination and co-ordination can help the writer move from the general to the more specific within one sentence, for example, <i>Most beetles are black or grey, but/ however some are bright red, yellow or metallic green.</i> <b>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</b> e.g. continue building banks of noun phrases used to generalise and include expansion after the noun e.g. <i>It is a long, sleek shark. &gt; It is a long, sleek shark with spines along its back.</i> <b>Fronted adverbials</b> e.g. collect and use a range of adverbials that can be used to draw similarities, for example, <i>Like most birds, swallows like to..., As well as honeybees,..., On the whole,...,</i> <b>Use of paragraphs to organise ideas around a theme</b> e.g. begin to explore more subtle paragraph breaks, or paragraph breaks within headed sections of reports and consider how the author organised the information <b>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</b> e.g. explore the need to repeat the noun in comparative reports so that the reader is able to follow the text with greater ease e.g. <i>Just like honeybees, bumblebees like to...</i></p>	<p><b>NON-CHRONOLOGICAL REPORT</b> Analyse a number of report texts and note their function, form and typical language features recognising that they are often written in the present tense</p> <p>Compare with some examples of reports written in the past tense, as in a historical report e.g. <i>Children as young as seven worked in factories. They were poorly fed and clothed and they did dangerous work.</i></p> <p>Develop research and note-taking techniques</p> <p>Write non-chronological report using notes and plans</p> <p>In reading, analyse a comparative and non-comparative reports and note the difference e.g. reports that deal with a single (albeit wide-ranging) topic, for example, British Birds, and those that deal with two or more topics for example, Frogs and Toads</p> <p>Write own non-comparative reports, based on notes from several sources, helping the reader to understand what is being described by organising or categorising information</p>
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## Writing Curriculum



### Year 5 AUTUMN Key Theme: South America and World War One

**Objectives in bold are the ones that should be revisited in different units, every term.**

South America- (Herts) <b>Non chronological reports</b> Letter writing Poetry- Kennings and cinquain	World War 1- Stay with me and Leave <b>Narrative</b> Autobiographical/ Biography- <b>Recount</b>	<b>Year 5 Grammar vocabulary:</b> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity
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#### **Prior Learning (Taken from Year 4 TAF)**

Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to invoke feelings)

Create settings, character and plot in narrative

Use speech punctuation correctly most of the time

Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)

Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)

Use past and present tenses correctly, and include a wider range of verb forms) e.g. we were going; they have been)

Use the range of punctuation taught up to and including Year 4 mostly correctly (e.g. comas after adverbials; use of apostrophes)

Spell correctly words form learning in previous year groups, and most words form the year 3 / year 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings

Write legibly and with increasing fluency, paying attention to size and spacing

Maintain the use of joined handwriting throughout independent writing

#### **Handwriting**

Writes legibly, fluently and with increasing speed by:

Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters e.g. using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra

Choosing the writing implement that is best suited for a task

**All children should have earned their Gold handwriting certificate before they enter Year 6**



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Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Words with endings that sound like /shuhs/ spelt with <i>-cious</i>	<b>Relative clauses</b> beginning with: who, which, where, when, whose, that or an omitted relative pronoun e.g. <i>the dress that she wore/ the dress she wore</i>	<b>Writes in a range of genres / forms, taking account of different audiences and purposes</b>
	<b>Uses devices to build cohesion within a paragraph</b> e.g. <i>adverbials: then, after, that, this, firstly, shortly afterwards, eventually</i>	<b>Begins to consciously control sentence structures in their writing using single clause sentences and multi-clause sentences using coordinating conjunctions broadly accurately</b>
Words with endings that sound like /shuhs/ spelt with <i>-tious</i> or <i>-ious</i>	Use of commas, mostly accurately to clarify meaning or avoid ambiguity e.g. <i>I like cooking, my family and my pets.</i>	<b>Begins to consciously control sentence structures in their writing using multi-clause sentences using subordinating conjunctions broadly accurately</b>
	<b>Linking ideas across paragraphs using adverbials</b> of: time e.g. <i>later, following on from this strange event</i> place e.g. <i>nearby</i> number e.g. <i>secondly</i> tense choices e.g. <i>he had seen her before</i>	<b>Develops some aspects of characterisation through what characters say and do</b>
Words with the short vowel sound /i/ spelt with <i>y</i>	Using brackets	<b>Uses vocabulary choice for effect</b>
	Using dashes or commas to indicate parenthesis – for asides/ additional information e.g. <i>My brother, who lives in Australia, will be visiting.</i>	<b>Uses the features of the chosen form independently and confidently in a range of conventional text types e.g. <i>graphic devices such as charts and diagrams, straightforward instructions</i></b>
Words with the long vowel sound /i/ spelt with <i>y</i>	Use of modal verbs to indicate degrees of possibility e.g. <i>might, should, will, must</i>	<b>Evaluates and edits own and others writing for vocabulary, punctuation, grammar and spellings</b>
	Indicating degrees of possibility using adverbs e.g. <i>perhaps, surely</i>	<b>Uses word order for effect</b>
	Introduction to bullet points to list information	<b>Engages reader and sustains interest in narrative and non-fiction</b>



