



## Writing Outcomes Overview 2023-2024

### Key Points

- The outcomes for each unit build in challenge and complexity over time, and whilst we begin writing for real purposes and audiences in EYFS and following some conventions of text type from Year 1, our focus is first on building transcriptional fluency, both through our Basic Skills units and within outcome led units. Oral outcomes are prioritised as well as oracy teaching being a focus for every unit. Outcomes are repeated over time to support depth of understanding, both within year groups and between year groups, with a focus on covering a small range of text types deeply.
- All texts have been chosen first and foremost for their literary merit and level of challenge. However, links have also been made between texts to children's own experiences and curriculum content, as we know this supports our children to write successfully. Efforts have also been made to ensure that our children see themselves in the authors, characters, and content that we study, read and write.
- The RAFT for each unit is intended as guidance and may require adaptation depending on children's specific needs. The grammar, punctuation and vocabulary features listed for each unit ensure full coverage of the National Curriculum for English over time, however the features taught should be adapted to meet children's specific needs, with a focus on filling any gaps from previous learning.
- Suggestions for challenging pupils at GDS are intended as starting points and may need adapting to meet children's needs. For these children, having mastery of the whole class foci is crucial before the challenge focus is introduced.
- More detail can be found on the individual unit medium term plans.

### Key

Fiction	Non-Fiction	Poetry	Basic Skills (Fluency in Transcription focus)	New Learning
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## Writing Outcomes Overview 2023-2024

### EYFS

**Within the EYFS at CSCPS, we pride ourselves on providing a broad and well-balanced curriculum. Our specific areas of learning and characteristics of effective learning are developed through well planned, motivational activities within Continuous Provision and Carpet Times.**

<b>In play:</b>	<ul style="list-style-type: none"><li>• Daily opportunities to develop fine and gross motor skills.</li><li>• A variety of resources and equipment to support writing and mark making in different ways, such as pens, paint, chalk, paper, whiteboards etc.</li><li>• Inviting and engaging stimulus to inspire ideas for writing and mark making.</li><li>• Opportunities to share their mark making and writing with an adult and give meaning to the marks they make.</li><li>• Writing for purpose in areas such as the role play, maths, creative and investigation area.</li></ul>
<b>In groups:</b>	<ul style="list-style-type: none"><li>• Daily name recognition, name building and name writing activities.</li><li>• Fine and gross motor carpet sessions such as dough disco and scarf dancing.</li><li>• At least weekly guided writing sessions linked to the topic and supported by an adult.</li><li>• Adult directed writing challenges.</li><li>• Opportunities for writing during Reception phonics lessons in the form of spelling in Autumn and writing sentences in Summer.</li></ul>
<b>Outcomes:</b>	<ul style="list-style-type: none"><li>• Mark make, draw and write freely.</li><li>• Talk about and give meaning to the marks they have made.</li><li>• Write and mark make their name.</li><li>• Use phonics to identify sounds and link them to letters when writing.</li><li>• Write short sentences and captions.</li></ul>

## Writing Outcomes Overview 2023-2024

### Year 1

Term	Autumn		Spring		Summer	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Outcomes	<u>Basic Skills (2 weeks)</u>	<u>Fact File – captions (2 weeks)</u> <i>Text: Seasons by Hannah Pang and Clover Robin</i> <b>Outcome:</b> to write captions for the illustrations of the seasons in our class text. R – to show our knowledge of how each season is different. A – our peers. F – common nouns, <b>verbs for movement</b> , <b>leave spaces between words</b> , correct lower case letter formation, <b>singular plural 's.'</b> T – positive but changing depending on the season and children's opinions. <i>GDS – use a greater range of vocabulary.</i>	<u>Basic Skills (1 week)</u>	<u>Recount (2 weeks)</u> <i>Text: Lost in the Toy Museum by David Lucas</i> <b>Outcome:</b> to write a recount explaining what happened on our trip to Manchester Museum. R – to tell our audience about the most memorable parts of our trip. A – parents/carers. F – first person, past tense, clear sentences joined by 'and,' <b>capital letters for personal pronoun 'I'</b> , use of full stops and <b>exclamation marks</b> . T – passionate. <i>GDS – effective choice of language for the reader.</i>	<u>Fact File (2 weeks)</u> <i>Text: This is How We Do It by Matt Lamothe</i> <b>Outcome:</b> to create a fact file linked to my topic (a staff member who went to Chapel Street). R – to provide information about the person. A – KS1 children who read our 'Chapel Street book' in the library. F – third person, past tense, clear sentences joined by 'and,' capital letters for proper nouns, use of full stops, <b>adding suffixes to verbs (helping/helped/helper)</b> . T – informative. <i>GDS – to select the most interesting pieces of information to include.</i>	<u>Story – Re-tell (2 weeks)</u> <i>Text: Penguin Huddle</i> <b>Outcome:</b> to retell the story of <i>Penguin Huddle</i> until the penguins reach the city. <b><u>NB. Only read up until this point until the following unit.</u></b> R – to entertain our audience. A – to be shared with our families. F - third person, past tense, written in order, clear sentences joined by 'and,' <b>use of appropriate sentence demarcation</b> , use of capital letters for proper nouns, time words, plurals. T – mirrors the text. <i>GDS – focus on the penguins' emotions at different points in the story.</i>

