















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


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


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<b>Writing purpose</b> <b>No. of steps</b>  <b>Genre</b> Title(s) of core text(s)	<b>Genre:</b> Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> <li>Revision of <b>objectives</b> from previous year (with year group this was first introduced) <i>[NB: These objectives are designed to accumulate and should not need explicit teaching time, but instead reminders for pupils to connect to prior knowledge of writing purpose and related language choices]</i></li> <li><b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined</li> <li>New <b>objectives</b> (introduced within current year group) are listed in black</li> </ul>	Revision of <b>objectives</b> from previous year (with year group this was first introduced)  <b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined  New <b>objectives</b> (introduced within current year group) are listed in black	Revision of <b>objectives</b> from previous year (with year group this was first introduced)  <b>Statutory objectives (within the National Curriculum)</b> are listed in this way – bold, teal and underlined  New <b>objectives</b> (introduced within current year group) are listed in black	<b>Statutory terminology from Appendix 2 of the National Curriculum</b> are listed in this way – bold, teal and underlined


\*Denotes new unit plan available with alternative text (see core & alternative texts overview 2025-26)

AUTUMN


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain</b> <b>15 steps</b></p> <p>Narrative <i>Mini-Rabbit</i> <i>Not Lost</i></p>	<p><b>Narrative:</b> Consolidate use of <b>story shapes</b> (fall-rise; slow rise and slow fall) to help guide the <b>plot</b> structure</p> <p><b>Story openings:</b> usually open with either: action, description of setting or character</p> <p><b>Story endings:</b> can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> <li>Writers usually select and stay in the <b>same (consistent) tense</b> to avoid confusing the reader – usually <b>simple present or simple past tense (Y2)</b></li> <li>The <b>present progressive and past progressive tense</b> is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</li> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> </ul>	<p>Including <b>adjectives</b> to describe a noun (<b>expanded noun phrases</b>) helps the reader to create a more specific picture in their mind (Y2)</p> <p>Writers <b>join sentences together with other coordinating conjunctions including and, or, but</b> – these conjunctions all carry different meanings for the reader to understand how the ideas are connected (Y2)</p> <p>Writers can also <b>join sentences together with subordinating conjunctions including when, if, that, because</b> – these conjunctions are different to others because when we put them at the start of an idea it does not make sense on its own (Y2)</p>	<p>Ensure <b>correct use of full stop (Y2)</b> (avoid comma splice)</p>	<p><u>sentence punctuation, full stop (Y1)</u></p> <p><u>clause, subordinate clause, conjunction</u></p>


	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain (poetry)</b> <b>10 steps</b></p> <p>Free verse <i>'Words are Ours'</i> and <i>'The Magic Box'</i></p>	<p><b>Poetry:</b> Poems can be written as <b>free verse</b>, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> </ul>	<p>Including <b>adjectives to describe a noun (expanded noun phrases)</b> helps the reader to create a more specific picture in their mind (Y2)</p> <p>Including <b>adverbs to describe a verb</b> also helps the reader to create a picture in their mind about how the action is happening (Y2)</p>	<p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p><u>adjective, adverb, verb, comma (Y2)</u></p>


 <p><b>Entertain</b> 15 steps</p> <p><b>Fables</b> The Koala Who Could, The Squirrels that Squabbled, The Lion Inside</p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p><b>Fable:</b> Contains a <b>moral lesson</b> about life or how to behave Sometimes uses an <b>animal character</b> Set in the <b>natural or real world</b> Not too detailed, usually <b>simple plot</b> A <b>foolish character</b> that learns or has consequences for their behaviour</p>	<ul style="list-style-type: none"> <li>Writers usually select and stay in the <b>same (consistent) tense</b> to avoid confusing the reader – usually <b>simple present or simple past tense (Y2)</b></li> <li>The <b>present progressive and past progressive tense</b> is often used to indicate that something is or was happening when another event occurred at the same time <b>(Y2)</b></li> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> </ul>	<p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</b>) to keep the reader wanting to read on</p> <p><b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen</p>	<p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between <b>(Y2)</b></p>	<p><b>comma (Y2)</b></p> <p><b>clause, subordinate clause, conjunction, preposition</b></p>


