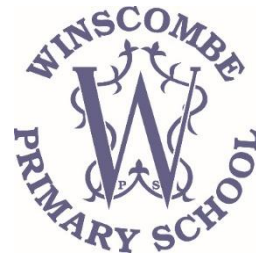


Subject: English - Writing



Winscombe Primary School

Skills & Knowledge Progression Map

Level Expected at the End of EYFS



We have selected the Early Learning Goals that link most closely to the Writing National Curriculum

Writing ELG Children at the expected level of development will: • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

Level Expected at the End of KS1 and KS2

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<ul style="list-style-type: none"> • Pupils should be taught to: ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear. • Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ♣ learn how to use: ♣ sentences with different forms: statement, question, exclamation, command ♣ expanded noun phrases to describe and specify [for example, the blue butterfly] ♣ the present and past tenses correctly and consistently including the progressive form ♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ♣ the grammar for year 2 in English Appendix 2 ♣ some features of written Standard English ♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to: ♣ plan their writing by: ♣ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ♣ noting and developing initial ideas, drawing on reading and research where necessary ♣ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ♣ draft and write by: ♣ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ♣ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ♣ précis longer passages ♣ using a wide range of devices to build cohesion within and across paragraphs ♣ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ♣ evaluate and edit by: ♣ assessing the effectiveness of their own and others' writing ♣ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ♣ ensuring the consistent and correct use of tense throughout a piece of writing ♣ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ♣ proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms ♣ using passive verbs to affect the presentation of information in a sentence ♣ using the perfect form of verbs to mark relationships of time and cause ♣ using expanded noun phrases to convey complicated information concisely ♣ using modal verbs or adverbs to indicate degrees of possibility ♣ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun ♣ learning the grammar for years 5 and 6 in English Appendix 2 ♣ indicate grammatical and other features by: ♣ using commas to clarify meaning or avoid ambiguity in writing ♣ using hyphens to avoid ambiguity ♣ using brackets, dashes or commas to indicate parenthesis ♣ using semi-colons, colons or dashes to mark boundaries between independent clauses ♣ using a colon to introduce a list ♣ punctuating bullet points consistently ♣ use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.</p>

The writing curriculum progression maps comprehensively show the progression of writing skills and concepts from Reception to Year 6.



Progression of Skills



Writing: composition	EYFS Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Planning, writing & editing</p>	<p>Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play.</p> <p style="color: green;">Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it. To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events. To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

<p>Awareness of Audience, Purpose and Structure</p>	<p>Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well-structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
<p>Vocabulary, grammar & punctuation</p>	<p>EYFS Reception ELG</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>Sentence, construction and tense</p>	<p>Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

	and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.						
Use of phrases and clauses	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences	To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.
Punctuation		To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Use of Terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.
--------------------	--	--	--	--	---	---	---

Impact

The impact of using the full range of resources, including display materials, will be seen across the school with an increase in the profile of writing. The learning environment across the school will be more consistent with vocabulary displayed, spoken and used by all learners. Whole-school and parental engagement will be improved through the use of English -specific home learning tasks and opportunities suggested in lessons and overviews for wider learning. We want to ensure that writing is loved by teachers and pupils across school, therefore encouraging them to want to continue building on this wealth of knowledge and understanding, now and in the future. Impact can also be measured through key questioning skills built into lessons, child-led assessment such as success criteria grids, final pieces of writing, writing across the curriculum and summative assessments aimed at targeting next steps in learning.

	Outcome & Audience	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry	Performance Poetry
--	-------------------------------	--------------------	--------------------	--------------------	--------------------	--------------------	--------------------	--------------------