	<p><b>Diagram – labels and oral outcome (1 week)</b></p> <p><i>Text: Wise About My Body: An Introduction to the Human Body by Libby Walden &amp; Ekaterina Trukhan</i></p> <p><b>Outcome:</b> to label a diagram of my body and be able to talk about it.</p> <p>R – to show what we know about our bodies.</p> <p>A – our families.</p> <p>F – sit correctly at a table, starting to form lower case letters in the correct direction, common nouns, capital letter at the start of own name (link to proper nouns).</p> <p>T – factual.</p> <p><i>GDS – use a greater range of vocabulary.</i></p>	<p><b>Recount – oral outcome (2 weeks)</b></p> <p><i>Text: On the Way Home by Jill Murphy</i></p> <p><b>Outcome:</b> to orally compose a recount of our trip around Levenshulme.</p> <p>R – to recount what we did on our trip and tell our headteacher all about it.</p> <p>A – our headteacher.</p> <p>F – retell the main events in sequence, simple sequencing language, use appropriate vocabulary, begin to use ‘and’ to join words, speak audibly.</p> <p>T – enthusiastic.</p> <p><i>GDS – begin to use expression when speaking (link to exclamation marks).</i></p>	<p><b>Instructions – short sentences (2 weeks)</b></p> <p><i>Text: Lots of Dots by Pippa Goodheart and Anna Doherty</i></p> <p><b>Outcome:</b> to write short instructions for the reader on how to play a playground game.</p> <p>R – to teach our friends/siblings how to play a playground game with us.</p> <p>A – our friends in another class/our siblings.</p> <p>F – Numbered instructions (NB. Number of instructions dependent on cohort but suggest 3-5), verbs, in sequence with some simple sequencing vocabulary, some correct sentence demarcation (CL and FS), use of and to join words, plurals using -s and -es, form digits 0-9.</p> <p>T – clear and informative.</p> <p><i>GDS – add more detail to the instructions so that they are clearer to the reader.</i></p>	<p><b>Character Description (2 weeks)</b></p> <p><i>Text: The Proudest Blue by Ibtihaj Muhammad</i></p> <p><b>Outcome:</b> to write a character description about Asiya.</p> <p>R – to understand more about Asiya’s personality and characteristics.</p> <p>A – next year’s Year 1 children.</p> <p>F – third person, present tense, clear sentences joined by ‘and,’ use of full stops, consistent use of capital letters for proper nouns.</p> <p>T – descriptive.</p> <p><i>GDS - effective choice of language for the reader.</i></p>	<p><b>Story – Re-tell with Innovated Plot (2 weeks)</b></p> <p><i>Text: Stuck by Oliver Jeffers</i></p> <p><b>Outcome:</b> to retell the story of Stuck making at least one change to what gets stuck in the tree.</p> <p>R – to entertain our audience.</p> <p>A – to be shared with the other Year 1 classes.</p> <p>F – third person, past tense, write in order, clear sentences joined by ‘and,’ use of full stops, use of capital letters for proper nouns, time words, plurals, exclamation marks.</p> <p>T – humorous, entertaining.</p> <p><i>GDS – making imaginative choices to what gets stuck in the tree and the reaction of the characters.</i></p>	<p><b>Story – Continuing the Story – written and oral outcome (1 week)</b></p> <p><i>Text: Penguin Huddle</i></p> <p><b>Outcome:</b> to write the next part of the story (who helps the penguins) and read it aloud to our peers.</p> <p>R – to share our ideas for story writing.</p> <p>A – our class.</p> <p>F - third person, past tense, write in order, clear sentences joined by ‘and,’ use of appropriate sentence demarcation, use of capital letters for proper nouns, time words, plurals, read their writing aloud clearly.</p> <p>T – mirrors the text.</p> <p><i>GDS – to add additional detail about how the person helps the penguins.</i></p>
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	<p><b><u>Letter – Invitation – labels/captions (2 weeks)</u></b></p> <p><i>Text: You Must Bring a Hat by Simon Philip and Kate Hindley</i></p> <p><b>Outcome:</b> to complete an invitation (cloze) to a friend for our class party.  R – to invite our friends to our party.  A – a friend.  F – sit correctly at a table, correct lower-case letter formation, proper nouns, capital letter at the start of own name and friend's name and beginning to use for personal pronoun I.  T – exciting.  GDS – to write their own sentence in the invitation.</p>	<p><b><u>Character Description – Lost Poster – captions (2 weeks)</u></b></p> <p><i>Text: The Leaf Thief by Alice Hemming and Nicola Slater</i></p> <p><b>Outcome:</b> to write a wanted poster for the leaf thief. R – to enlist the help of the school to find the leaf thief and to encourage them read the book.  A – the wider school community.  F – leave spaces between words, correct lower case letter formation, correct formation of capital letters, proper nouns, capital letters for names, begin to use 'and' to join words, using the prefix un-  T – outraged.  GDS – to write in simple sentences, sometimes using a capital letter and a full stop to demarcate.</p>	<p><b><u>Story – Re-tell - short sentences (2 weeks)</u></b></p> <p><i>Text: Last Stop on Market Street by Matt de la Pena and Christian Robinson</i></p> <p><b>Outcome:</b> to retell the story of Last Stop on Market Street.  R – to entertain our families and inspire them to read the book themselves.  A – our families.  F – third person, past tense, some correct sentence demarcation, retell the main events in sequence, story language, use the vocabulary from the text, begin to use and to join clauses, verbs, capital letter for proper nouns, plurals using -s and -es.  T – mirrors the text.  GDS – include additional details from the text.</p>	<p><b><u>Poetry - Performance Poetry – oral outcome (1 week)</u></b></p> <p><i>Text: We're Going on a Bear Hunt by Michael Rosen</i></p> <p><b>Outcome:</b> to innovate, learn and perform <i>We're Going on a Bear Hunt</i>  R – to entertain our peers with a filmed performance to be put on the school website.  A – the school community.  F – learn the words by heart, appropriate volume, actions to match the text.  T – enthusiastic and mirrors the text.  GDS – Perform with expression.</p>	<p><b><u>Instructions (2 weeks)</u></b></p> <p><i>Text: Tiny Seed by Eric Carle</i></p> <p><b>Outcome:</b> To write a set of instructions on how to grow a plant linked to our Science lessons.  R – to inform our audience.  A – children who haven't grown a plant before.  F – A 'what is needed' list, numbered instructions, imperative verbs, chronological order, clear sentences joined by 'and,' time words.  T – informative, clear, easy to follow.  GDS – to sequence multiple sentences for each instruction.</p>	<p><b><u>Letter – Thank You Card (2 weeks)</u></b></p> <p><i>Text: Poles Apart by Jeanne Willis</i></p> <p><b>Outcome:</b> to write a thank you card to the author telling them what they enjoyed about the book and asking questions.  R – to express our opinions about the book we're reading.  A – the author.  F – first person, past tense and present tense as required, clear sentences joined by 'and,' capital letters for proper nouns, use of appropriate sentence demarcation.  T – dependent on our own opinion.  GDS – to explain their reasons for their opinions, starting to use subordinating conjunctions.</p>
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	<p><b><u>Story Re-tell – oral outcome (2 weeks)</u></b>  <b><i>Text: The Mitten by Jan Brett</i></b>  <b>Outcome:</b> to retell the story of The Mitten verbally.  R – to entertain our families with a re-telling of the story (film a line by each child and stitch together in a video to be sent home).  A – our families.  F – retell the main events in sequence, <b>simple story language</b>, use the vocabulary from the text, speak audibly, <b>past tense</b>.  T – mirrors the text.  <b>GDS – to speak at an appropriate volume.</b></p>	<p><b><u>Story – Re-tell a Fairy Tale – captions/short sentences (2 weeks)</u></b>  <b><i>Text: Axel Scheffler's Fairy Tales: Puss in Boots by Axel Scheffler</i></b>  <b>Outcome:</b> to retell the traditional tale of Puss in Boots using oral rehearsal before writing.  R – to share the story with EYFS children.  A – EYFS classes.  F – <b>how words combine to make sentences, some correct sentence demarcation (CL and FS) when writing in sentences, checking writing makes sense</b>, third person, past tense, retell the main events in sequence, story language, use the vocabulary from the text, use and to join words, capital letters for proper nouns.  T – mirrors the text.  <b>GDS - to write in simple sentences, sometimes using a capital letter and a full stop to demarcate.</b></p>	<p><b><u>Poetry - List Poems (1 week)</u></b>  <b><i>Text: Question Time by Julia Donaldson</i></b>  <b>Outcome:</b> to write a short (2 verse) list poem in the style of Julia Donaldson, asking questions and telling my reader about me.  R – to ask the author questions and tell them about me.  A – Julia Donaldson  F – correct letter formation, <b>questions, and some question marks, begin to use 'and' to join words and clauses</b>, capital letters, plurals using -s and -es.  T – mirrors the text.  <b>GDS – ask a greater range of questions and consistently punctuate them.</b></p>			<p><b><u>Poetry - Performance Poetry – oral and written outcome (1 week)</u></b>  <b><i>Text: Blow a Kiss, Catch a Kiss by Joseph Coelho - 'My Favourite Food'</i></b>  <b>Outcome:</b> To perform our class version of <i>My Favourite Food</i>.  R – to entertain our school community and tell them about our favourite foods.  A – our school community.  F – learn the words by heart, appropriate volume, actions to match text, <b>onomatopoeia</b>.  T – enthusiastic.  <b>GDS – perform with expression, considering body language.</b></p>
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Writing Outcomes Overview 2023-2024 Year 2						
Term	Autumn		Spring		Summer	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Outcomes	<u>Basic Skills (2 weeks)</u>	<u>Story – Re-tell – oral and written outcome (2 weeks)</u> <b>Text:</b> <i>Jabari Jumps by Gaia Cornwall</i> <b>Outcome:</b> to re-tell the story of <i>Jabari Jumps</i> verbally and in a written format. R – to entertain our audience and help them to do hard things. A – our school community. F – simple story language, past tense, some accurate demarcation, <b>coordinating and subordinating conjunction 'because,'</b> some simple description of main character, adjectives, capital letters for proper nouns, checking it makes sense. T – emotive (tracking Jabari's changing emotions throughout the story). <b>GDS – greater range of vocabulary choices.</b>	<u>Basic Skills (1 week)</u>	<u>Setting Description (2 weeks)</u> <b>Text:</b> <i>Vlad and the Great Fire of London by Kate Cunningham</i> <b>Outcome:</b> to write a setting description of the London street on fire (in <i>Vlad and the Great Fire of London</i> ). R – to show our audience what London looked and felt like during the Great Fire. A – next year's Year 2s. F - third person, past tense, accurate sentence demarcation, <b>use of exclamations, expanded noun phrases,</b> range of conjunctions, checking it makes sense. T – descriptive and emotive. <b>GDS – drawing on their reading and making effective vocabulary choices.</b>	<u>Basic Skills (1 week)</u>	<u>Instructions (2 weeks)</u> <b>Text:</b> <i>Cultural Traditions in Kenya by Kylie Burns</i> <b>Outcome:</b> to write a set of instructions for how to weave a basket (a traditional Kenyan craft). R – to write a set of instructions to teach our readers how to weave a Kenyan inspired basket. A – our families. F – second person, present tense, sequenced and numbered steps, <b>use of coordinating and subordinating conjunctions as needed, imperative verbs.</b> T – clear and instructional. <b>GDS – children to use subordination to explain why some steps are being completed, linked to their knowledge about Kenyan basket weaving.</b>