 <p><b>Inform</b> 15 steps</p> <p><b>Non-chronological report</b> Incredible Jobs You've (Probably) Never Heard Of  The Remarkables</p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p><b>Non-Chronological Report:</b> <b>Captions and labels</b> to add information to illustrations <b>Index</b> to guide reader to know how to find something specific they might be looking for <b>Glossary</b> to provide definitions in a quick and easy guide for the reader <b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<ul style="list-style-type: none"> <li><b>Diagrams</b> show the reader more details about the important parts of what they are finding out about <b>(Y2)</b></li> <li>When we provide information to our reader, this information is usually in the <b>simple present tense or simple past tense (Y2)</b></li> <li><b>Paragraphs are used to organise ideas around a theme</b>, to write about a different topic or sub-topic</li> <li><b>Headings and subheadings</b> break down information into manageable chunks or parts for the reader and make specific information easier to find</li> <li>Might include <b>quotes</b> from people to provide more information and add interest for the reader</li> </ul>	<p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</b>) to keep the reader wanting to read on</p> <p><b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen</p>	<p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between <b>(Y2)</b></p> <p><b>Apostrophes</b> are used to show the reader when something belongs to a person or object (<b>apostrophes of possession</b>) and where letters are missing when two words are joined together (<b>apostrophes of contraction</b>) – this punctuation mark makes it clearer for the reader to understand <b>(Y2)</b></p>	<p><b>comma, apostrophe (Y2)</b></p> <p><b>clause, subordinate clause, conjunction, preposition</b></p>

