


Autumn					Spring					Summer				
NCR	Description	Poetry: Cinquains	Narrative	Biography	Persuasive Letters	NCR	Descriptive recount	Narrative: Mystery and Suspense	Poetry: Take One Poet (assonance)	Explanation	Advertising campaign	Poetry: Free Verse	Reviews	Narrative
The World of the Unknown: Monsters The Book of Mythical Beasts and Magical Creatures	Cloud Tea Monkeys	Where the Poppies Now Grow	The Promise <i>The Adventures of Odysseus*</i>	Stone Girl, Bone Girl; Fantastically Great Women who Changed the World; Women in Science	The Misadventures of Frederick	The Skies Above My Eyes The Street Beneath My Feet & The Sea Below My Toes <i>The Humans</i> <i>The Mind-Blowing World of Extraordinary Competitions*</i>	The Watertower	Boy in the Tower	Rhythm and Poetry	The Lost Book of Adventure		Cloud Busting <i>And I Climbed and I Climbed*</i>		Birdsong
15 steps	12 steps	5 steps	15 steps	10 steps	10 steps	15 steps	10 steps	15 steps	5 steps	10 steps	15 steps	10 steps	10 steps	15 steps
55 steps (approx. 11 weeks)					55 steps (approx. 11 weeks)					60 steps (approx. 12 weeks)				


All objectives covered within each Year 5 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
Writing purpose No. of steps Genre Title(s) of core text(s)	Genre: Specific features and structure of genre to be revised or taught within the unit	<ul style="list-style-type: none"> Revision of objectives from previous year (with year group this was first introduced) [NB: <i>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>] Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black 	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Revision of objectives from previous year (with year group this was first introduced) Statutory objectives (within the National Curriculum) are listed in this way – bold, teal and underlined New objectives (introduced within current year group) are listed in black	Statutory terminology from Appendix 2 of the National Curriculum 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>Inform 15 steps</p> <p>Non-chronological report <i>World of the Unknown: Monsters</i></p> <p><i>The Book of Mythical Beasts and Magical Creatures</i></p>	<p>NCR: Captions and labels to add information to illustrations</p> <p>Index to guide reader to know how to find something specific they might be looking for</p> <p>Glossary to provide definitions in a quick and easy guide for the reader</p> <p>A-Z guide 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"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) • Might include quotes from people to provide more information and add interest for the reader (Y3/4) • Use of brackets can add extra information or an explanation (parenthesis) for the reader 	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (Y4)</p>	<p>Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p>	<p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, bracket (Y5)</p>


 <p>Entertain</p> <p>12 steps</p> <p>Descriptive scene</p> <p><i>Cloud Tea Monkeys</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	n/a in this unit (<i>focus on descriptive writing</i>)	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere 	<p>Prepositions and prepositional phrases tell the reader where things are and where and when things happen (Y3/4)</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (Y4)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p>Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next (Y4)</p>	<p>adjective, noun, noun phrase, comma (Y2)</p> <p>conjunction, preposition, inverted commas, direct speech (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion</p>


 <p>Entertain</p> <p>5 steps</p> <p>Poetry: Cinquains</p> <p><i>Where the Poppies Now Grow</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Poetry: Specific structures of poems can include cinquains, which has five lines and a specific number of syllables in each line: Line 1: 2 syllables; Line 2: 4 syllables; Line 3: 6 syllables; Line 4: 8 syllables; Line 5: 2 syllables</p> <p>Meter is a unit of rhythm in poetry, the pattern of the beats of accented and unaccented syllables.</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere 	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p>Remove unnecessary adjectives and adverbs for more precise nouns and verbs</p>	<p>verb, adjective, noun, noun phrase (Y2)</p>


 <p>Entertain</p> <p>15 steps Narrative</p> <p><i>The Promise</i></p> <p><i>The Adventures of Odysseus</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Narrative: Story endings can end with a reference to the beginning of the story (feels cyclical)</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere 	<p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>adjective, noun, noun phrase, comma (Y2)</p> <p>conjunction, preposition, inverted commas, direct speech (Y3)</p> <p>adverbial (Y4)</p> <p>cohesion, ambiguity, relative pronoun, relative clause</p>


