

Planning and Assessment				Links
Form	Crucial Learning Point (NC, KPIs/ Milestones)	Written outcomes (suggestions)	Drama opportunities	Specific support/links from other areas
AUTUMN TERM				
Speaking and Listening Focus: Presentation				
Guided Reading Text: Shackleton’s Journey – William Grill (non-fiction)				
<p>Year 3 non-negotiables – recap (at least 2 weeks)</p> <p>To inform (2 weeks)</p>	<ul style="list-style-type: none"> • Features of writing generally appropriate to the selected task – use of first person • Organises paragraphs around a theme. • Accurately use commas in lists. • Apostrophes to mark singular possession (e.g. the girl’s name). • Can identify nouns, verbs, adjectives, adverbs and prepositions. • Use simple noun phrases with a greater range of vocabulary (e.g. a lot of money; my younger sister; the best team in the world). • Uses the correct article (a or an) according to whether the next word begins with a vowel or consonant. • To begin to maintain the correct tense throughout a piece of writing to suit purpose and intent 	<p>Purpose: To inform Audience: yourself / Shackleton Outcome: Diary Entry</p>		<p>Handwriting –</p> <ul style="list-style-type: none"> • using legible joined or printed writing. • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • using spacing between words that reflects the size of the letters.
<p>To inform (Biography) (2 weeks)</p>	<ul style="list-style-type: none"> • Organises paragraphs around a theme. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use subordination to show relationship in time and place (e.g. until he learnt to tie his shoe laces..., Following the race....) 	<p>Purpose: To inform Audience: National Geographic Outcome: Biography of Shackleton</p>		<p>GR text- drawing upon knowledge learnt</p>

	<ul style="list-style-type: none"> • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Ensuring correct verb/subject agreement between singular and plural (e.g. we are, he is). • Use a range of punctuation accurately (e.g. full stops, commas for lists and clauses, exclamation and question marks, brackets). 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To inform- recount (3 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Organises paragraphs around a theme. • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Include details to interest • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose. • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use subordination to show relationship in time and place (e.g. until he learnt to tie his shoe laces..., Following the race....) • Use a range of different types of sentences and related verb type (e.g. imperatives in commands). • To use the present perfect form of verbs in contrast to past tense • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). • Evidence of sustained viewpoint 	<p>Purpose: To inform Audience: Citizens of Rome Outcome: recount of Pompeii news report</p>		<p>History- volcanic eruption of Pompeii</p>

	<ul style="list-style-type: none"> • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Write neatly and legibly as per the school handwriting policy. 			
<p>Guided Reading Text: The Polar Bear’s Explorers Club – Alex Bell (fiction)</p>				
<p>To inform- non-chronological report (2 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Organises paragraphs around a theme. • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose. • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). <ul style="list-style-type: none"> • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Write neatly and legibly as per the school handwriting policy. 	<p>Purpose: Audience: Outcome: Non-chronological report on volcanoes</p>		

<p>To entertain- narrative writing (3 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • In narrative use paragraphs for a change in action, settings and time. • Organises paragraphs around a theme. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Characters developed through describing how they look, react, talk or behave. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Ensuring correct subject/ verb agreement between singular and plural (e.g. he is / we are) <ul style="list-style-type: none"> • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. 	<p>Purpose: To entertain by building suspense (Polar Bear Explorers Club) Audience: TBC Outcome: suspense narrative</p>		
<p>To entertain- playscripts (2 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Organises paragraphs around a theme. (Acts or scenes) • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Include detail to add an element of humour, surprise or suspense. 	<p>Purpose: To entertain Audience: TBC Outcome: Section of play script to perform (Polar Bear Club)</p>		

	<ul style="list-style-type: none"> • Characters developed through describing how they look, react, talk or behave. • Proof-reads for spelling and punctuation errors • Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose. • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). <p>Speaking and listening strand in performance.</p> <ul style="list-style-type: none"> • Evidence of sustained viewpoint • Planning ensures events are well paced in writing. • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. 			
SPRING TERM				
Speaking and Listening Focus: Debate				
Guided Reading Text: What a Waste- Jess French (non-fiction) + Sensational! Poems				
To persuade (3 weeks)	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. • Include details to interest, persuade & explain • Choose words or phrases showing an awareness of the reader. 	<p>Purpose: To persuade audience to recycle more Audience: Outcome: Recycling leaflet</p>		