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Homophones & near homophones	Introduction to colons to introduce a list and semi-colons between words and phrases in a more complex list	<b>Proof reads for spelling and punctuation errors</b>
	Uses pronouns to avoid repetition where appropriate	Experiments with writing poetry using different forms
Words with 'silent' letters	<b>RECOUNT</b> <b>Develop cohesion of the whole text by: using conjunctions, adverbials, pronouns, synonyms and repetition to build cohesion within a paragraph.</b> e.g. <i>Rio was born in London in 1987, although his family moved to Brighton two years later. As a young child, he showed early promise on the football field. Football soon became his passion.</i>	<b>RECOUNT</b> Write recounts based on the same subject such as a field trip, a match or a historical event for two contrasting audiences such as a close friend and an unknown reader, reflecting on the level of formality required
Modal verbs		Practise writing recounts with word limits so that pupils are forced to consider the conciseness of their writing, whilst still trying to maintain the engagement of the reader
Words ending in 'ment'	<b>Linking ideas across paragraphs using adverbials</b> of time and by referring back to the content of the last paragraph. e.g. <i>In addition to football, Rio enjoyed a variety of other activities including golf and maths. In 2001, he represented his school in the Brighton Maths Challenge, where he took first prize.</i>	Read recounts which use less obvious chronological markers and decide how the author has decided on paragraph breaks
Adverbs of possibility and frequency	<b>Varied verb forms</b> including manipulating tenses through paragraphs to guide the reader through chronology e.g. <i>He lived in Brighton until the age of twenty. He was playing for a local team when a Manchester United scout discovered him. Today he lives in London and plays for Arsenal, but is hoping to sign with Real Madrid next season. If all goes to plan, he will move to Spain in June.</i>	Explore recounts where the chronology is indicated by layout, paragraphing and ordering, rather than more obvious chronology words and phrases
Convert nouns or adjectives into verbs using suffixes e.g: 'ate- ise-ify'	Explore the use of reported versus direct speech and compare the effect e.g. reported – for summing up opinions and glossing over detail; direct speech – for impact e.g. sharing a pertinent view or influential quote e.g. <i>Many people said she was the greatest dancer that ever lived. vs. "I live only to dance."</i>	When writing biography, carry out independent research across a range of sources
Use verb prefixes e.g	<b>Relative clauses</b> For example, experiment with omitting the additional detail (in the form of relative clauses) from recounts and consider the effect on	



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<p><i>dis de mis over re</i></p> <p>Apply knowledge of nouns when differentiating between homophones, choosing suffixes e.g <i>ance / ence</i></p>	<p>engaging the reader e.g. <i>Sasha, who rose to fame as Max in Starstruck, first started acting at the tender age of five.</i></p> <p><b>Explore a range of sentence types and length, and how to use these for best effect.</b> For example, the balance of long, complicated sentence constructions within this text type, compared with shorter, simple sentence constructions, noting the need for both:          experiment with moving clauses and phrases around in the text, considering the impact on engaging the reader          explore the use of short, simple sentences to summarise; orientate the reader; dramatic impact          explore the use of longer, complex sentences (with multiple clauses) to convey complex information</p> <p>Dashes or commas to indicate parenthesis and explore how dashes are less commonly used in more formal texts e.g. <i>Her latest book about life in Hollywood -you've got to read it- is in the shops on Monday. vs Her latest book about life in Hollywood, which promises to be another bestseller, has just been released.</i></p>	
	<p><b>NON-CHRONOLOGICAL REPORT</b>  <b>Collect and use a range of adverbials</b> to draw similarities and differences. For example, use fronted adverbials to build cohesion within and across paragraphs, e.g. <i>Unlike other insects,.../Similarly, bumble bees.../As well as honeybees,.../On the whole,.../Conversely,...</i>  <b>Other cohesive devices to develop cohesion such as pronouns and synonyms to avoid repetition</b> e.g. <i>On the whole, honeybees are...These resourceful creatures...They...</i> Use a range of conjunctions to link ideas e.g., <i>When they have collected enough nectar, they return to the hive. Although honeybees are common, bumblebees are much rarer in the UK.</i></p>	<p><b>NON-CHRONOLOGICAL REPORT</b>          Collect information to write a report in which two or more subjects are compared, e.g. <i>spiders and beetles; solids, liquids and gases</i>          Consider using a question in the title to interest the reader e.g. <i>Vitamins – why are they so important?</i></p> <p>Write short non-chronological comparative report focusing on clarity, conciseness and impersonal style</p>





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	<p>Indicate degrees of possibility using adverbs e.g. explore the use of adverbs and adverbials to provide generalised information (these can provide a 'get-out clause' for the writer), for example, <i>usually, commonly, mostly</i></p> <p><b>Relative clauses</b> e.g. explore how noun phrases are most commonly expanded using the pronouns 'which' and 'that' in this text type, for example, <i>They have a long thin proboscis, which is inserted into small flowers to drink nectar.</i> Explore the impact on clarity when these relative clauses are omitted</p> <p>Brackets e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this e.g. <i>They suck nectar from flowers using their long thin mouthpiece (a proboscis).</i></p> <p>Dashes or commas to indicate parenthesis e.g. Explore when commas are used to parenthesise relative clauses and when they are not. <i>They have a long thin mouthpiece- a proboscis- which is inserted into small flowers to drink nectar.</i> Compare with: They have a long thin mouthpiece, which is called a proboscis, and insert this into small flowers to drink nectar.</p>	<p>Explore the use of a more personal style in some reports and use this in their own writing when appropriate e.g. <i>So, next time you choose a pet, why not consider getting a dog? After all, everyone knows that a dog is man's best friend.</i></p>
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Year 5 SPRING- Key Theme : The Vikings and Macbeth		
Beowulf – The Vikings (POR) <b>Discussion</b> Myth adventures	Macbeth (Herts)- Fiction form our literacy heritage <b>Persuasion</b> Poetry appreciation	
Core Learning Intentions Age Related		
Spelling	Grammar	Composition
Creating nouns using <i>-ity</i> suffix	Indicating degrees of possibility using adverbs	<b>Uses sentence length and sentence complexity for effect</b>
	Use of modal verbs	<b>Selects the appropriate level of sentence complexity, recognising when a simple construction or succinctness is most appropriate</b>
Creating nouns using <i>-ness</i> suffix	Using dashes or commas to indicate parenthesis	<b>Uses punctuation for effect</b>
	Use of commas to clarify meaning or avoid ambiguity	<b>Controls the length, pacing and detail in their writing; varies pace through the use of different sentence lengths, moving between dialogue and reported speech or verb strings e.g <i>He dashed to the waiting limo, wrenched the door open and leapt into the driver’s seat.</i></b>
Creating nouns using <i>-ship</i> suffix	Makes precise and effective use of expanded noun phrases modifiers before and after the noun, and through considered use of adverbials, using expanded noun phrases to convey complicated information concisely e.g. a shy boy with pale, delicate features; a soft material that can be moulded	<b>Makes use of structure that do not reflect spoken language e.g. <i>It had been a strange day and it was about to get stranger; brazenly, without a care in the world</i></b>
Homophones & Near Homophones	Use the perfect form of verbs to mark relationships of time and cause e.g. He had eaten lunch when you arrived.	Considers and evaluates different viewpoints own and others, biased and unbalanced)
Words with an /or/ sound spelt ‘or’		Maintains an appropriate balance between dialogue and narrative
		Uses expressive and figurative language
Words with /or/ sound spelt ‘au’		Constructs appropriate introduction and conclusions in non-fiction and varies openings and endings in narrative e.g. opening with dialogue or action; closing with a reflective comment or moral
Convert nouns or adjectives		