	<p><b>Fact File (2 weeks)</b></p> <p><i>Text: One Day on Our Blue Planet...In the Outback by Ella Bailey</i></p> <p><b>Outcome:</b> to write a fact file about animals on a different continent.  R – to inform our audience about an animal from a different continent.  A – our families.  F – <b>introductory sentence</b>, present tense, third person, <b>technical vocabulary</b>, use of ‘and’, some accurate sentence demarcation.  T – factual.  <i>GDS – include a greater range of technical vocabulary.</i></p>	<p><b>Letter to Inform (2 weeks)</b></p> <p><i>Text: My Two Grannies by Floella Benjamin and Margaret Chamberlain</i></p> <p><b>Outcome:</b> to write a letter to a child in KS2 telling them about us and our families.  R – to inform our readers about our lives.  A – a specific child in KS2 (buddy up).  F – <b>simple organisational features of a letter</b> (address, date, salutation and ending), first person, past/present tense as <b>required</b>, range of coordinating conjunctions, some use of ‘because,’ some accurate sentence demarcation.  T – showing their personality.  <i>GDS – include questions (correctly demarcated) for the reader.</i></p>	<p><b>Story – Re-tell (2 weeks)</b></p> <p><i>Text: Cinnamon by Neil Gaiman and Divya Srinivasan</i></p> <p><b>Outcome:</b> to re-tell the story of <i>Cinnamon</i>.  R – to entertain our audience and inspire them to read it themselves.  A – the author and illustrator.  F – simple story language, third person, some accurate sentence demarcation, coordinating and some subordinating conjunctions, <b>description of main setting</b>, <b>expanded noun phrases</b>, checking it makes sense, <b>use of suffix -ly</b>.  T – descriptive.  <i>GDS – more precise vocabulary choices.</i></p>	<p><b>Poetry – Performance</b></p> <p><b>Poetry – oral outcome (1 week)</b></p> <p><i>Text: London’s Burning by Anon</i></p> <p><b>Outcome:</b> to shared write an additional verse, learn, and perform London’s Burning  R – to entertain our peers with a choral performance.  A – other Year 2 classes.  F – learn the words by heart, appropriate volume, <b>appropriate pitch</b>, <b>different groups performing different parts chorally</b>.  T – enthusiastic.  <i>GDS - perform with intonation and expression.</i></p>	<p><b>Story Re-tell Fairy Tale with Innovated Ending (3 weeks)</b></p> <p><i>Text: Jack and the Beanstalk by Anna Milbourne</i></p> <p><b>Supporting Text: Trust me, Jack’s Beanstalk Stinks by Eric Braun</b></p> <p><b>Outcome:</b> to retell the traditional Jack and the beanstalk story with their own ending from after Jack stealing the egg.  R – to entertain our audience with a story with a twist.  A – to share with other Year 2 classes.  F – traditional story start, third person, accurate sentence demarcation, range of conjunctions, description of main characters, <b>expanded noun phrases</b>, <b>adverbs</b>, <b>contractions</b>, checking it makes sense.  T – dramatic, descriptive.  <i>GDS – to select emotive vocabulary to make the reader like/dislike Jack/his mum.</i></p>	<p><b>Story – Innovated Plot (2 weeks)</b></p> <p><i>Text: The Marvellous Granny Jinks and Me by Serena Holly</i></p> <p><b>Outcome:</b> to innovate the story of Granny Jinks’ audition with the children’s choice of talent (from three) for Granny Jinks (Chapters 8-9).  R – to entertain our audience and share our talents.  A – to share with the author.  F – <b>expanded noun phrases</b>, <b>adverbs</b>, <b>commas in a list</b>, <b>contracted forms</b>.  T – emotive.  <i>GDS – to explore the impact of the events on Granny Jinks and how her emotions change throughout the audition.</i></p>
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	<p><b>Recount (2 weeks)</b>  <b>Text:</b> <i>Leaf by Sandra Dieckmann</i>  <b>Outcome:</b> to write a recount about what we experienced on our search in the wild area for the Polar Bear from <i>Leaf</i>.  R – to tell our audience about the most memorable parts of our search.  A – children in Year 3 (who will have gone on a similar search last year).  F – first person, past tense, some accurate sentence demarcation (CL and FS), <b>range of coordinating conjunctions</b>, checking it makes sense.  T – Enthusiastic.  <i>GDS – add additional detail to explain their feelings at different points of the walk.</i></p>	<p><b>Instructions (2 weeks)</b>  <b>Text:</b> <i>Martha Maps it Out by Leigh Hodgkinson</i>  <b>Outcome:</b> to write a set of instructions for how to follow a map to a special place.  R – to write a set of instructions to teach our readers how to follow a map to a special place.  A – our families.  F – <b>second person</b>, present tense, sequenced and numbered steps, use of coordinating and subordinating conjunctions as needed, <b>imperative verbs, commands</b>.  T – clear and instructional.  <i>GDS – Children to use subordination to explain why some steps are being completed.</i></p>	<p><b>Non-Chronological Report (2 weeks)</b>  <b>Text:</b> <i>Meet the Oceans by Caryl Hart and Bethan Woolvin</i>  <b>Outcome:</b> to write a report about the different oceans, presented as an annotated map (double page spread).  R – to inform our audience about the different oceans in the world.  A – our school community.  F – <b>introduction, subheadings</b>, present tense, third person, technical vocabulary, range of coordinating conjunctions and <b>subordinating conjunctions 'if' and 'when.'</b>  T – informative.  <i>GDS – use of 'fun fact' boxes to add additional information.</i></p>	<p><b>Non-Chronological Report (2 weeks)</b>  <b>Text:</b> <i>An Illustrated History of the Great Fire of 1666 by Emma Adams</i>  <b>Outcome:</b> to write a report about the Great Fire of London.  R – to inform our audience on how the fire started and how it spread.  A – a 'class book' highlighting our writing for KS1 children to read in the library.  F – introduction, <b>subheadings, conclusion</b>, present tense, third person, <b>technical vocabulary</b>, conjunctions to extend sentences.  T – informative, factual, formal.  <i>GDS – use of 'did you know' questions speaking directly to the reader to engage them.</i></p>	<p><b>Recount (2 weeks)</b>  <b>Text:</b> <i>The Extraordinary Gardener by Sam Boughton</i>  <b>Outcome:</b> To inform our audience about what we experienced on our trip to Bluebell Green.  R – to tell our audience about the most memorable parts of our trip.  A – parents/carers.  F – first person, past tense, accurate sentence demarcation, <b>range of conjunctions, checking it makes sense, past progressive</b>.  T – passionate.  <i>GDS – suffixes (-ly).</i></p>	<p><b>Letter to Inform (2 weeks)</b>  <b>Text:</b> <i>Africa, Amazing Africa by Atinuke</i>  <b>Outcome:</b> to write a letter to the Kenya Society telling them about our learning and asking further questions.  R – to inform the Kenya Society about our learning and ask follow up questions about living in Kenya.  A – The Kenya Society.  F – simple organisational features of a letter (address, date, <b>salutation – to someone they do not know, appropriate ending – to someone they do not know</b>), first person, past/present tense as required, range of conjunctions, checking it makes sense, expanded noun phrases to add detail, accurate sentence demarcation, <b>commas in lists, statements</b>.  T – informative.  <i>GDS – introduce why they are writing and state their purpose clearly.</i></p>
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	<p><b>Setting Description – oral outcome (1 week)</b></p> <p><i>Text: One Day on Our Blue Planet...In the Ocean by Ella Bailey</i></p> <p><b>Outcome:</b> to compose an oral setting description of life in the ocean inspired by the illustrations in the text.</p> <p>R – to paint a picture of life in the ocean for our readers.</p> <p>A – children in EYFS.</p> <p>F – <b>adjectives, noun phrases</b>, descriptive verbs, speak audibly, <b>appropriate volume, beginning to use some intonation.</b></p> <p>T – descriptive.</p> <p><i>GDS – to use a greater range of vocabulary.</i></p>	<p><b>Recount (2 weeks)</b></p> <p><i>Text: The Boxitects by Kim Smith</i></p> <p><b>Outcome:</b> to write a recount about what we experienced when we held our own Maker Match (junk modelling competition). NB. The Maker Match will need to be completed as the hook before the unit.</p> <p>R – to tell our audience about the most memorable parts of our experience and how we felt at different points.</p> <p>A – our headteacher.</p> <p>F – first person, past tense, some accurate sentence demarcation, range of conjunctions including some subordination, checking it makes sense, <b>adjectives for emotion, exclamations.</b></p> <p>T – reflective.</p> <p><i>GDS – start to vary how sentences start to keep the reader engaged.</i></p>	<p><b>Recount - oral outcome (1 week)</b></p> <p><i>Text: Rosa's Big Boat Experiment by Jessica Spanyol</i></p> <p><b>Outcome:</b> to compose an oral presentation recounting our experiment in Science (film clips).</p> <p>R – to share how we ran our experiment to help the children run the same experiment successfully next year.</p> <p>A – next year's Year 2 children.</p> <p>F – first person, past tense, clear and sequential, <b>sequencing language, time words</b>, use of coordination and subordination, speak audibly.</p> <p>T – factual.</p> <p><i>GDS - include their reflections at different points of the experiment.</i></p>			<p><b>Poetry – Nonsense Poetry – written and oral outcome (1 week)</b></p> <p><i>Text: On the Ning Nang Nong by Spike Milligan</i></p> <p><b>Outcome:</b> to write our own nonsense rhyming couplets in groups and recite them to our class.</p> <p>R – to entertain our peers.</p> <p>A – our class.</p> <p>F – <b>rhyming couplets, nonsense words</b>, learn the words by heart, appropriate volume.</p> <p>T – humorous, nonsense.</p> <p><i>GDS – to maintain appropriate volume and tone when reciting their rhyming couplets.</i></p>
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Writing Outcomes Overview 2023-2024						
Year 3						
Term	Autumn		Spring		Summer	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
	<u>Basic Skills (1 week)</u>	<u>Letter to Inform (2 weeks)</u> <i>Text: A Crash Course in Forces and Motion with Max Axiom, Super Scientist by Emily Sohn</i> <b>Outcome:</b> to write a letter to the curators at the Science Museum sharing our learning. R – to inform the curator about our learning and ask them for answers to some questions we still have. A – the museum curator. F – introduction stating the reason for writing, paragraphs, conjunctions and adverbs to express time and cause, closing statement. T – informative. GDS – write a clear conclusion, including summing up their content.	<u>Basic Skills (1 week)</u>	<u>Instructions (2 weeks)</u> <i>Text: The People of the Indus by Nikhil Gulati</i> <b>Outcome:</b> to write instructions on how to make a Chatarunga board (pre-cursor to chess from the Indus Valley civilisation) R – to create instructions that can be followed to make a board game showing how Ancient Indus people spent their leisure time. A – our families. F – Imperative verbs, second person, subordinating conjunctions, fronted adverbials for time, starting to use a and an appropriately. T – clear and concise. GDS – add humour to engage the reader.	<u>Basic Skills (1 week)</u>	<u>Letter to Inform (2 weeks)</u> <i>Text: A Place Called Home by Kate Baker</i> <b>Additional texts:</b> <i>Living in the Desert by Ellen Labrecque</i> <i>Living in the Desert by Joanne Mattern</i> <b>Outcome:</b> children to write a letter to the RGS communicating what they have found out about the Bedouins and the differences between life in Manchester and the Syrian desert. R - to inform the RGS about our learning and ask them for answers to our questions. A – the Royal Geographical Society F - introduction stating the reason for writing, paragraphs, conjunctions, adverbs, and prepositions as required to express time and cause, multclause sentences, possessive apostrophe, closing statement. T - informative. GDS – write a clear conclusion, including summing up their content.