 <p>Inform</p> <p>10 steps Biography</p> <p><i>Fantastically Great Women who Changed the World</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Biography: Details of key events in a person's life, written in chronological order Includes several facts to provide the reader with real information about the person Written in third person narrative</p>	<ul style="list-style-type: none"> Some information (such as instructions) needs to be in the correct time (chronological) order if the reader needs to follow clear steps or learn about something that happened in the past (Y2) When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) Might include quotes from people to provide more information and add interest for the reader (Y3/4) Use of brackets can add extra information or an explanation (parenthesis) for the reader 	<p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Brackets or commas for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p>	<p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>clause, subordinate clause, conjunction, preposition, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, bracket, relative pronoun, relative clause (Y5)</p>


SPRING

 <p>Persuade</p> <p>10 steps Letters</p> <p><i>The Misadventures of Frederick</i></p>	<p>Genre features</p> <p>Letter: Sender's address in top-right corner & Date under the sender's address</p> <p>Recipient's address on left-hand side</p> <p>Start with 'Dear...' or 'To whom it may concern...'</p> <p>Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> • Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) • Use facts to support opinions to make the reader take the writing more seriously (Y3) • Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) • Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) • Include anecdotes to support and provide evidence for the point you are trying to make (Y4) • Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) • Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention • Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act • Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. 'do not' instead of 'don't') • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices 	<p>Sentence level</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Word level including punctuation</p> <p>Brackets, commas and dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause</p>	<p>Grammatical terminology</p> <p>comma (Y2)</p> <p>adverbial (Y4)</p> <p>relative pronoun, relative clause</p> <p>bracket, dash, parenthesis</p> <p>cohesion</p> <p>modal verb</p>
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	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
<p>Inform 15 steps</p> <p>Non-chronological report</p> <p><i>The Skies</i> <i>Above My Eyes,</i> <i>The Street</i> <i>Beneath My Feet & The Sea</i> <i>Below My Toes</i></p> <p><i>The Humans: Ancient Civilisations and the Astonishing Things They Taught Us</i></p> <p><i>The Mind-Blowing World of Extraordinary Competitions</i></p>	<p>NCR: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents Contents page to show the reader the content of the text and direct them to specific information Boxes with extra information to break up the page layout and add detail or interest for the reader</p>	<ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) • Might include quotes from people to provide more information and add interest for the reader (Y3/4) • Use of brackets can add extra information or an explanation (parenthesis) for the reader • Use bullet points to convey information precisely (Y6) • Underline important words or phrases that you want to draw reader’s attention to • Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. ‘do not’ instead of ‘don’t’) • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices 	<p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p>Brackets for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p> <p>Colons can direct your reader to pay attention to what’s next, set up longer list of items (Y6)</p>	<p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>clause, subordinate clause, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, bracket, cohesion, ambiguity (Y5)</p> <p>colon, bullet points (<i>statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING</i>)</p>

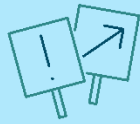
 <p>Entertain</p> <p>10 steps</p> <p>Descriptive Recount</p> <p><i>The Watertower</i></p>	<p>Genre features</p> <p>n/a in this unit (focus on descriptive writing)</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character (Y3/4) Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader Modal verbs can be used to express things that are possible but not known – especially useful for creating suspenseful atmosphere in narrative 	<p>Sentence level</p> <p>Fronted adverbials provide more information or detail before the main idea of the sentence follows – it can be a useful way to move on the writing in time or place (Y4)</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p>Word level including punctuation</p> <p>Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Use a comma after a fronted adverbial – this allows the reader to take a short pause and realise that the adverbial is a group of words that carry meaning and will add detail to what comes next (Y4)</p>	<p>Grammatical terminology</p> <p><u>adjective, noun, noun phrase, comma</u> (Y2)</p> <p><u>conjunction, paragraph, inverted commas, direct speech</u> (Y3)</p> <p><u>adverbial</u> (Y4)</p> <p><u>cohesion, modal verb</u></p>
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 <p>Entertain</p> <p>15 steps Narrative (mystery & suspense)</p> <p><i>Boy in the Tower</i></p>	<p>Genre features</p> <p>Narrative: Story openings usually open with either: action, dialogue or description of setting or character Story endings can end with a moral message, happy ending, surprise or cliff-hanger</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character Use a new paragraph to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader Create suspense and tension by varying sentence length (long and without pause to create sense of rushing, then short and sharp, even fragments, at height of tension) to guide reader to feel tension with their breath during reading 	<p>Sentence level</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p>Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p>	<p>Word level including punctuation</p> <p>Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Ellipsis to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue (Y6)</p> <p>Colons can set up a surprise or dramatic pause (Y6)</p>	<p>Grammatical terminology</p> <p><u>adjective, noun, noun phrase, comma (Y2)</u></p> <p><u>conjunction, paragraph, inverted commas, direct speech (Y3)</u></p> <p><u>adverbial (Y4)</u></p> <p><u>cohesion</u></p> <p><u>colon, ellipsis (statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</u></p>
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 <p>Entertain</p> <p>5 steps Poetry (Rap & Assonance)</p> <p><i>Rhythm & Poetry</i></p>	<p>Genre features</p> <p>Poetry: Use of assonance to link to sounds within words and create rhythm</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere 	<p>Sentence level</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p>Word level including punctuation</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>Grammatical terminology</p> <p><u>adjective, noun, noun phrase, comma (Y2)</u></p> <p><u>adverbial (Y4)</u></p> <p><u>cohesion, ambiguity</u></p>
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SUMMER