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<p>into verbs using the suffix <i>-ate</i></p> <p>Convert nouns or adjectives into verbs using the suffix <i>-ise</i></p> <p>Convert nouns or adjectives into verbs using the suffix <i>-ify</i></p> <p>Convert nouns or adjectives into verbs using the suffix <i>-en</i></p> <p>Homophones &amp; Near Homophones</p>	<p><b>DISCUSSION</b></p> <p><b>Devices to build cohesion</b> within a paragraph and across paragraphs. For example: Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. <i>moreover, besides which, additionally, similarly.</i></p> <p><b>Use a range of conjunctions to link ideas</b> e.g. <i>Although this could be said of most dog-owners, others are less considerate.</i></p> <p><b>Use pronouns and synonyms to avoid repetition</b> e.g. <i>Mobile phones should be banned from primary schools. These devices are now commonplace among children and they are becoming a nuisance.</i></p> <p><b>Use repetition for effect</b> e.g. <i>We must consult teachers, consult carers and, above all, consult children.</i></p> <p><b>Indicating degrees of possibility using adverbs</b> [for example: <i>definitely, perhaps, surely, undoubtedly</i>] and modal verbs [for example: <i>should, might, ought to, must, will</i>] to help express a personal opinion in the final paragraph e.g. <i>We should probably consider whether... / Perhaps I could remind you that...</i></p> <p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun e.g. follow generic statements with more specific examples e.g. <i>There are those however who disagree. Mr T Rexus, who is a well-respected palaeontologist, has argued instead that...</i></p>	<p><b>DISCUSSION</b></p> <p>In exploring persuasive texts, and those presenting a particular argument, distinguish and discuss any texts which seem to be trying to present a more balanced or reasoned view, or which explore more than one possible perspective on an issue</p> <p>Experiment with the presentation of various views (own and others', biased and balanced) though discussion, debate and drama</p> <p>Consider and evaluate different viewpoints, noting when justifications for a particular viewpoint are strong or weak</p> <p>Through reading, identify the language, grammar, organisational and stylistic features of balanced written discussions which: summarise different sides of an argument clarify the strengths and weaknesses of different positions signal personal opinion clearly draw reasoned conclusions based on available evidence</p> <p>Plan, compose, edit and refine a balanced</p>	



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	<p><b>PERSUASSION</b></p> <p>Indicating degrees of possibility using adverbs or modal verbs. For example, explore the use of adverbs of possibility and modal verbs in forming rhetorical questions, for example, <i>Surely you would not want...? Can you imagine...?</i></p> <p>Explore which modal verbs are most commonly used in persuasive writing, for example, those that express certainty and offer a promise or commitment (must, can, will) <i>We could do this for you and we might do that vs We shall do this and you must respond.</i></p> <p>Explore combinations of modals and adverbs to increase the effect of persuasion e.g. <i>We should definitely consider or We must surely respond</i> or to add a degree of politeness e.g. <i>I wonder if you might possibly</i></p> <p><b>Devices to build cohesion within a paragraph and across paragraphs.</b> For example: Build on the range of connecting adverbs/adverbials used in year 4 to present further justification of a point of view e.g. <i>moreover, besides which, additionally, similarly.</i></p> <p>Use a range of conjunctions to link ideas e.g. <i>Although the hotel brochure promised luxury bedrooms, the reality was far from luxurious.</i></p> <p>Use pronouns and synonyms to avoid repetition e.g. <i>The hotel restaurant was especially disappointing. This atrocious brasserie was probably the worst eatery I have ever encountered. I could not bring myself to eat there for a second night.</i></p> <p>Use repetition for effect e.g. <i>The place suffered from dreadful decor, dreadful service and, above all, dreadful food. I demand an immediate reply to my letter and I certainly demand a refund.</i></p>	<p><b>PERSUSSION</b></p> <p>Read and evaluate letters, e.g. from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used, e.g. to gain attention, respect, manipulate</p> <p>Read other examples (such as newspaper comment, headlines, adverts, fliers) to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact</p> <p>From reading, to collect and investigate use of persuasive devices such as words and phrases, e.g. persuasive noun phrases, e.g. <i>'not a single person...'</i> <i>'every right-thinking person would...'</i> <i>'the real truth is...'</i>; rhetorical questions, e.g. <i>'are we expected to...?'</i> <i>'where will future audiences come from...?'</i>; pandering, condescension, concession, e.g. <i>'Naturally, it takes time for local residents...'</i>; deliberate ambiguities, e.g. <i>'probably the best...in the world'</i> <i>'believed to cure all known illnesses'</i> <i>'the professional's choice'</i></p> <p>Draft and write individual, group and class persuasive extended texts for real purposes, presenting a clear point of view, commenting on emotive issues, and evaluating effectiveness</p>	
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# Yorke Mead Primary School