<p><b>Outcomes</b></p>	<p><b><u>Setting Description (1 week)</u></b>  <b>Text:</b> <i>Lights on Cotton Rock</i> by David Litchfield  <b>Outcome:</b> to write a setting description of when the spaceship arrives at Cotton Rock.  R – to entertain our audience and paint a picture of the setting.  A – our peers.  F – present tense, correct sentence demarcation, expanded noun phrases, adjectives, <b>descriptive verbs</b>, range of conjunctions, <b>beginning to use prepositions</b>.  T – mirrors the text.  <i>GDS – begin to choose vocabulary for specific reasons.</i></p>	<p><b><u>Story – Re-tell Focused on Setting (2 weeks)</u></b>  <b>Text:</b> <i>Wave</i> by Suzy Lee  <b>Outcome:</b> to write a re-tell of <i>Wave</i> focused on describing the setting.  R – to entertain our reader and paint a picture of the setting throughout.  A – the author.  F – clear sentence demarcation, starting to use conjunctions, prepositions and adverbials for time, place, and cause, expanded noun phrases, <b>fronted adverbials</b>, <b>apostrophes for singular possession</b>.  T – mirrors the text.  <i>GDS – include references to the girl's emotions at different points of the story.</i></p>	<p><b><u>Story – Re-tell Focused on Character</u></b>  <b>Text:</b> <i>Accidental Trouble Magnet: Book 1 (Planet Omar)</i> by Zanib Mian and Nasaya Mafaridik  <b>Outcome:</b> to write a re-tell of an excerpt of the story, focused on describing the main character, including using some basic speech.  R – to entertain our readers, giving them an insight into Omar.  A – our families.  F – third person, <b>past perfect tense</b>, expanded noun phrases, appropriate use of adverbs and prepositions, <b>inverted commas and simple reporting clauses</b>  <b>T – mirrors the text.</b>  <i>GDS - move the descriptive language in sentences for effect.</i></p>	<p><b><u>Character Description (2 weeks)</u></b>  <b>Text:</b> <i>The Bad Seed</i> by Pete Oswald  <b>Outcome:</b> to write a character description of The Bad Seed  R - to understand more about the Bad Seed's personality and characteristics.  A – other Year 3 classes.  F – expanded noun phrases, range of conjunctions, fronted adverbials, <b>descriptive language for effect</b>, <b>range of sentence structures</b>.  T – mirror the text.  <i>GDS – move the descriptive language in sentences for effect.</i></p>	<p><b><u>Journal (2 weeks)</u></b>  <b>Text:</b> <i>Orion and the Dark</i> by Emma Yarlett  <b>Outcome:</b> to write a journal entry from Orion's perspective based on the text Orion and the Dark  R – to show how Orion felt at different parts of the story.  A – EYFS children.  F – conjunctions for time and <b>place, prepositions</b>, expanded noun phrases, paragraphs, first person, range of conjunctions.  T – exciting, gripping, story-like.  <i>GDS – to write a journal extract in response to one of the entries from Dark's point of view.</i></p>	<p><b><u>Instructions (2 weeks)</u></b>  <b>Text:</b> <i>Hair Raising Human Body</i> by Paul Mason  <b>Outcome:</b> to write a set of instructions on how to make a working model of the hand (<a href="https://www.livinglifeandlearning.com/muscular-system-hand-craft-for-kids.html">https://www.livinglifeandlearning.com/muscular-system-hand-craft-for-kids.html</a>) after having completed the craft themselves (staff to take photos during activity to support writing process later).  R - to provide instructions on how to make a working model of the hand.  A – next year's Year 3's.  F - second person, introductory paragraph, sequential and numbered steps, imperative verbs, adverbs for time and manner, a range of conjunctions, <b>precise language, labelled diagram</b>, commas in a list.  T – precise and clear.  <i>GDS – add additional factual content into the introduction to communicate what they know about the musculoskeletal system of the hand.</i></p>
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	<p><b>Story – Re-tell (2 weeks)</b>  <b>Text:</b> <i>Lights on Cotton Rock</i> by David Litchfield  <b>Outcome:</b> to write a re-tell of the story up until Heather's parents find her, suitable for older children, using some of our setting description to help us in our writing.  R - to entertain our readers with a version of the story more appropriate for older children.  A – older children at school.  F – story language, third person, past tense, accurate sentence demarcation, <b>range of conjunctions</b>, description of setting, expanded noun phrases, <b>some use of adverbs and prepositions</b>, checking it makes sense.  T – mirror the text.  GDS – include description of the main character.</p>	<p><b>Persuasive Leaflet – oral and written outcome (2 weeks)</b>  <b>Text:</b> <i>Visit Southport website and examples of persuasive leaflets for tourism.</i>  <b>Outcome:</b> to write a persuasive leaflet encouraging people to visit Formby and create a short clip to advertise it.  R – to persuade people to visit Formby.  A – our families.  F – paragraphs, <b>rhetorical questions</b>, expanded noun phrases, present tense, <b>some superlative language</b>, beginning to use a range of <b>adverbs, conjunctions and prepositions</b>, speak audibly with some appropriate intonation.  T – enthusiastic and persuasive.  GDS – explain points with added detail.</p>	<p><b>Report (2 weeks)</b>  <b>Text:</b> <i>The First Drawing</i> by Mordicai Gerstein  <b>Outcome:</b> to write a magazine report about Stone Age art.  R – to inform our audience about Stone Age art and inspire them to try it themselves.  A – children at school (class magazine).  F – past tense with some past perfect, <b>paragraphs to group material</b>, headings and subheadings, technical vocabulary, <b>possessive apostrophe for singular and plural</b>.  T – factual.  GDS – vary the way sentences start to engage the reader.</p>	<p><b>Poetry - Calligram (1 week)</b>  <b>Text:</b> <i>Firwood</i> by John Clare  <b>Outcome:</b> to write a calligram about a plant inspired by Firwood by John Clare.  R – to share a love of nature with our audience in an entertaining way.  A – to send to David Attenborough  F – in the shape of the chosen plant, expanded noun phrases, <b>similes, alliteration</b>, appropriate punctuation.  T – entertaining and descriptive.  GDS – refine word choice through editing.</p>	<p><b>Story Re-tell with Innovated Setting – Myths and Legends (3 weeks)</b>  <b>Text:</b> <i>Cinderella of the Nile</i> by Beverley Naidoo  <b>Outcome:</b> to create my own version of the Rhodopis myth with my own setting.  R – to entertain my audience with a class booklet of different versions of Cinderella for the school library.  A – library visitors.  F – third person, some <b>direct speech</b>, expanded noun phrases, fronted adverbials for time and place, <b>subordinating clauses</b>, range of conjunctions.  T – fairytale-like, exciting, dramatic, tense.  GDS – choosing and applying emotive language to make the reader feel sorry for Rhodopis.</p>	<p><b>Story Re-tell with Innovated Problem and Resolution</b>  <b>Text:</b> <i>The Wild Way Home</i> by Sophie Kirtley  <b>Outcome:</b> to retell the first section of the story up until the main character enters the ancient forest (time slip to the stone age) including a focus on setting description and the character's reaction.  Children to innovate their choice of character.  R - to entertain our audience and show our knowledge of the Stone Age.  A – Year 4 (who will have studied the text themselves in Year 3).  F - clear paragraphs, description of setting and characters, use conjunctions, prepositions and adverbials for time and cause, <b>start to use a variety of sentence forms</b>, inverted commas and <b>beginning to vary reporting clauses</b>.  T – mirror the text.  GDS - continue the narrative following the character as they encounter aspects of the stone age.</p>
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	<p><b>Report - written and oral outcome (2 weeks)</b>  <b>Text:</b> <i>By the Sea: Life Along the Coast</i> by Judith Homoki and Martin Haake  <b>Outcome:</b> to write a magazine report about life along the coast, including an oral summary.  R – to inform our readers about life along the coast and inspire them to find out more.  A – children at school (class magazine).  F – sections, headings and sub-headings, appropriate use of present/past tense, correct sentence demarcation, range of conjunctions including subordination, expanded noun phrases to specify, commas in lists.  T – animated.  GDS – use statistics and more technical information to add detail.</p>	<p><b>Recount (2 weeks)</b>  <b>Text:</b> <i>National Trust: Look What I Found at the Seaside</i> by Moira Butterfield and Jesús Verona  <b>Outcome:</b> to recount what happened when we visited the seaside.  R – to recount the key events of our trip and explain our feelings about different parts of it.  A – our headteacher.  F – first person, past tense with some use of the progressive, paragraphs, fronted adverbials, a greater range of conjunctions, prepositions, expanded noun phrases.  T – mirrors children's feelings about the trip.  GDS – include more specific detail that will engage the reader.</p>	<p><b>Journal – oral outcome (2 weeks)</b>  <b>Text:</b> <i>The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs</i> by Kate Winter  <b>Outcome:</b> to compose a verbal journal entry as Mary Anning after she finds her first fossil, using the diary entry in the text as inspiration.  R – to take on a person's point of view and understand them better.  A – the Mary Anning Museum.  F – take on a character's point of view, use of adverbs, conjunctions and prepositions, appropriate intonation and expression, speak audibly.  T – jubilant.  GDS – include more reflection about the future, including using future tense appropriately.</p>			<p><b>Poetry – Performance</b>  <b>Poetry – oral outcome (1 week)</b>  <b>Text:</b> <i>Gran Can You Rap?</i> by Jack Ousby  <b>Outcome:</b> children to perform the poem after writing their own verse with gran having a different skill.  R - to entertain our peers with a choral performance.  A – other Year 3 classes  F – learn a verse by heart, different groups performing each verse chorally, appropriate volume, expression appropriate to the content, rhyming couplets.  T – enthusiastic.  GDS – children to rewrite a second verse of their choice.</p>
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# Writing Outcomes Overview 2023-2024