SPRING

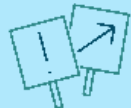
 <p><b>Entertain</b></p> <p><b>15 steps</b></p> <p><b>Narrative (setting and dialogue)</b></p> <p><i>Alice in Wonderland</i></p>	<p><b>Genre features</b></p> <p><b>Narrative:</b> As well as <b>plot and character</b>, stories take place somewhere and this is called a <b>setting</b>.</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• <b>Dialogue</b> can introduce a character and tell the reader more about them</li> <li>• Build upon <b>show not tell</b> techniques: description of <b>character appearance and behaviour</b> shows the reader how they might be feeling along with their <b>inner thoughts</b></li> <li>• Introduce use of <b>power of three</b> for repetition and/or emphasis (e.g. listing adjectives in groups of three)</li> <li>• <b>Paragraphs break up the writing into manageable chunks</b> for the reader to read and follow</li> </ul>	<p><b>Sentence level</b></p> <p>Including <b>adverbs to describe a verb</b> also helps the reader to create a picture in their mind about how the action is happening (Y2)</p> <p><b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen</p>	<p><b>Word level including punctuation</b></p> <p>Use <b>inverted commas</b> for readers to clearly understand where a character is speaking – when they start and finish talking</p> <p>Use of <b>the forms a or an according to whether the next word begins with a consonant or a vowel</b> [for example, a rock, <u>an</u> open box]</p>	<p><b>Grammatical terminology</b></p> <p><u>adverb (Y2)</u></p> <p><u>conjunction,</u></p> <p><u>preposition</u></p> <p><u>inverted commas,</u></p> <p><u>direct speech,</u></p> <p><u>consonant vowel</u></p>
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 <p><b>Persuade</b></p> <p><b>10 steps</b></p> <p><b>Persuasive Speeches</b></p> <p><i>Stella and the Seagull</i></p>	<p><b>Genre features</b></p> <p><b>Speech:</b> Will use <b>first, second and third person narrative</b>, to address the audience directly and also refer to yourself (the speaker) May switch between the <b>past, present (Y2) and future tense</b></p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think</li> <li>• Use <b>facts to support opinions</b> to make the reader take the writing more seriously</li> <li>• Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject</li> <li>• Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind</li> </ul>	<p><b>Sentence level</b></p> <p>Including <b>adverbs to describe a verb</b> also helps the reader to create a picture in their mind about how the action is happening (Y2)</p>	<p><b>Word level including punctuation</b></p> <p><b>Apostrophes</b> are used to show the reader when something belongs to a person or object (<b>apostrophes of possession</b>) and where letters are missing when two words are joined together (<b>apostrophes of contraction</b>) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p><b>Grammatical terminology</b></p> <p><u>adverb,</u></p> <p><u>apostrophe, tense (past, present) (Y2)</u></p>
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 <p><b>Entertain</b> <b>15 steps</b> <b>Personal Narrative (memoir)</b></p> <p><i>Jabari Jumps, The Proudest Blue, Ralph Tells a Story</i></p>	<p><b>Genre features</b></p> <p><b>Narrative:</b> Consolidate use of <b>story shapes</b> (fall-rise; slow rise and slow fall) to help guide the <b>plot</b> structure  <b>Story openings:</b> usually open with either: action, dialogue or description of setting or character  <b>Story endings:</b> can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>Writers usually select and stay in the <b>same (consistent) tense</b> to avoid confusing the reader – usually <b>simple present or simple past tense (Y2)</b></li> <li>The <b>present progressive and past progressive tense</b> is often used to indicate that something is or was happening when another event occurred at the same time (Y2)</li> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> <li><b>Dialogue</b> can introduce a character and tell the reader more about them</li> <li>Build upon <b>show not tell</b> techniques: description of <b>character appearance and behaviour</b> shows the reader how they might be feeling along with their <b>inner thoughts</b></li> <li>Introduce use of <b>power of three</b> for repetition and/or emphasis (e.g. listing adjectives in groups of three)</li> <li><b>Paragraphs break up the writing into manageable chunks</b> for the reader to read and follow</li> </ul>	<p><b>Sentence level</b></p> <p>The <b>present perfect tense</b> can be used to indicate the something started in the past but is still relevant now</p> <p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</b>) to keep the reader wanting to read on</p>	<p><b>Word level including punctuation</b></p> <p>Use <b>inverted commas</b> for readers to clearly understand where a character is speaking – when they start and finish talking</p>	<p><b>Grammatical terminology</b></p> <p><u>tense, verb (Y2)</u></p> <p><u>conjunction, inverted commas, direct speech</u></p>
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 <p><b>Entertain (Poetry)</b> <b>10 steps</b> <b>Calligrams</b></p> <p><i>Love that Dog</i></p>	<p><b>Genre features</b></p> <p><b>Poetry:</b> Specific structures of poems can include <b>calligrams</b>, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> </ul>	<p><b>Sentence level</b></p> <p>Including <b>adjectives to describe a noun (expanded noun phrases)</b> helps the reader to create a more specific picture in their mind (Y2)</p>	<p><b>Word level including punctuation</b></p> <p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p><b>Grammatical terminology</b></p> <p><u>adjective, noun, verb, comma (Y2)</u></p>
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SUMMER