## Writing Curriculum



	<p><b>Relative clauses</b> For example, investigate examples of complex sentences, where information is layered up to add additional persuasive detail, and use in own writing, for example, <i>The exquisite silk, which has been hand-stitched by expert weavers from India, glows with rainbow colours.</i></p> <p>Experiment with removing relative clauses from example texts and consider the effect</p> <p>Brackets, dashes or commas to indicate parenthesis e.g. <i>No other restaurant –and we have tried them all- can match the cuisine of The Boathouse. The Boathouse (www.bh.com) is one of the best restaurants in the area.</i></p> <p>Use of commas to clarify meaning or avoid ambiguity. For example, explore how much additional information can be added to a sentence, without compromising meaning and how these sentences can be used to overwhelm the reader's senses e.g. <i>This decadent chocolate treat, flavoured with bitter-sweet cherry liquor - which is made with care in the Alps - will not only satisfy your hunger, but will no doubt wake up your taste buds, giving them a well-earned break from their usual, boring flavours.</i></p>	<p>Understand how persuasive writing can be adapted for different audiences e.g. a protest aimed at an audience who are already backing your cause, compared with a speech aimed at a neutral audience where greater justification of your point of view is required</p> <p>Combine persuasion with other text types e.g. instructions, discussion, explanation</p>	
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Year 5 SUMMER Key Theme : The Greeks and London		
The Greeks- (Odysseus) Narrative Instruction		
Poetry		
Spelling	Grammar	Composition
Words containing the letter string 'ough'	<b>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</b>	Experiments with form in narrative writing e.g. <i>flashbacks; concurrent events, alternative perspectives</i>
	Using dashes or commas to indicate parenthesis	Sustains and develops ideas in interesting ways
Adverbials of time	Use of commas to clarify meaning or avoid ambiguity	Makes consistent use of style, appropriate to form, subject or audience to maintain interest
Adverbials of place	Indicating degrees of possibility using adverbs	<b>Ensures that ideas or materials and their development are generally logical, but the overall direction of the writing may not be clearly signalled</b>
Words with an /ear/ sound spelt 'ere'	Use of modal verbs	
Unstressed vowels in polysyllabic words	Using tenses to link ideas e.g. <i>He had seen her before.</i>	
	<b>Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events e.g. Before he left home, he ate his lunch.</b>	
	Exposure to the semi-colon and hyphens through reading	
	<b>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</b>	
	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy	



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<p>Adding verb prefixes <i>de-</i> and <i>re-</i> Adding verb prefix <i>over-</i></p> <p>Convert nouns or verbs into adjectives using suffix <i>-ful</i></p> <p>Convert nouns or verbs into adjectives using suffix <i>-ive</i></p> <p>Convert nouns or verbs into adjectives using suffix <i>-al</i></p>	<p><b>EXPLANATION</b></p> <p><b>Devices to build cohesion within a paragraph.</b> Build on the range of connecting adverbs/adverbials used in year 4 to present further sequencing e.g. <i>at this point, after that, from then on, in general</i>. Use a range of conjunctions to link ideas e.g. <i>If all goes to plan, the hedgehog will remain here until the spring</i>. Use pronouns and synonyms to avoid repetition e.g. <i>Fossils are the preserved remains of creatures and plants that died millions of years ago. They are good clues to pre-historic life. There are many of these fascinating relics all over the UK</i>. Use repetition for effect e.g. <i>The name dinosaur means 'terrible lizard'. Whilst they were lizards and some were indeed terrible, many were fairly harmless creatures.</i></p> <p><b>Linking ideas across paragraphs using adverbials of time, place and number or tense choices</b> and referring back to the previous content.</p> <p>Modal verbs and adverbs to express possibility e.g. <i>As hedgerows disappear, hedgehogs could possibly become an endangered species.</i></p> <p><b>Relative clauses</b> e.g. use relative clauses to add an extra layer of information, for example, <i>Darwin, a famous evolutionist, studied the lifecycles of many animals.</i></p> <p>Brackets, dashes or commas e.g. explore when the author chooses to parenthesise information using brackets and when the author uses a dash/comma instead and draw generalisations from this e.g. <i>The modern marathon is 26 miles (approximately 42 km) and runners must complete the entire distance.</i> <i>If you see a tiger in the wild -and this is rare- do not approach it.</i></p>	<p><b>EXPLANATION</b></p> <p>Read and analyse a range of explanatory texts linked to other curriculum areas e.g. 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Research, take notes and convert these into full sentences later</p> <p>Plan, compose, edit and refine explanatory texts, using reading as a source, focusing on clarity, conciseness and impersonal style</p> <p>Choose the appropriate form of writing and style to suit a specific purpose and audience</p> <p>Use features of the chosen form to add interest to the writing e.g. charts and diagrams</p> <p>Consider use of vocabulary to inform the reader e.g. technical language or use of precise verbs and nouns</p>



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	<p><b>INSTRUCTIONS</b> <b>Linking ideas across paragraphs using cohesive devices.</b> For example, further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion</p> <p><b>Relative clauses</b> e.g. <i>Place the cake into the oven, which should be set at 180°.</i></p> <p>Brackets, dashes or commas to indicate parenthesis e.g. <i>Then add 50g of cheese (Parmesan or Cheddar work best).</i></p> <p>Use of commas to clarify meaning or avoid ambiguity e.g. <i>Add the chocolate, icing and sprinkles.</i> vs <i>Add the chocolate icing and sprinkles</i></p>	<p><b>INSTRUCTIONS</b> Read sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes) and evaluate their effectiveness</p> <p>Write instructions that have clear sections such as introduction, equipment needed, procedure, additional advice and conclusion; ensure the text as a whole is cohesive</p> <p>Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. <i>Diagram B shows you how to connect the wires.</i></p>
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## Writing Curriculum



<b>Year 6      Key Theme : Extreme Earth      The Mayans</b> <b>Objectives in bold are the ones that should be revisited in different units, every term</b>		
Extreme Earth- Ice Trap (POR) <b>Narrative</b> Inventions- <b>Instructions</b> Natural Disasters <b>Explanations</b>	Skellig (POR) Narrative- Fantasy story writing Tyger Tyger Poetry-Imagery any structure- monologue	<b>Year 6 Grammar vocabulary:</b> subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.
<p><b>Prior learning:</b> (Taken from the Year 5 TAF)</p> <p>Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of expressions, appropriate level of formality in speech writing)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Begin to convey character and advance the action through dialogue, maintain a balance of speech and description</p> <p>Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)</p> <p>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing</p> <p>Use the range of punctuation taught up to and including Yr 5 mostly correctly (e.g. commas separating clause; punctuation for parenthesis)</p> <p>Spell correctly words from learning in previous year groups, and some words from the year 5/ year 6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</p> <p>Write legibly, fluently and with increasing speed</p> <p><b>Handwriting</b></p> <p>Writes legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters e.g. <i>using un-joined script for captions, diagram labels, headings in non-fiction, slogans in posters, filling in a form, in algebra</i></p> <p><i>Choosing the writing implement that is best suited for a task</i></p> <p><b>Even if children have not achieved their Silver Handwriting certificate, they should use a pen for writing in their English book as preparation for secondary transition</b></p>		
<b>Core Learning Intentions</b> Age Related		