Year 4

Term	Autumn		Spring		Summer	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Outcomes	<u>Basic Skills (2 weeks)</u> 	<u>Story – Continuing the Story (2 weeks)</u> <i>Text: Anisha Accidental Detective by Serena Patel</i> <b>Outcome:</b> to write the next part of the story after Anisha reads the ransom note. R – to entertain our audience. A – the author. F – clear paragraphs, description of setting and characters, use conjunctions, prepositions and adverbials for time and cause, fronted adverbials with commas, use a variety of sentence forms, <b>pronouns</b> , <b>noun phrases</b> , <b>further punctuation for direct speech</b> . T – mirror the text. <i>GDS –begin to make language choices to create a suspenseful or mysterious atmosphere.</i>	<u>Basic Skills (1 week)</u> 	<u>Poetry - Performance Poetry – oral outcome (1 week)</u> <i>Text: Boudica Warrior Queen of the Iceni by Jon Bratton and Paul Perro</i> <b>Outcome:</b> to shared write and perform a poem about Boudica inspired by Boudica Warrior Queen. R – to entertain our audience on class dojo/the school website. A – our families. F – rhyming words, <b>ABCB rhyme structure</b> , rhythm (syllables), powerful verbs and adjectives, perform with use of intonation to show emotions, show understanding with gestures, appropriate volume, appropriate <b>speed</b> , choosing who will recite each part and which will be read in unison. T – dramatic, informative, powerful. <i>GDS: perform with eye contact and facial expression to convey ‘story telling’.</i>	<u>Basic Skills (1 week)</u> 	<u>Story – Re-tell with Dialogue (3 weeks)</u> <i>Text: Greek Myths by Marcia Williams</i> <b>Outcome:</b> to write a retell of an Ancient Greek myth including some dialogue (staff to have choice of myth based on children’s engagement over the previous terms). R - to entertain our audience and show our understanding of Ancient Greek myths. A – our families. F – <b>appropriate tense dependent on narration/speech</b> , range of conjunctions, prepositions and adverbials, use of punctuation for speech and <b>reporting clauses which show character’s expression or action</b> , use of pronouns for clarity, varied description of characters and setting. T – historical, tense, exciting. <i>GDS – write the myth from the monster/god’s perspective.</i>