 <p><b>Persuade</b> <b>15 steps</b></p> <p><b>Persuasive Letters</b></p> <p><i>Speak Up!</i> <i>Look Up!</i> <i>Clean Up!</i> <i>If I Were Prime Minister</i> <i>If I Ran the Country</i></p>	<p><b>Genre features</b></p> <p><b>Letter:</b> Sender's address in top-right corner &amp; <b>Date</b> under the sender's address <b>Recipient's address</b> on left-hand side Start with 'Dear...' or 'To whom it may concern...' <b>Sign off</b> with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>Often use 'you' (<b>second-person narrative</b>) to put the reader on the spot and make them think</li> <li>Use <b>facts to support opinions</b> to make the reader take the writing more seriously</li> <li>Sometimes use <b>rhetorical questions</b> to make the reader think more deeply about the subject</li> <li>Use of <b>alliteration</b> helps to make a phrase more memorable and stick in their mind</li> </ul>	<p><b>Sentence level</b></p> <p>The <b>present perfect tense</b> can be used to indicate the something started in the past but is still relevant now</p> <p><b>Prepositions and prepositional phrases</b> tell the reader where things are and where and when things happen</p>	<p><b>Word level including punctuation</b></p> <p><b>Apostrophes</b> are used to show the reader when something belongs to a person or object (<b>apostrophes of possession</b>) and where letters are missing when two words are joined together (<b>apostrophes of contraction</b>) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p><b>Grammatical terminology</b></p> <p><b>apostrophe, tense (past, present)</b> (Y2)</p> <p><b>preposition, present perfect tense</b></p>
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 <p><b>Inform</b> <b>9 steps</b></p> <p><b>Instructions</b></p> <p><i>Instructions</i></p> <p><i>Wolf in the Snow</i></p> <p><i>Moomin Mail</i></p>	<p><b>Genre features</b></p> <p><b>Instructions:</b> Use <b>easy to follow, simple steps</b> or sentences for the reader to understand – these might be numbered Written in <b>time (or chronological) order</b> so that the reader acts in the correct sequence or order Sometimes includes a <b>list of 'things/ ingredients/ items'</b> that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use <b>command sentences</b> (Y2)</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li><b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li> <li>Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li> <li>When we provide information to our reader, this information is usually in the <b>simple present tense or simple past tense</b> (Y2)</li> <li><b>Paragraphs are used to organise ideas around a theme</b>, to write about a different topic or sub-topic</li> <li><b>Headings and subheadings</b> break down information into manageable chunks or parts for the reader and make specific information easier to find</li> </ul>	<p><b>Sentence level</b></p> <p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</b>) to keep the reader wanting to read on</p> <p><b>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore]</b> can tell the reader when, where and how things happened</p>	<p><b>Word level including punctuation</b></p> <p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p><b>Grammatical terminology</b></p> <p><b>comma, adverb</b> (Y2)</p> <p><b>clause, subordinate clause, conjunction, preposition</b></p>
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 <p><b>Inform</b> <b>10 steps</b></p> <p><b>Non-chronological report</b></p> <p><i>A Year Full of Celebrations and Festivals from Around the World</i></p>	<p><b>Genre features</b></p> <p><b>Non-Chronological Report:</b> <b>Captions and labels</b> to add information to illustrations <b>Index</b> to guide reader to know how to find something specific they might be looking for <b>Glossary</b> to provide definitions in a quick and easy guide for the reader <b>A-Z guide</b> to provide more detail in an accessible way for the reader to look for more information about the contents</p>	<p><b>Compositional choices according to writing purpose</b></p> <ul style="list-style-type: none"> <li>• <b>Diagrams</b> show the reader more details about the important parts of what they are finding out about (Y2)</li> <li>• Some information (such as instructions) needs to be in the <b>correct time (chronological) order</b> if the reader needs to follow clear steps or learn about something that happened in the past (Y2)</li> <li>• When we provide information to our reader, this information is usually in the <b>simple present tense or simple past tense (Y2)</b></li> <li>• <b>Paragraphs are used to organise ideas around a theme</b>, to write about a different topic or sub-topic</li> <li>• <b>Headings and subheadings</b> break down information into manageable