 Inform 10 steps Explanation <i>The Lost Book of Adventure</i>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Explanation: Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow</p>	<ul style="list-style-type: none"> • Diagrams show the reader more details about the important parts of what they are finding out about (Y2) • When we provide information to our reader, this information is usually in the simple present tense or simple past tense (Y2) • Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic (Y3/4) • Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find (Y3/4) • Might include quotes from people to provide more information and add interest for the reader (Y3/4) • Use of brackets, commas or dashes can add extra information or an explanation (parenthesis) for the reader • Use bullet points to convey information precisely (Y6) • Underline important words or phrases that you want to draw reader’s attention to • Formality in writing exists on a scale from very informal – very formal, depending on the audience and purpose of the writing • More formal writing usually avoids contracting words so that it does not mimic everyday speech (e.g. ‘do not’ instead of ‘don’t’) • More formal writing usually avoids phrasal verbs (e.g. turn up; look into; call off, etc) for more precise verb choices 	<p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Brackets, commas or dashes for parenthesis are useful to place extra information for the reader into them and allow the reader to see how this information is separate to the main clause (brackets particularly used in non-fiction texts)</p> <p>Colons can direct your reader to pay attention to what’s next, set up longer list of items (Y6)</p>	<p>verb, tense, past tense adjective, noun, noun phrase, comma (Y2)</p> <p>clause, subordinate clause, paragraph (Y3)</p> <p>adverbial (Y4)</p> <p>parenthesis, bracket, dash, relative pronoun, relative clause</p> <p>colon, bullet points (statutory terminology for Year 6 but introduced within Year 5 in ESSENTIALWRITING)</p>

 <p>Persuade</p> <p>15 steps</p> <p>Advertising Campaign</p>	<p>Genre features</p> <p>Advertisement: Includes a catchy title or slogan to capture the reader's attention</p> <p>Usually includes bright visuals and images of the product being advertised</p> <p>May include a price or specific features of the product, with reasons for the reader needing it</p>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Often use 'you' (second-person narrative) to put the reader on the spot and make them think (Y3) Use facts to support opinions to make the reader take the writing more seriously (Y3) Sometimes use rhetorical questions to make the reader think more deeply about the subject (Y3) Use of alliteration helps to make a phrase more memorable and stick in their mind (Y3) Include anecdotes to support and provide evidence for the point you are trying to make (Y4) Use of power of three to make something more memorable for the reader and make them think about it for longer (Y4) Use of hyperbole/ exaggeration to support the point being made and make the reader pay attention Use of adverbs & modal verbs to indicate degree of possibility and urge the reader to act 	<p>Sentence level</p> <p>Link ideas across paragraphs using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p>Relative clauses provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Word level including punctuation</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>Grammatical terminology</p> <p><u>comma, adverb (Y2)</u></p> <p><u>adverbial (Y4)</u></p> <p><u>relative pronoun, relative clause</u></p> <p><u>cohesion, ambiguity</u></p> <p><u>modal verb</u></p>