	<p><b>Journal (1 week)</b>  <b>Text:</b> <i>The Girl Who Stole an Elephant</i> by Nizrana Farook  <b>Outcome:</b> to write a journal excerpt as Chaya after she gets home from stealing the jewels, and a contrasting one after she sees Bala being accused of the theft.  R – to understand the character’s motivations and emotions better.  A – our peers.  F – first person, <b>present perfect tense</b>, adverbs, prepositions and conjunctions for time, manner and place, expanded noun phrases, paragraphs, <b>apostrophes for possession (singular and plural)</b>,  T – mirror the text (contrast between the two entries).  <b>GDS – make careful language choices to really evoke Chaya’s contrasting feelings between the two excerpts.</b></p>	<p><b>Instructions – written and oral outcome (2 weeks)</b>  <b>Text:</b> <i>Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion</i> by Shannon Stocker and Devon Holzwarth  <b>Outcome:</b> to write a set of instructions on how to make a hand drum (NB. craft to be completed as hook).  <a href="https://handsonaswegrow.com/diy-hand-drum-craft/">https://handsonaswegrow.com/diy-hand-drum-craft/</a>  R – to teach our audience how to make their own instruments (children to visit Year 3 to teach the children how to make the drums).  A – Year 3 children.  F – introduction, equipment list, method, <b>closing paragraph with top tip</b>, headings and subheadings, <b>pronoun</b>, <b>beginning to use a and an appropriately</b>.  T – clear, concise, factual.  <b>GDS – include additional clarification but keep instructions clear and concise.</b></p>	<p><b>Story – Re-tell and Script - oral and written outcome (2 weeks)</b>  <b>Text:</b> <i>Mr William Shakespeare’s Plays</i> by Marcia Williams  <b>Outcome:</b> to re-tell the story of A Midsummer Night’s Dream as a script and perform excerpts from it.  R – to produce a script which we can use to perform the story more easily.  A – ourselves.  F – <b>simple features of a script, including simple stage directions</b>, beginning to use <b>Standard English forms</b>, adverbials.  T – mirror the text.  <b>GDS – include scene setting to support the backstage team to perform the play.</b></p>	<p><b>Story – Continuing the Story (2 weeks)</b>  <b>Text:</b> <i>Escape From Pompeii</i> by Christina Balit  <b>Outcome:</b> to write what happens next after Tranio says ‘Just run!’ in <i>Escape from Pompeii</i>  R – to share for pleasure with the other Year 4s.  A – children in other Year 4 classes.  F – expanded noun phrases, range of conjunctions, fronted adverbials, dialogue, <b>apostrophes for plural possession, appropriate choice of noun or pronoun</b>.  T – exciting, suspenseful, scary.  <b>GDS: to write the events from Olivia’s perspective.</b></p>	<p><b>Report (2 weeks)</b>  <b>Text:</b> <i>So, You Think You’ve Got It Bad? Ancient Rome</i> by Chae Strathie  <b>Outcome:</b> to write a report about the different Roman Gods.  R – to inform our audience about Roman mythology.  A – KS2 children in a class book to go in the library.  F – introduction, organisational devices, <b>facts organised into paragraphs, conclusion</b>, rhetorical questions, technical vocabulary, fronted adverbials, followed by a comma.  T – informative, interesting, formal, factual.  <b>GDS – to include narrative-style first person speech bubbles from the perspective of the God.</b></p>	<p><b>News Report – written and oral outcome (2 weeks)</b>  <b>Text:</b> <i>The World’s Most Ridiculous Animals</i>  <b>Outcome:</b> to write and perform a news report focused on the discovery of an animal/plant species.  R - to report about the discovery of a new species of animal.  A – website visitors.  F - introduction as the anchor, conclusion as the anchor summing up the content of the interview and looking forward, <b>playscript punctuation, stage directions</b>, appropriate tense choices, <b>use noun phrases to convey complicated information concisely</b>, technical vocabulary.  T – factual but showing amazement at the discovery.  <b>GDS – focus on showing a different voice for the anchor and scientist.</b></p>
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	<p><b>Story – Characterisation and Dialogue (2 weeks)</b>  <b>Text:</b> <i>The Girl Who Stole an Elephant</i> by Nizrana Farook  <b>Outcome:</b> to re-tell the story from Neel’s point of view, from him being accused to him and Chaya escaping into the jungle.  R – to entertain our audience and help them understand Neel’s character.  A – children who have read the book previously.  F – clear paragraphs, description of setting and characters, use conjunctions, prepositions and adverbials for time and cause, <b>fronted adverbials with commas</b>, use a variety of sentence forms, <b>inverted commas</b> and <b>beginning to vary reporting clauses</b>.  T – mirror the text, but with Neel’s differing point of view.  GDS – <i>begin to show Neel’s emotions and reactions clearly through dialogue, using the reporting clause to show his body language.</i></p>	<p><b>Explanation (2 weeks)</b>  <b>Text:</b> <i>Can You Hear Sounds in Space?</i> by Anna Claybourne  <b>Outcome:</b> to write an explanation about how we hear things.  R – to teach our audience more about how we all hear.  A – our families.  F – organised into sections with appropriate headings and subheadings, <b>clear steps in chronological order</b>, some technical vocabulary, <b>determiners</b>, fronted adverbials.  T – clear, factual.  GDS – <i>include a miniature explanation of another aspect of sound, e.g. how a musical instrument works, linking it back to the main content.</i></p>	<p><b>Journal (2 weeks)</b>  <b>Text:</b> <i>Who Let the Gods Out</i> by Maz Evans  <b>Outcome:</b> to write a journal as Virgo when she falls to Earth.  R – to understand a character’s emotions and motivations more deeply.  A – our peers.  F – appropriate use of adverbs, prepositions and conjunctions to sequence events, paragraphs, <b>emotive language</b>, range of conjunctions, expanded noun phrases, <b>possessive pronouns</b>, <b>beginning to avoid repetition</b>.  T – emotive.  GDS – <i>write extracts as Virgo and as Elliot to show understanding of both different points of view.</i></p>	<p><b>Instructions (2weeks)</b>  <b>Text:</b> <i>Splash</i> by Claire Cashmore  <b>Outcome:</b> to write instructions on how to stay safe at the swimming baths.  R – to give to the swimming baths to teach other children how to stay safe.  A – next year’s Year 4s.  F – <b>organisational features for instructions</b>, imperative verbs, fronted adverbials with a comma, second person pronoun ‘you’, present tense, <b>summary</b>.  T – clear, concise, factual.  