chunks or parts for the reader and make specific information easier to find</li> <li>• Might include <b>quotes</b> from people to provide more information and add interest for the reader</li> </ul>	<p><b>Sentence level</b></p> <p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</b>) to keep the reader wanting to read on</p> <p>Instead of repeating a name or proper noun too often (which can bore or frustrate the reader), writers can swap these for a different <b>noun</b> [e.g. the lady/ the boy, etc) <b>or pronoun</b> (e.g. she, he, they, it) to refer back to this person or thing</p>	<p><b>Word level including punctuation</b></p> <p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p> <p><b>Apostrophes</b> are used to show the reader when something belongs to a person or object (<b>apostrophes of possession</b>) and where letters are missing when two words are joined together (<b>apostrophes of contraction</b>) – this punctuation mark makes it clearer for the reader to understand (Y2)</p>	<p><b>Grammatical terminology</b></p> <p><u>noun, verb, tense, past tense, present tense, comma, apostrophe (Y2)</u></p> <p><u>clause, subordinate clause, paragraph, conjunction, pronoun</u></p>
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	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
 <p><b>Entertain</b> <b>11 steps</b></p> <p><b>Narrative</b> <i>Iron Man</i></p>	<p><b>Narrative:</b> Consolidate use of <b>story shapes</b> (fall-rise; slow rise and slow fall) to help guide the <b>plot</b> structure</p> <p><b>Story openings:</b> usually open with either: action, dialogue or description of setting or character</p> <p><b>Story endings:</b> can end with a moral message, happy ending, surprise or cliff-hanger</p> <p>As well as <b>plot</b> and <b>character</b>, stories take place somewhere and this is called a <b>setting</b>.</p>	<ul style="list-style-type: none"> <li>Writers usually select and stay in the <b>same (consistent) tense</b> to avoid confusing the reader – usually <b>simple present or simple past tense (Y2)</b></li> <li>The <b>present progressive and past progressive tense</b> is often used to indicate that something is or was happening when another event occurred at the same time <b>(Y2)</b></li> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> <li><b>Dialogue</b> can introduce a character and tell the reader more about them</li> <li>Build upon <b>show not tell</b> techniques: description of <b>character appearance and behaviour</b> shows the reader how they might be feeling along with their <b>inner thoughts</b></li> <li>Introduce use of <b>power of three</b> for repetition and/or emphasis (e.g. listing adjectives in groups of three)</li> <li><b>Paragraphs break up the writing into manageable chunks</b> for the reader to read and follow</li> <li><b>Zoom in (more detail)</b> &amp; spend longer on the most important moment in the writing to ensure that the reader is fully involved in this section</li> </ul>	<p>Vary <b>rhythm</b> of sentence structure by including a range of <b>simple, compound and complex sentences</b> in writing (<b>using coordinating or subordinating conjunctions to join ideas including when, if, because, although</b>) to keep the reader wanting to read on</p> <p><b>Prepositions [e.g. before, after, during, in, because of], conjunctions [e.g. when, before, after, while, so because] and adverbs [e.g. then, next, soon, therefore]</b> can tell the reader when, where and how things happened</p>	<p><b>Commas can be used to separate items in a list</b>, so that the reader can identify each separate item more clearly with a short pause in between <b>(Y2)</b></p> <p>Use <b>inverted commas</b> for readers to clearly understand where a character is speaking – when they start and finish talking</p>	<p><b>comma, adverb (Y2)</b></p> <p><b>clause, subordinate clause, paragraph, conjunction, preposition, inverted commas</b></p>

	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p><b>Entertain (Poetry)</b>  <b>5 steps</b>                      Kennings</p> <p><i>Poems</i>  <i>Aloud/ Smile</i>  <i>Out Loud</i></p>	<p><b>Poetry:</b> Specific structures of poems can include <b>kennings</b> in which two words are combined to describe something</p>	<ul style="list-style-type: none"> <li>Use of <b>sound and other senses</b> to develop clear picture for reader to develop mood (<b>show not tell</b>)</li> </ul>	<p>Including <u>adjectives to describe a noun (expanded noun phrases)</u> helps the reader to create a more specific picture in their mind (Y2)</p>	<p><u>Commas can be used to separate items in a list</u>, so that the reader can identify each separate item more clearly with a short pause in between (Y2)</p>	<p><u>adjective, noun, verb, comma (Y2)</u></p>