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Narrative							
Autumn 2	Model Text	The Great Explorer (Chris Judge)	The Three Little Pigs	One Christmas Wish (Katharine Rundell)	The Iron Man	The Egyptian Cinderella	George's Cosmic Treasure Hunt Lucy and Stephen Hawking	Christmas Carol and Street Child
	TfW Focus	Character	Character	Character	Character	Character	Character	Character + Suspense
	Plot Type	Journey	Beating-the-monster		Beating-the-monster	Change Story	Character Flaw	Wishing Story
	Narrative Type	Adventure	Fairy Tales	Adventure	Mystery (Chapter 1)	Fairy Tale	Raise Dilemmas	Suspense
	Setting	Different place	Imagined		Familiar	Different Place (Egypt)	Different Place	Past/Different Place
	Outcome & Audience	What would you pack on a journey?	Description of their own character		Description of own character	Own version of a change story		Escape from workhouse
	Non-fiction							
	Model text	The Jolly Christmas Postman	A Picnic		Newspaper recount of Chapter 4 of The Iron Man	The Story of Tutankhamun	i-read non-fiction Pie Corbett	Persuasive letter
	Text Type		Instructions	Recount	Recount	Recount	Persuasive	Persuasive
	Outcome & Audience	Letter to Santa	How to build a house	Newspaper recount of Christmas Wish OR The Mousehole Cat	Newspaper recount of Chapter 5 of The Iron Man	Biography of Howard Carter	Write a persuasive letter with an environmental focus.	A persuasive speech to Parliament
Poetry								
Model Text	Nursery Rhymes	Autumn Poems	The Christmas Pine (Julia Donaldson)	Let's Celebrate! (Debjani Chatterjee & Brian D'arcy)	Poetry Pie	A galaxy of poems Winter Poems	Good King Wenceslas	
Poetry Type		List Poem		Festival poems from around the world	Shape Poems	Free Verse	Performance + Classic	

	Outcome & Audience		Autumn Poem for Parents		Festive shape poem	Poem for Christmas Card	Display	Performance and artwork
--	-------------------------------	--	-------------------------	--	--------------------	-------------------------	---------	-------------------------

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Narrative							
Spring 1	Model Text	Dinosaur Roar	Handa's Surprise/Hen	Little Red and The Very Hungry Lion / The Wolf's story Suspense	Zelda Claw and the Rain Cat	The Nightmare Man	Who let the Gods out? Suspense Warning tale	Oliver Twist Macbeth
	TfW Focus		Suspense	Suspense	Suspense	Suspense	Suspense	Suspense Tragedy
	Plot Type		Journey	Beating-the-monster	Suspense	Suspense	Warning Tale	Beating the Monster
	Narrative Type		Raise Dilemmas	Fairy Tale	Adventure	Raises a dilemma	Mystery	Historical
	Setting		Different Place (Africa)		Familiar	Familiar (Bedroom)	Familiar	Different Place
	Outcome & Audience		Suspense Story		Suspense story			Drama using puppets
	Non-fiction							
	Model text	Dinosaur Book	The Jolly Postman	You wouldn't want to be on Shackleton's Polar Expedition! / Poles Apart	How to build a Roman Road	River Story/The Amazon	Is it better to be a child or an adult?	The Body Text Book
	Text Type	Instructions	Recount	Instructions	Instructions	Non-chronological report	Discussion/Debate	Non-Chronological report.
	Outcome & Audience		Write a letter to our African drumming lady	How to trap a wolf instructions	How to be a Roman Soldier	The Journey of a River	Write a discussion based on Greek democracy.	Write a report on circulatory system
Poetry								
Model Text	Dinosaur Roar				River Story	Sensational (Roger McGough) Bright Bursts of Colour (Matt Goodfellow)	Song of the Witches from Macbeth	

	Poetry Type	Rhyming Couplets				List	List	Rhyming Couplets
	Outcome & Audience	Dinosaur Poetry Performance	SLN Poetry Competition	SLN Poetry Competition	SLN Poetry Competition	SLN Poetry Competition	SLN Poetry Competition	SLN Poetry Competition

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Narrative							
Spring 2	Model Text	Supertato	Enormous Turnip	Classic Stories – The Secret of Black Rock Changes tale	Escape from Pompeii	How to Train Your Dragon	Who Let the Gods out?	Macbeth and The Highway man
	TfW Focus		Setting	Setting	Dialogue	Dialogue	Dialogue	Dialogue
	Plot Type	Beating the monster	Wishing Stories		Beating-the-monster	Wishing Tale	Beating-the-monster	
	Narrative Type	Raise Dilemmas	Raise Dilemmas		Historical	Adventure	Myths	Legend
	Setting	Familiar	Familiar		Different Place (Italy)	Fantasy	Familiar	Different Place
	Outcome & Audience	Creating own super vegetable	Story about a dilemma		Story about a natural disaster	Commentary for Thurs'day Celebration		Rewritten story into legend story
	Non-fiction							
	Model text	Everyday Heroes	Sunflowers	Leaf (Sandra Dieckman)	Earth Shattering Events	How are Mountains Formed?	WAGOLL from Previous Year	Non-chronological report, Explanation, Biography linked to topic.
	Text Type	Instructions	Explanation	Persuasion	Explanation	Explanation	Explanation	
	Outcome & Audience	How to make pancakes	How Plants Grow	Letter to persuade a polar bear to stay.	How Volcanoes erupt	The Water Cycle	Reverse Change	Persuasive letter to Amnesty International
Poetry								
Model Text		Spike Milligan Selection	Edward Lear Selection	I wanna be a star by Tony Mitton	Water & Environment		The Highway Man	