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Spelling	Grammar	Composition
Ambitious Synonyms: Adjectives	<b>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas</b>	<b>In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader</b>
	How words are related by meaning as synonyms and antonyms e.g. <i>big, large, little</i>	<b>Writes in a range of genres/ forms, taking account of different audiences and purposes</b>
Homophones & Near Homophones: Nouns that end in <i>-ce/-cy</i> and verbs that end in <i>-se/-sy</i>	<b>Use paragraphs purposefully and creatively to clearly structure main ideas across the text</b>	<b>Moves between standard and non-standard forms of English appropriately</b>
	<b>Linking ideas across paragraphs using a wider range of cohesive devices:</b> repetition of a word or a phrase, grammatical connections e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i> Signalling forwards or backwards (e.g. questions/ statements to bridge: <i>'It was at this point that Dr Barnardo decided he must take action and the next stage of his work began.. 'Dr Barnardo knew that providing children with an education..'</i>	<b>Consciously controls sentences structures in their writing e.g. single clause sentences, multi-clause sentences using coordinating conjunctions and multi clause sentences using sub-ordinating conjunctions</b>
Adjectives ending in <i>-ant</i> into nouns ending in <i>-ance/ -ancy</i>	The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: <i>He's your friend, isn't he?</i>	<b>Write well-structured openings/ introductions with appropriate endings/ conclusions</b>
	Use of ellipses e.g. <i>She did it because she (wanted to)</i>	<b>Interweaves elements of dialogue, actions, description appropriately</b>
Adjectives ending in <i>-ent</i> into nouns ending in <i>-ence/ -ency</i>	Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g. <i>It's raining, I'm fed up</i> <i>The train was delayed (so); I missed my meeting.</i> <i>Don't touch the dog (because) - he might bite.</i>	<b>Chooses register (formal/informal, personal/impersonal) appropriately and for effect</b>
	Use of the colon to introduce a list and semi-colons within lists e.g. <i>She met a range of people at the palace: Prince Charles, the Prince of Wales; Princess Anne, the Princess Royal; HRH Prince Phillip, the Duke of Edinburgh; HM the Queen.</i>	Creates vivid imagery through expressive and figurative language consistent with mood/ atmosphere and can develop these images through a narrative / poem e.g. a recurring motif
	Consistent punctuation of bullet points to list information	Maintains interest for the reader through varied devices, structures and features, e.g. layout, direct appeal to audience, character development, advancing action effectively



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<p>Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel.</p> <p>Hyphens: To join compound adjectives to avoid ambiguity</p>	<p>Layout devices e.g. headings, sub-headings, columns, bullets or tables, to structure text</p>	<p><b>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</b></p>
	<p>Using expanded noun phrases to convey complicated information concisely.</p>	<p><b>Evaluates and edits own and others' writing against specific criteria for audience and purpose</b></p>
	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	
	<p><b>Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression</b></p>	
	<p><b>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</b></p>	
<p>Words ending in <i>-able</i></p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p><b>INSTRUCTIONS</b>            Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these</p> <p>Use of the colon to introduce a list and use of semi-colons within lists to aid clarity e.g. <i>List of ingredients: 150g self-raising flour; 150g soft brown sugar; 150g butter or margarine, softened; 3 eggs, whisked lightly; 100g strawberries, blueberries and raspberries.</i></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses e.g.:  <i>Follow safety advice: do not use sharp knives unaided.</i>  <i>Take the fourth turn on the left; keep walking until you get to the end of this road.</i></p>	<p><b>INSTRUCTION</b>            Continue to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes)</p> <p>Embed instructions within another text type (such as a report or explanation) and use the language conventions and grammatical features of the different types of text as appropriate</p> <p>Identify effective examples of instructions and use these to study the nature of the sentence construction used e.g. Note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases</p> <p>Note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps</p>
	<p><b>Makes precise vocabulary, sentence length, sentence complexity and punctuation choices</b></p>	



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<p>Creating diminutives using prefixes <i>micro- or mini-</i></p>		<p>Practise clarifying overly complicated instructions by reducing the complexity of the sentence construction or by adding in punctuation to avoid ambiguity and add precision to meaning Consider vocabulary choices for precision and clarity</p>
	<p><b>INSTRUCTIONS-</b> Moving Beyond- Continue to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes) and in different contexts.</p>	
	<p><b>EXPLANATION</b> <b>Linking ideas across paragraphs using a wider range of cohesive devices:</b> e.g. investigate how the subject noun is used repeatedly in more complex explanations to aid understanding (compare with simpler explanations where the noun is often replaced with a pronoun).</p> <p>Use of passive voice to give a tone of formality and where the agent in the sentence is unimportant <i>e.g. Dinosaur bones were discovered...First of all, the fossils are extracted from the rock...At this point, the skeleton can be reassembled...</i></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] Adverbial phrases link events according to chronology and cause e.g. <i>Once this has happened, the vapour condenses resulting in the formation of water droplets.</i></p> <p>Use of the colon to introduce a list and use of semi-colons within lists of more complex information e.g. <i>The water cycle consists of four main stages: water turning to gas (evaporation); gas turning back into water (condensation); water falling to earth (precipitation); collection of water into groundwater storage (infiltration).</i></p>	<p><b>EXPLANATION</b> Read, evaluate and discuss the effectiveness of a variety of explanation texts Consider the difference between historical explanations (e.g. Roman army tactics) and explanations using the present tense (e.g. the water cycle). Investigate when a different tense is needed</p> <p><b>Choose the appropriate register</b> for the audience and maintain a consistent level of formality throughout the writing</p> <p>Maintain interest for the reader through various devices, structures and features, e.g. layout, direct appeal to the audience, carefully chosen vocabulary</p> <p><b>Write well-structured introductions to engage the reader, with appropriate endings</b> that conclude the piece clearly</p> <p><b>Evaluate clarity, level of detail and effect of own writing</b></p>