GDS: <i>to provide specific details and description.</i></p>	<p><b>Story – Historical Setting - Characterisation and Dialogue (3 weeks)</b>  <b>Text:</b> <i>Empire’s End – A Roman Story</i> by Leila Rasheed  <b>Outcome:</b> to create a narrative from Camilla’s perspective at three different points of the story.  R – to entertain our audience with historical fiction.  A – to entertain visitors to our class webpage  F – range of conjunctions, fronted adverbials, dialogue, <b>use of punctuation for speech</b>, apostrophes for plural possession, appropriate choice of noun or pronoun  T – historical, tense, exciting  GDS – <i>to include a journal entry from another character’s perspective.</i></p>	<p><b>Persuasive Letter (2weeks)</b>  <b>Text:</b> <i>Bright New World</i> by Cindy Forde and Bethany Lord  <b>Outcome:</b> to write a letter persuading our local MP to do more to combat river pollution and ban sewage release.  R - to persuade our MP to support efforts to clean up our river system and ban sewage release.  A – local MP  F - first person, introduction stating aims, paragraphs – each one including a key point and discussion around it, evidence and statistics to back up points, <b>superlative language</b>, imperative verbs, rhetorical questions, <b>adverbials to extend arguments/points</b>.  T – passionate and persuasive.  GDS – <i>include more statistics to support their argument.</i></p>
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	<p><b><u>Persuasive Brochure (2 weeks)</u></b>  <b>Text:</b> <i>The Big Book of the UK by Imogen Russell Williams and Louise Lockhart</i>  <b>Outcome:</b> to write a persuasive brochure encouraging people to visit the UK.  R – to encourage people to visit the UK rather than going abroad on holiday this year.  A – local community.  F – <b>clear paragraphs including introduction and conclusion, Standard English forms</b>, expanded noun phrases, superlative language, rhetorical questions, a range of sentence forms, <b>include facts</b>.  T – enthusiastic and passionate.  <b>GDS</b> – <i>dare the reader to disagree and include a counter argument.</i></p>	<p><b><u>Report - written and oral outcome (2 weeks)</u></b>  <b>Text:</b> <i>Earth Shattering Events (volcanoes)</i>  <b>Outcome:</b> to write a magazine report about a Volcano of their choice from the book's map of famous volcanoes, including an oral summary.  R – to inform our readers about a famous volcano and inspire them to find out more.  A – children at school (class magazine).  F – paragraphs including a clear introductory paragraph, <b>headings and sub-headings</b>, present perfect tense, <b>technical vocabulary</b>, use of adverbs, prepositions and conjunctions, possessive apostrophe.  T – animated.  <b>GDS</b> – <i>use statistics and more technical information to add detail.</i></p>	<p><b><u>Poetry – Limericks – written and oral outcome (1 week)</u></b>  <b>Text:</b> <i>Silly Verse for Kids by Spike Milligan</i>  <b>Outcome:</b> to write and perform limericks in the style of Spike Milligan.  R – to entertain our audience.  A – our friends.  F – <b>limerick form</b>, correct demarcation, speak audibly, <b>use gesture and expression to engage the audience</b>.  T – humorous.  <b>GDS</b> – <i>experiment with their word and content choices to add humour.</i></p>			<p><b><u>Poetry- Comparative Poetry (1 week)</u></b>  <b>Text:</b> <i>A River by Marc Martin</i>  <b>Outcome:</b> children to write a comparative poem (one verse on polluted river and one verse on unpolluted river) using simile and metaphor.  R - to entertain our audience whilst educating them about the impact of pollution on rivers.  A – school community.  F - noun phrases to add detail, <b>comparative language</b>, emotive language, adverbials and prepositions for time and cause, <b>use pronouns for clarity and to avoid repetition</b>.  T – positive (unpolluted) and negative (polluted).  <b>GDS</b> – <i>write an additional verse showing the transition between being polluted/unpolluted.</i></p>
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Writing Outcomes Overview 2023-2024 Year 5						
Term	Autumn		Spring		Summer	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Outcomes	<u>Basic Skills (2 weeks)</u>	<u>Biography (2 weeks)</u> <i>Text: Amazing Muslims who Changed the World by Burhana Islam</i> <b>Outcome:</b> to write a biographical narrative story of the class's choice of hero from the book. R – to inform our audience about Muslim heroes who they might not be aware of. A – our families. F – clear paragraphs, appropriate use of adverbs, prepositions and conjunctions to sequence events, fronted adverbials, followed by a comma, <u>relative pronouns, relative clauses.</u> T – factual and amazed. <i>GDS – include a breakout section in the subject's own words, varying the person and tense accordingly.</i>	<u>Basic Skills (1 week)</u>	<u>Biography (2 weeks)</u> <i>Text: Fantastically Great Women Who Changed the World: 1 by Kate Pankhurst</i> <b>Outcome:</b> to write a biographical sketch about one of the hidden figures (in the style of Fantastically Great Women). R – to inform our audience about the life of Katherine Johnson and her impact. A – to create a 'biography book' for all KS2 children to read in the library. F – <u>rhetorical questions,</u> (mainly) third person, past tense, chronological order, <u>use of subheadings and bullet points to organise sections,</u> factual information, summary including main achievements, how they will be remembered and writer's opinion. T – informative, sensational, enthusiastic. <i>GDS: add anecdotes to 'tell the story' of her life.</i>	<u>Basic Skills (1 week)</u>	<u>Journal (2 weeks)</u> <i>Text: Brightstorm by Vashti Hardy</i> <b>Outcome:</b> to write a journal as one of the twins about their mission to South Polaris, with emotive reflection about their situation (e.g. being sold, father's disappearance) and contrast with excitement of their current adventure. R - to better understand the twins' motivations and reactions to their adventures, linking some of their experiences to our own. A – our peers in class. F - focus on describing the important events and reflecting on them using emotive language, <u>use a range of tenses consistently, make precise language choices based on the writer's voice,</u> use relative clauses, a range of cohesive devices within and between paragraphs. T – emotive as appropriate depending on which element they are recounting at that time. <i>GDS – add an excerpt of the captain's journal from the same period focused on the impact of the children and their situation on the expedition, e.g. frustration.</i>