	Poetry Type		Rhyming Couplets		Rap poems	Acrostic		Classic Narrative
	Outcome & Audience		Write and perform a poem		Write & perform rap poem	Mountain Acrostic poem		Performance

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Narrative							
Summer 1	Model Text	The Hungry Caterpillar	The Pirates Next Door	Meerkat Mail OR The Snail and the Whale	Mr Penguin and the Lost Treasure Action	Operaton Gadgetman	I was there...Viking Invasion (Stuart Hill)	Rain Player
	TfW Focus		Action	Action	Action	Action	Action	Action
	Plot Type	Change	Warning tale	Journey	Journey	Journey	Change	Warning Tale
	Narrative Type	Adventure	Adventure		Adventure	Adventure	Historical	Fable, Myths,
	Setting	Familiar	Familiar		Familiar and Imagined	Different Place	Historical Past	Different Place
	Outcome & Audience	Creating own story	Write an action scene		Action story	Action story		
	Model text	Life cycle of a butterfly	What we need for a pirate	Moth – an evolution story	Walk to School Week	Visit Warwickshire	Anglo-saxons study book	Mayan Civilisation
	Text Type	Explanation	Persuasion	Explanation	Persuasion	Persuasion	Non-chron	Discussion/Debate
	Outcome & Audience		Advert for a Pirate		Poster about why we need to save the rainforests	Visit Winscombe text	Compare an aspect of Viking life	Debates with class
		Poetry						
Model Text		(When I was one)			Animal Poems compiled by Jennifer Curry	The Old Pond		Haiku/Tanka
Poetry Type		Rhyming Poems	Animal Shape Poems		Animal poems	Haiku		
Outcome & Audience		Write and perform a poem			Write own poem for class book			Perform to class

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Narrative							
Summer 2	Model Text	Rainbow Fish	The Lighthouse Keeper's Lunch	Jack and the Beanstalk	The Tin Forest	The London Eye Mystery	The Breadwinner	Middleworld
	TfW Focus	Openings/Endings	Openings/Endings	Openings/Endings	Openings/Endings	Openings/Endings	Openings/Endings	Openings/Endings
	Plot Type	Wishing Tale	Losing Tale	Beating the monster	Wishing Tale	Losing Tale	Journey	Change
	Narrative Type	Raise Dilemmas	Raise Dilemma	Fairy Tale		Mystery	Raise Dilemmas	Myth
	Setting	Fantasy	Familiar		Imagined	Different Place (London)	Different Place (World)	Imagined (Sci-fi)
	Outcome & Audience	How to be a good friend	Write an interesting opening					Drama – Play scripts and plays
	Non-fiction							
	Model text	The Big Book of Blue	The Lighthouse Keeper's Lunch	The Last Tree (Emily Haworth-Booth)	Should homework be banned?	Should there be tourism in Antarctica?	Teacher written WAGOLL example	Should we have a school uniform?
	Text Type		Discussion	Discussion –	Discussion/Debate	Discussion	Instructions	Discussion
	Outcome & Audience	How to save the ocean poster	Should the seagulls have taken Mr Grinling's Lunch?		Should Animals be Kept in Zoos?	Discussion text Winscombe Railway back?	Write instructions on morning routine to be given to year 4s.	Debate
	Poetry							
	Model Text	Commotion in the ocean	Shape Poems of the Sea	Pleasant Sounds (John Clare)	A Child's Garden of Verses by Robert Louis Stevenson	Limericks – Edward Lear	Chocolate Cake Michael Rosen	Playscripts and rap
Poetry Type		Shape Poems		Classic Poems	Limericks	Monologue	Perform to an audience with confidence their playscript	
Outcome & Audience	Write own sea creature poem	Class Shape Poem book for our new teacher		Creating an Anthology		Monologue about Osprey Perform	Parents/school	