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	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. <i>Water is never destroyed or used up; the cycle is continuous.</i></p>			
	<p><b>EXPLANATION- Moving Beyond</b></p> <p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <p>Experiment with the form, for example write explanations of real-life situations that are in process (unfolding events in world news; a fictional project that is at a critical stage)</p> <p>Explain how events led to the current situation and then speculate/ advise/ instruct on how to proceed with /manage/resolve the situation</p> <p>Confident use of tense, adverbials and conjunctions move the writing from the past, through the present to the future</p> <p>Grammar focus</p> <p>Use modal verbs to recommend and assert e.g. <i>it might be advisable...it should be relatively easy to...there may be an opportunity to...</i></p> <p>Use embedded phrases and clauses for succinctness e.g. <i>The final stage, to be completed by June, will involve...</i></p> <p>Use of subjunctive e.g. <i>If this were to happen....</i></p>			



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Year 6 SPRING		
Key Theme : British Kings and Queens		
Treason (POR) <b>Narrative</b> historical King Henry viii <b>Discussion text</b>		Spiderwick (Hert)- <b>Non-chronological report</b> Bone Girl Stone Girl (Herts)- <b>Recount</b> biography
Spelling	Grammar	Composition
Adding suffixes beginning with vowel letters to words ending in <i>-fer</i>  Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions)	<b>Use full range of punctuation accurately to demarcate sentences; within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy), apostrophes and ellipses for omission or to suggest a shift in time, place, mood or subject.</b>	Maintains a clear focus when selecting content; plans quickly and effectively
	Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. <i>find out-discover ask-request go in- enter</i>	
	Use of the passive to affect the presentation of information in a sentence e.g. <i>I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</i>	
	The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. use of question tags: <i>He's your friend, isn't he?</i> or the use of subjunctive forms such as <i>If I were or Were they to come</i> , in some very formal writing and speech	
	Select level of formality needed	
	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or a phrase, grammatical connections	
	Confident use of a range of adverbials of time/ frequency and subordinating conjunctions to link, compare or contrast	
	How hyphens can be used to avoid ambiguity e.g. <i>man-eating shark versus man eating shark or recover versus re-cover</i> How hyphens can be used to avoid ambiguity	
	Repetition of a word or phrase for effect	



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<p>Word families based on common words, showing how words are related in form and meaning</p> <p>Words with endings which sound like /shuhl/ after a vowel letter</p> <p>Words with endings which sound like /shuhl/ after a</p>	<p>Use the perfect form of verbs to mark relationships of time and cause e.g. He had eaten lunch when you arrived.</p> <p><b>RECOUNT</b>  <b>Linking ideas across paragraphs using a wider range of cohesive devices:</b>          For example, use conjunctions and adverbs to create contrast concisely summarising the complexity of certain situations (such as comparison of a negative experience with a positive) e.g. <i>His life was sent into turmoil, yet despite all of the uncertainty and danger surrounding him, he managed to stay positive.</i></p> <p>Opening and closing lines of paragraphs support movement across the text e.g. <i>The encounter affected him deeply and so he decided to focus his efforts on helping destitute children.</i>  <i>In 1870, Barnardo opened his first shelter for homeless boys in Stepney Causeway...</i></p> <p>Use of the passive to affect the presentation of information in a sentence, for example, explore how passives can be used to create dramatic cliff hangers e.g. <i>It was at that point that his life was thrown out of control.</i></p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Explore how colons can be used to increase the impact of key quotations which give an insight into a person’s motives and life choices e.g. <i>Throughout her life, her father’s words remained with her: ‘Reach for the stars!’</i></p> <p>Explore how colons can be used to lead to a ‘big reveal’ of a person’s actions e.g. <i>It was then that she made her most important decision: she quit university and established her own company.</i></p> <p>RECOUNT -Moving Beyond</p>	<p><b>RECOUNT</b>          Distinguish between biography and autobiography, recognising the effect on the reader of the choice between first and third person, distinguishing between fact, opinion and fiction, distinguishing between implicit and explicit points of view and how these can differ</p> <p>Develop the skills of biographical and autobiographical writing in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account based on research or describing a person from different perspectives, e.g. police description, school report, newspaper obituary</p> <p>When planning writing, select the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types</p>
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<p>consonant letter</p>	<p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <p>Show an awareness of the diversity of contemporary opinions about the subject</p> <p>Show an awareness of bias, reliability and veracity of sources informs choices in terms of material selected</p> <p>Quote directly and selectively from research, using appropriate referencing conventions. May quote to illuminate, give insight into contemporaneous perspectives, qualify impact of the subject's life and work or for emotional effect</p>	
<p>Words with a 'soft c' spelt /ce/</p> <p>Word families based on common words, showing how words are related in form and meaning</p>	<p><b>NON-CHRONOLOGICAL REPORT</b></p> <p><b>Linking ideas across paragraphs using a wider range of cohesive devices:</b> [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists e.g. <i>Sharks come in all shapes and sizes: the spined pygmy is the smallest breed at 20 cm; the Great Whites tend to be about 4-6 m; basking are around 10 m; the whale shark is the biggest at 14 m.</i></p> <p>Use of the passive to affect the presentation of information in a sentence e.g. explore how the passive can be used to: avoid personalisation; avoid naming the agent of a verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of writing, for example, <i>Sparrows are found in ... Sharks are hunted ... Gold is highly valued</i></p> <p>Consistent punctuation of bullet points to list information</p> <p>Use the semi-colon, colon and dash to mark the boundary between independent clauses, for example, explore how the colon can be used to create different effects e.g. to lead the reader to a revelation of information</p>	<p><b>NON-CHRONOLOGICAL REPORT</b></p> <p>Write reports as part of a presentation on a non-fiction subject or in response to fictional stimulus</p> <p><b>Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types</b></p> <p>Plan how information will be organised, e.g. choosing to use paragraph headings, a spidergram or a grid, depending on the nature of the information</p> <p>Approach the subjects and compose an opening, subsequent paragraphs and a conclusion that will attract the reader and capture their interest throughout</p>