	<ul style="list-style-type: none"> • Use subordination to show relationship in time and place (e.g. until he learnt to tie his shoe laces..., Following the race....) • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • Ensuring correct subject/ verb agreement between singular and plural (e.g. he is / we are) • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). • Evidence of sustained viewpoint • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. • Write neatly and legibly as per the school handwriting policy. • Punctuation taught is accurately and consistent. 			
<p>To persuade (1 week) (1 week) Use previous unit but now apply to write in different form</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. • Include details to interest, persuade & explain • Choose words or phrases showing an awareness of the reader. • Use subordination to show relationship in time and place (e.g. until he learnt to tie his shoe laces..., Following the race....) • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). 	<p>Purpose: To persuade Mr A to improve recycling facilities in school Audience: Mr Addison Outcome: formal persuasive letter</p>		

	<ul style="list-style-type: none"> • Ensuring correct subject/ verb agreement between singular and plural (e.g. he is / we are) • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). • Evidence of sustained viewpoint • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. • Write neatly and legibly as per the school handwriting policy. • Punctuation taught is accurately and consistent. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain- poetry (1/2 week)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Main features of selected form signalled to the reader, including use of language, structure and purpose. (figurative language) • Draft and write sentences, progressively building a varied and rich vocabulary • Include relevant details to add an element of humour, surprise or suspense. • Proof-reads for spelling and punctuation errors • Include relevant details to interest • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use of a range of different types of sentences and related verb type (e.g. imperatives in commands). <p>Speaking and listening – performance based objectives.</p> <ul style="list-style-type: none"> • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. 	<p>Purpose: To entertain Audience: TBC Outcome: Poem journey of a plastic bottle/or link to Old LTE unit. Look through the LTE lesson on Old and decide audience and inspiration for poem.</p>		<p>Link to 'Old' LTE Unit as the stimulus</p>

	<ul style="list-style-type: none"> • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. • Write neatly and legibly as per the school handwriting policy. 			
Guided Reading Text: The Dam- David Almond & Oliver Twist- Charles Dickens (fiction)				
To entertain/inform- diary recount (3 weeks)	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others’ writing and amending accordingly. • Include details to interest & explain • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • To use the present perfect form of verbs in contrast to past tense • Ensuring correct subject/ verb agreement between singular and plural (e.g. he is / we are) • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). 	<p>Purpose: To entertain Audience: TBC Outcome: Diary entry linked with Oliver Twist</p>		
To inform- informal letter (2 weeks)	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Organises paragraphs around a theme. • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. 	<p>Purpose: To inform Audience: Friend of one of the boys in the work house Outcome: informal letter</p>		

	<ul style="list-style-type: none"> • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and punctuation errors • Include details to interest, persuade, explain and instruct. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Use subordination to show relationship in time and place (e.g. until he learnt to tie his shoe laces..., Following the race....) • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • Use of a range of different types of sentences and related verb type (e.g. imperatives in commands). • To use the present perfect form of verbs in contrast to past tense. • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). • Being able to spell unknown words by considering the morphology and etymology. • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Accurately use a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash). • Punctuation taught is accurately and consistent. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">To entertain (2 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. 	<p>Purpose: To describe setting and characters Audience: TBC Outcome: Setting and character descriptions</p>		

	<ul style="list-style-type: none"> • Include relevant details to interest. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • To use the present perfect form of verbs in contrast to past tense • Ensuring correct subject/ verb agreement between singular and plural (e.g. he is / we are) • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). 			
SUMMER TERM				
Speaking and Listening Focus: Performance				
Guided Reading Text: How to Train a Dragon – Cressida Cowell (fiction)				
To inform- Newspaper Report (3 weeks)	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Organises paragraphs around a theme. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Include detail to add an element of humour, surprise or suspense. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others’ writing and amending accordingly. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. • Uses a wider range of conjunctions (e.g. when, if, because, although, however). • Uses fronted adverbials and includes a comma after subordination (e.g. Later that day, I heard the bad news). 	<p><u>Newspaper Article</u> Purpose: Write a newspaper article about a new dragon which has been found for The Daily Dragon. Audience: The readers of The Daily Dragon. Outcome: Newspaper article</p>		

	<ul style="list-style-type: none"> • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). • Uses inverted commas and other punctuation to indicate direct speech • Being able to spell unknown words by considering the morphology and etymology. • Evidence of sustained viewpoint • Planning ensures events are well paced in writing. • Accurately use a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash). • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. • Write neatly and legibly as per the school handwriting policy. • Punctuation taught is accurately and consistent. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Instructions (2/3 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Organises paragraphs around a theme. • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. • Include details to interest, persuade, explain and instruct. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose. 	<p>Instructions Purpose: To explain how to look after a dragon. Audience: The people of... Outcome: Instructions Guide</p>		