 <p>Entertain</p> <p>10 steps</p> <p>Poetry</p> <p><i>Cloud Busting</i></p> <p><i>And I Climbed and I Climbed</i></p>	<p>Genre features</p> <p>Poetry: Poems can be written as free verse, 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>	<p>Compositional choices according to writing purpose</p> <ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character Use figurative language such as simile, metaphor and personification to create mood and atmosphere 	<p>Sentence level</p> <p>Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p>	<p>Word level including punctuation</p> <p>Punctuating speech – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p>Use of comma to clarify meaning or avoid ambiguity – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p>	<p>Grammatical terminology</p> <p><u>adjective, noun, noun phrase, comma (Y2)</u></p> <p><u>inverted commas, direct speech (Y3)</u></p> <p><u>cohesion, ambiguity</u></p>

 <p>Discuss</p> <p>10 steps Reviews</p>	Genre features		Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Reviews: Vary in tone and formality, depending on the intended audience.</p> <p>Provide a balance of the positive and negative elements of the product or experience being reviewed</p> <p>Professional reviews should be unbiased, without opinion unrelated to facts or evidence</p> <p>Often conclude with a rating or score, on reflection of whether the positive or negative elements either balance or outweigh each other</p>	<ul style="list-style-type: none"> Very clear points of view presented to show either side of a debate, discussion or argument Obvious signposts to the reader to signal when they will be encountering a different viewpoint Avoids confusing facts and opinions and makes this difference very clear for the reader (e.g. Some people might believe that...) 	<p><u>Link ideas across paragraphs</u> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><u>Relative clauses</u> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p>Use of <u>comma to clarify meaning or avoid ambiguity</u> – commas can be placed to group words together based on their meaning & they break up the sentence for the reader to manage more easily</p> <p><u>Colons</u> can direct your reader to pay attention to what's next, set up longer list of items (Y6)</p>	<p><u>comma</u> (Y2)</p> <p><u>adverbial</u> (Y4)</p> <p><u>relative pronoun, relative clause</u></p> <p><u>cohesion, ambiguity</u></p> <p><u>colon</u> (statutory terminology for Year 6 but introduced within Year 5 in <i>ESSENTIALWRITING</i>)</p>	

 <p>Entertain</p> <p>15 steps Narrative (description of setting and character)</p> <p><i>Birdsong</i></p>	Genre features	Compositional choices according to writing purpose	Sentence level	Word level including punctuation	Grammatical terminology
	<p>Narrative: Story openings usually open with either: action, dialogue or description of setting or character Story endings can end with a moral message, happy ending, surprise or cliff-hanger</p>	<ul style="list-style-type: none"> Use of sound and other senses to develop clear picture for reader to develop mood of setting (show not tell) (Y3/4) Dialogue can show how a person speaks e.g. dialect, slang and tells the reader more about the character (show not tell) (Y3/4) and can advance the action as well as convey character Use a new <u>paragraph</u> to show when a new or different character is speaking or when the setting changes (Y3/4) or if the time or mood changes Zoom in and out to move quickly or slowly in a story – add more detail according to what is important e.g. introduction to new character or setting (Y3/4) Use figurative language such as simile, metaphor and personification to create mood and atmosphere Create atmosphere through description of the senses, setting, character actions in order to shape the mood felt by the reader 	<p>Add detail to expanded noun phrases with <u>adjectives</u> before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description (Y4)</p> <p><u>Link ideas across paragraphs</u> using adverbials of time, place, number or tense choices so that the reader can easily follow</p> <p><u>Relative clauses</u> provide additional information to the reader, using the relative pronouns <i>who, which, where, when, whose, that</i></p>	<p><u>Punctuating speech</u> – comma to separate the dialogue and the speech tag; new paragraph for new speaker; inverted commas around what is being said – all makes it totally clear for the reader to follow along (Y4)</p> <p><u>Ellipsis</u> to show a feeling of suspense, force the reader to pause, draw out an idea or time or show speechlessness in dialogue (Y6)</p>	<p><u>adjective, noun, noun phrase, comma</u> (Y2)</p> <p><u>conjunction, paragraph, inverted commas, direct speech</u> (Y3)</p> <p><u>adverbial</u> (Y4)</p> <p><u>cohesion, relative pronoun, relative clause</u></p> <p><u>ellipsis</u> (statutory terminology for Year 6 but introduced within Year 5 in <i>ESSENTIALWRITING</i>)</p>