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	<p>e.g. <i>The relationship between these eco-systems is complex: each depends on the survival of the other.</i> <i>There is a major advantage to this feature: it allows the...</i></p> <p>to introduce a quote/motto e.g. <i>There is an old, much-loved saying: 'A dog is man's best friend.'</i></p>	
	<p>Non- Chronological report- Moving Beyond: Develop the skills set out in the Y5/6 POS and use punctuation for greater precision e.g. Begin to consider the difference between 'restrictive' (parenthesised) and 'non-restrictive' (non-parenthesised) clauses e.g. which contain information that is essential to meaning and information that is non-essential e.g. <i>Honey, which is produced by honeybees, is very sweet.</i> (i.e. More information about the honey production) vs <i>Honey which is produced by honeybees is very sweet.</i> (i.e. Other types of honey are not sweet.) Sustained writing on a topic (for example deforestation) could be used to develop larger texts in which form is used to sustain interest, clarify complex ideas and help the reader navigate the text (through the use of graphic elements such as flowcharts or cycles). Research should support the use of more advanced technical terms, supported by definitions given in parenthesis and in glossaries.</p>	





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## Writing Curriculum



Year 6 SUMMER		Key Theme : Pop Art		Our UK	
Alma – narrative suspense Our UK – persuasive brochures			Graphic novels- The Arrival (Herts) Discussion Take one poet		
<b>Spelling</b>		Grammar		<b>Composition</b>	
Word families based on common words, showing how words are related in form and meaning		How words are related by meaning as synonyms and antonyms		Shows flexibility in the use of narrative e.g. ability to experiment with story opening- starting in midst of circumstances or with snatches of dialogue or with narrator synopsis	
				Develops points of view and 'authorial voice' e.g. asides to readers, comments on actin, indication of characters thought's and/ or feelings, bias / balances viewpoints in discursive texts	
Words that can be nouns and verbs		<p><b>NARRATIVE- MOVING BEYOND:</b>  <b>In all the stated aspects of writing, pupils will be expected to explain and justify their choices in relation to the impact on the reader</b></p> <p><b><u>Effect on audience</u></b>  <b>writes in a range of genres/ forms, taking account of different audiences and purposes</b>  <b>selects appropriate style and form to suit specific purpose and audience drawing upon knowledge of different text types</b>  <b>varies vocabulary with confidence in order to create effects; ambitious and precise vocabulary choices e.g. can discuss alternative vocabulary choices that they could have used and rejected, and explain why they ultimately decided upon the one chosen</b>  <b>demonstrates a sustained awareness of the reader through pacing, elaboration and justification and use of devices consistent with the text type (cliffhangers, dramatic pauses, flashbacks, shifts in viewpoint)</b>  <b>controls elaboration and imaginative detail in prose and poetry e.g. influence of earlier events on what follows in a narrative; illuminating selection of the subject's formative early experiences in a biography</b>  <b>takes account of multi-faceted viewpoints, acknowledges situations that do not have a simple solution and offers considered opinion in non-fiction when writing on complex topics,</b></p>			
Words with a long o sound spelt ou or ow					
Words ending in -ible					
Words ending in -ibly					



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Synonyms and antonyms

**establishes convincing voice (for example an expert view, an authoritative stance) or appropriate register (for example sustained formal, impersonal and technical language for official writing)**

**attempts to express complex ideas as simply and clearly as possible; uses nouns/verbs and phrases with precision**

uses apt figurative language to create extended imagery; creates vivid pictures in the reader's mind through inference and suggestion as well as the literal *e.g. through "showing, not telling"*; some imagery is sustained across the text *e.g. recurring, significant motifs, references to particular elements ('the sun watched over them... the sun hid itself amongst the clouds, as though it were embarrassed by their actions... and now it was dark and the damage had been done')*, sustained metaphors or recurring motifs support thematic aims in poetry

develops increasingly sophisticated and mature themes that show some insight of social and cultural issues outside of own experience

Sentence structure and punctuation

uses a range of sentence types to create fluid blocks of text or to create textual effects, e.g. repetition to convey boredom; a series of short sentences for anger; a jarring movement between sentences to create a sense of shock

manipulates tense for effect and sustains control throughout e.g. a script for a "live" news broadcast written in various tenses:

'eyewitnesses have claimed that the suspect circled the victim...reports are coming in that...the chief inspector has just confirmed that support will be drawn from neighbouring forces...'

uses full range of punctuation accurately; avoids overuse of more sophisticated marks – choices are careful and apt

makes some confident and assured use of formal language, for example nominalisation (e.g. *hedgehogs hibernate in winter in order to...* could be expressed as: *'hedgehogs' winter hibernation allows...*) or the use of the subjunctive mood

breaks conventions in order to achieve specific effects (e.g. starting a series of sentences with 'but' to suggest frustration, repetition of speech-like structures to suggest distress: 'and he, he knew it would hurt me')

modifiers are used to qualify, intensify, emphasise or generalise; for example unintentional consequences; unanimously agreed

marks question tags with a comma; uses single quotation marks to denote a quote embedded in direct speech

evaluates and edits for punctuation and grammar with precision

### Text organisation

**develops material so that it supports the coherent organisation of ideas into paragraphs for example chronology, moving from the general to the particular, moving from big picture description to smaller, more significant detail**

**uses a range of devices within and between paragraphs to achieve cohesion and employs a range of features that signpost direction of the text for the reader, e.g. topic sentences to introduce paragraphs; conjunctions/adverbials to indicate agreement or contrasts;**

**thematic links between paragraphs and across whole texts**

**controls organisation of the text to take account of the reader's possible reaction/questions/opinion e.g. ranking information in order of importance; greater weight given to points of interest; anticipating objections or acknowledging contentious material**



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where appropriate, uses graphical features to guide the reader through a text e.g. headings/subheadings, underlining, hyperlinks, diagrams  
experiments with more advanced poetic devices for effect e.g. begins to use enjambment (an idea, phrase or clause that does not come to an end at the end of the line, but continues on the next) to manage the flow/rhythm of ideas

### PERSUASION

**Linking ideas across paragraphs using a wider range of cohesive devices:** For example, collect examples of counter argument statements and practice writing their own e.g. *Although there are many who would argue that..., there are a growing number of critics who think that...*

Explore combinations of modal verbs and adverbs of possibility as outlined in Year 5

Use of the passive to increase the level of formality by establishing an authoritative and/or impersonal tone e.g. explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting, for example, *'the invaders must be stopped'*