	<ul style="list-style-type: none"> • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • Uses fronted adverbials and includes a comma after subordination (e.g. Later that day, I heard the bad news). • Use of a range of different types of sentences and related verb type (e.g. imperatives in commands). • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). <ul style="list-style-type: none"> • Being able to spell unknown words by considering the morphology and etymology. • Evidence of sustained viewpoint • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Accurately use a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash). • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. 			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Narrative (1 /2week) – adventure/fantasy</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Include detail to add an element of surprise or suspense. • Characters developed through describing how they look, react, talk or behave. • Proof-reads for spelling and punctuation errors • Include details to interest, persuade, explain and instruct. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. 	<p>Narrative Purpose: To entertain Audience: All readers Outcome: Next chapter of How to Train your Dragon.</p>		

	<ul style="list-style-type: none"> • Use of a range of different types of sentences and related verb type (e.g. imperatives in commands). • <i>Is able to read their own work aloud, using punctuation to support their intonation and interest the listener.</i> • <i>Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader.</i> • <i>Write neatly and legibly as per the school handwriting policy.</i> 			
Guided Reading Text: Norse Mythology – National Geographic for Kids (non-fiction) Bob Cox- Green Candles- Voices in an empty room				
Myth Writing (2 weeks)	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • In narrative use paragraphs for a change in action, settings and time. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • Draft and write sentences (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Include detail to add an element of humour, surprise or suspense. • Characters developed through describing how they look, react, talk or behave. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use elements of an increasing range of genre language appropriately. Choose words or phrases to support the purpose. • Use adverbial phrases and expanded noun phrases to give clarity, interest and detail to the account. 	Myth Writing Purpose: to write a myth based on Odin and a different god/goddess Audience: The children in Year 5 Outcome: Myth		

	<ul style="list-style-type: none"> • Uses fronted adverbials and includes a comma after subordination (e.g. Later that day, I heard the bad news). • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). • Use of apostrophe for plural and singular possession. • Uses inverted commas and other punctuation to indicate direct speech <ul style="list-style-type: none"> • Being able to spell unknown words by considering the morphology and etymology. • Evidence of sustained viewpoint • Planning ensures events are well paced in writing. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Accurately use a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash). • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. • Write neatly and legibly as per the school handwriting policy. • Punctuation taught is accurately and consistent. 			
<p>Opening Doors - Narrative</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • In non-fiction, use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion. • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Proof-reads for spelling and punctuation errors • Can evaluate and edit by assessing the effectiveness of their own and others' writing and amending accordingly. • Include details to interest, persuade, explain and instruct. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. 	<p>Narrative – Opening Doors Shadow in a Drawer</p> <p>Purpose: to explore tone and build drama Audience: Bob Cox and his team of authors? Outcome: Humorous Narrative</p>		

	<ul style="list-style-type: none"> • Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while). • To use the present perfect form of verbs in contrast to past tense • Ensuring correct subject/ verb agreement between singular and plural (e.g. he is / we are) • Use a range of punctuation accurately (full stop, comma for list and clauses, question mark and exclamation mark). <ul style="list-style-type: none"> • Being able to spell unknown words by considering the morphology and etymology. • Is able to read their own work aloud, using punctuation to support their intonation and interest the listener. • Learns new words, grammatical structures and punctuation from their reading and experiments with these in their writing. • Accurately use a range of punctuation, although not always accurately (e.g. brackets, semi-colon, colon and dash). • Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader. 			
<p>Poetry (2 weeks)</p>	<ul style="list-style-type: none"> • Beginning to use an appropriate style of writing (e.g. formal or informal) across a range of writing. • Within paragraphs/sections, some links made between sentences (e.g. use of pronouns or adverbials). • Main features of selected form signalled to the reader, including use of language, structure and purpose. • Include detail to add an element of humour, surprise or suspense. • Proof-reads for spelling and punctuation errors • Include details to interest, persuade, explain and instruct. • Use a range of adjectives and adverbs across fiction and non-fiction writing. • Choose words or phrases showing an awareness of the reader. • Use of a range of different types of sentences and related verb type (e.g. imperatives in commands). <p>Speaking and listening – performance based objectives.</p>	<p>Poetry (Opening Doors Unit – Do you have time to stand and stare?</p> <p>Purpose: To use repetition for effect</p> <p>Audience: Year 4</p> <p>Outcome: Poem</p>		

	<ul style="list-style-type: none"> • <i>Is able to read their own work aloud, using punctuation to support their intonation and interest the listener.</i> • <i>Use precise vocabulary that is lively and imaginative showing an awareness of audience and engages the reader.</i> • <i>Write neatly and legibly as per the school handwriting policy.</i> 			
As needed	Recap any objectives taught during the year to ensure pupils are at or beyond mastery.			