Consider how the alternative version (in the active voice) might not be so effective in harnessing the support of the audience, for example, *'we (or 'you') must stop the invaders'*

The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags or the use of subjunctive forms e.g. *If I were prime minister, I would...*

### PERSUASION

Through reading and analysis, recognise how persuasive arguments are constructed to be effective through, for example:  
the expression, sequence and linking of points  
providing persuasive examples, illustration and evidence  
pre-empting or answering potential objections  
appealing to the known views and feelings of the audience

Orally and in writing, construct effective persuasive arguments:  
using persuasive language techniques to deliberately influence the listener.  
developing a point logically and effectively  
supporting and illustrating points persuasively  
anticipating possible objections  
harnessing the known views, interests and feelings of the audience  
tailoring the writing to formal presentation where appropriate

In oral and written texts choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types and adapting, conflating and combining these where appropriate



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	<p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p> <p>Consistent punctuation of bullet points to list information</p>	
	<p>PERSUASION- Moving Beyond</p> <p>Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.</p> <p>Through reading and analysis of persuasive texts across a range of contexts, recognise how style and register may vary according to environment and audience</p> <p>Identify how persuasive devices and arguments are linked within and across paragraphs, taking careful note of how ideas are developed through reference chains e.g. <i>the rainforest...this dwindling biome...the impact of its loss is incalculable</i></p> <p>Vary and manage paragraphs in a way that support whole structure of the text e.g. single sentence paragraphs to secure an argument, movement of focus from the general to the specific</p> <p>Orally and in writing, construct effective persuasive arguments:</p> <p>using a wide range of persuasive language techniques and modes of presentation to deliberately influence the listener e.g. counter argument, rhetorical techniques, for example, emotive words (<i>starving children, destitute victims</i>) alliteration (<i>pressing problem</i>) repetition/power of three (<i>this is destroying habitats; this is destroying food chains; this is destroying lives</i>) personal pronouns for direct address/assuming a shared view (we, you)</p> <p>building up points for emphasis illustrating with carefully chosen, relevant examples</p> <p>pre-empting possible objections and take account of conflicting agendas through compromise, precautionary measures, checks and balances e.g. <i>Pupils will not be allowed to enter the vicinity of the pool unless accompanied by an adult</i></p> <p>sparing, effective use of exaggeration, emotive language, flattery and plausible statistics</p> <p>subject-specific technical vocabulary to enhance credibility</p> <p>Oral presentations take full account of the audience</p> <p>Voice and gesture is used for emphasis and to sustain interest throughout</p> <p>Suggested grammar focus:</p> <p>Use of a range of verb forms e.g.:</p> <p>conditionals to establish a polite tone, for example, <i>We were wondering if we could...</i></p> <p>modal verbs to convey likelihood/degree of certainty, for example, <i>immediate action must be taken..., this could be the single greatest opportunity...</i></p>	



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	<p>the passive voice to establish an authoritative and/or impersonal tone, for example, this issue has been left unresolved for too long..., the benefits have been thoroughly established...</p> <p>the subjunctive mood to further demonstrate formality, for example, if we were to take collective responsibility...</p> <p>Use of these forms should not impact upon clarity. Good writing will depend on selective use that supports the overall intention of the text.</p>	
	<p><b>DISCUSSION</b></p> <p><b>Linking ideas across paragraphs using a wider range of cohesive devices:</b> For example, build and use a range of connecting adverbs to move between opposing views, e.g. <i>on the other hand, in contrast, alternatively, conversely, on the contrary, in opposition.</i></p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. end with a summary paragraph, using consistently punctuated bullet points to present recommendations</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses. For example, use colons to:</p> <p>Introduce questions for discussion e.g. <i>The pressing issue now is this: what should happen to....?</i></p> <p>Introduce a quotation to support a viewpoint e.g. <i>Supporters of this view often refer to the well-known proverb: 'Treat others as you would wish to be treated'.</i></p> <p>To prepare the reader for a revelation of the author's opinion in the final paragraph e.g. <i>The final conclusion is therefore clear in my mind: animal testing must be banned immediately.</i></p>	<p><b>DISCUSSION</b></p> <p>Through reading, recognise and understand the distinction between the persuasive presentation of a particular view and the discursive presentation of a balanced argument</p> <p>Discuss and debate a controversial issue and then write a balanced report: summarising fairly the competing views analysing strengths and weaknesses of different positions drawing reasoned conclusions where appropriate using formal language and presentation as appropriate</p> <p>Experiment with setting out opposing views in separate paragraphs or as alternate points within a paragraph and consider impact</p> <p>Choose the appropriate style and form to suit a specific purpose and audience, drawing on knowledge of different non-fictional text types and adapting, conflating and combining these where appropriate. Sometimes diagrams, illustrations, moving images and sound may be used to provide additional information or give evidence</p>
	DISCUSSION- Moving Beyond	



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Once students move beyond Year 6 age related expectations, it is expected that these writing skills are consolidated within more complex topics and contexts as well as being sustained over more sophisticated pieces of work.

Independently select a controversial or concerted issue of particular interest:

Set out competing views clearly; may use some limited quotation

Using technical and formal language and presentation as appropriate

Choose between setting out opposing views in separate paragraphs or as alternate points within a paragraph e.g. argument for, followed by argument against, and consider impact

Make links throughout that guide the reader through the topic, providing clarification and explanation (in parenthesis and otherwise) when complexity demands it

Offer a well-developed and convincing conclusion; provide justifications that draw from the text; summarise deciding factors accurately and succinctly whilst avoiding unnecessary repetition

Suggested Grammar Focus:

Develop confidence and versatility in using a variety of verb forms, including different tenses, modals and impersonal structures, to support the analysis of points, for example to contrast between current and future use e.g. *Youths roaming wild can be a nuisance; once this rule has been introduced parents will have to control them.*

Use of the subjunctive mood to establish formality and an authoritative stance e.g. *If we were to believe everything we read about young people..., Opponents suggest that this be done without delay.*

Pupils should be asked to consider whether this is the most effective way of expressing their ideas in terms of clarity and flow. Evaluating such choices reinforces work round audience and purpose.



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