	<p><b>Story - Suspense (3 weeks)</b></p> <p><b>Text:</b> <i>The Haunting of Aveline Jones</i> by Phil Hickes</p> <p><b>Outcome:</b> to create their own version of 'The Lady in the Waves' ghost story from Aveline's book.</p> <p>R – to entertain our audience with our own ghost story.</p> <p>A – children in Year 6.</p> <p>F – appropriate tense dependent on narration/speech, range of conjunctions, prepositions and adverbials, correctly punctuated dialogue with some character conveyed, use of pronouns for clarity, building tension, focus on suspense and atmosphere.</p> <p>T – tense and suspenseful.</p> <p>GDS – experiment with using a range of sentence types and forms to add to the atmosphere.</p>	<p><b>Journal (2 weeks)</b></p> <p><b>Text:</b> <i>Darwin's Dragons</i> by Lindsay Galvin</p> <p><b>Outcome:</b> to write a journal entry as Syms Covington after washing up on the island.</p> <p>R – to learn more about the character and reflect on how to cope with difficult experiences.</p> <p>A – our peers.</p> <p>F – appropriate use of adverbs, prepositions and conjunctions to sequence events, paragraphs, emotive language, expanded noun phrases, beginning to use devices to build cohesion within paragraphs, avoiding repetition.</p> <p>T – appropriate to the events being recounted.</p> <p>GDS – include a labelled diagram and illustrations linked to the island/the creatures Syms encounters.</p>	<p><b>Soliloquy - written and oral outcome (2 weeks)</b></p> <p><b>Text:</b> <i>The Tempest</i> by William Shakespeare and James Ray</p> <p><b>Outcome:</b> to write and perform our own soliloquy as Ariel.</p> <p>R – to entertain our audience through our writing and performance.</p> <p>A – the school in assembly.</p> <p>F – first person, direct address to the audience, emotive language, reflection, three parts, beginning to use cohesive devices within and between paragraphs, use of pronouns to avoid repetition.</p> <p>T – mirror the text.</p> <p>GDS – choose the character they are writing the soliloquy for, completing their own research on their motivations, emotions, and actions to gather the content required.</p>	<p><b>Story – Fantasy Worlds (2 weeks)</b></p> <p><b>Text:</b> <i>The Quest</i> by Aaron Becker.</p> <p><b>Additional Text:</b> <i>The Kid Who Came from Space</i> by Ross Welford</p> <p><b>Outcome:</b> to write their own quest story inspired by The Quest.</p> <p>R – to entertain our audience with our own imaginative fantasy quest.</p> <p>A – to share with our peers in the other Year 5 classes.</p> <p>F – typical features of a quest plot, fronted adverbials for time linking ideas across and within paragraphs, relative clauses, relative pronouns, dialogue to convey character.</p> <p>T – entertaining, gripping, dramatic.</p> <p>GDS: Including a change in atmosphere and describing this through word choice.</p>	<p><b>Story – Short Excerpt Focus on Setting (1 week)</b></p> <p><b>Text:</b> <i>The Hero Twins</i> by Dan Jolley and David Witt</p> <p><b>Additional Text:</b> <i>Middleworld</i> by J&amp;P Voelkel</p> <p><b>Outcome:</b> to choose two points of the story with contrasting settings to retell, focus on describing the settings.</p> <p>R – to paint a picture of what Ancient Maya looked like to entertain and inform our audience through a class book.</p> <p>A – library visitors.</p> <p>F – cohesive devices within paragraphs, prepositional phrases, effective setting description, dialogue to convey character – reporting clause.</p> <p>T – entertaining, descriptive, emotive</p> <p>GDS – Include figurative language (e.g. alliteration) in descriptions.</p>	<p><b>Explanation (2 weeks)</b></p> <p><b>Text:</b> <i>The Bee Book</i> by Charlotte Milner</p> <p><b>Outcome:</b> to write a text which explains the journey of a bee pollinating a flower.</p> <p>R - to explain the process of pollination.</p> <p>A – teachers in lower year groups to use to help them teach pollination.</p> <p>F – clear, logical steps in chronological order, technical vocabulary, use devices to build cohesion within and between paragraphs, use commas for parenthesis, consider the visual design of the overall text to support clarity and engagement for the audience, e.g. diagrams, flowcharts.</p> <p>T – informative and clear.</p> <p>GDS – include real quotations from scientists/apiarists in speech bubbles with accurate punctuation.</p>
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	<p><b><u>Persuasive Letter (2 weeks)</u></b>  <b>Text:</b> <i>The Explorer by Katherine Rundell</i>  <b>Outcome:</b> to write a letter to Nestle persuading them to stop using palm oil in their products.  R – to use our geographical knowledge to protest about a world issue and persuade our audience to change.  A – Nestle.  F – first person, introduction stating aims, paragraphs – each one including a key point and discussion around it, evidence, and statistics to back up points, <b>emotive language</b>, adverbials to extend arguments/points, <b>modal verbs, degrees of possibility</b>.  T – passionate, frustrated.  <b>GDS – construct a range of counter arguments backed up by relevant evidence.</b></p>	<p><b><u>News Report – written and oral outcome (2 weeks)</u></b>  <b>Text:</b> <i>Darwin’s Dragons by Lindsay Galvin</i>  <b>Outcome:</b> to write and perform a news report focused on The Galapagos Islands.  R – to report on the amazing flora and fauna of the Galapagos Islands.  A – Twitter account visitors (clips to be broadcast).  F – introduction as the anchor, conclusion as the anchor summing up the content of the interview and looking forward, playscript punctuation, stage directions, appropriate tense choices, use noun phrases to convey complicated information concisely, technical vocabulary, <b>brackets, beginning to show some cohesion between paragraphs</b>.  T – varied between anchor (formal) and interviewee (more informal).  <b>GDS – begin to show an understanding of characterisation in dialogue, including stage directions.</b></p>	<p><b><u>Report (2 weeks)</u></b>  <b>Text:</b> <i>The Buried Crown by Ally Sherrick</i>  <b>Outcome:</b> to write a website page about Sutton Hoo.  R – to inform our audience about the discovery of, and history of Sutton Hoo.  A – visitors to the school website.  F – devices to build cohesion within paragraphs, commas to avoid ambiguity, <b>parenthesis (for clarification of technical vocabulary)</b>.  T – informative, factual.  <b>GDS – choose their own audience/form and adapt their language to suit it. Include breakout sections linking Sutton Hoo to other famous Anglo-Saxon discoveries.</b></p>	<p><b><u>Poetry- Simile and Metaphor (1 week)</u></b>  <b>Text:</b> <i>Watcher of the Skies by Rachel Piercey and Emma Wright</i>  <b>Outcome:</b> to write a simile and metaphor poems about space.  R – to entertain our audience.  A – families on Class Dojo/school website.  F – <b>similes, metaphors</b>, alliteration, repetition, powerful verbs and adjectives, figurative language to include onomatopoeia and personification.  T – humorous, entertaining, fun.  <b>GDS - to write the whole poem as metaphor, e.g. A poem about Mars compared to the feeling of anger.</b></p>	<p><b><u>Report (2 weeks)</u></b>  <b>Text:</b> <i>Mayan Civilization by Izzi Howell</i>  <b>Outcome:</b> to create an informative report about Ancient Mayan civilisation.  R – to inform our audience of what life was like in Ancient Maya.  A – future Year 5s.  F – <b>opening statement, describing purpose</b>, organisational features for a non-chronological report, mainly third person, cohesive devices within and <b>between paragraphs, commas for parenthesis</b>.  T – information, formal, factual, impersonal.  <b>GDS – to include narrative-style first person speech bubbles from the perspective of an Ancient Mayan.</b></p>	<p><b><u>Story - Horror (2 weeks)</u></b>  <b>Text:</b> <i>Crater Lake by Jennifer Killick</i>  <b>Beetlejuice (1988) - The Saturn’s Sandworm scene (youtube.com)</b>  <b>Possible WAGOLL/additional clip: forest scene in Carrie’s War</b>  <b>Outcome:</b> to retell the clip of the sandworm chase, focused on building suspense and atmosphere. Two paragraphs – first on opening the door and reaction to location, ending with seeing something. Second on the chase and ending with getting to the door and trying to get through. After drafting, look at the end of the clip and write the final paragraph – getting through the door and relief.  R - to entertain our audience and build a sense of suspense, encouraging them to read similar texts.  A – Year 6 classes ready for transition.  F - describe atmosphere, make precise word choices for effect, use some figurative language, <b>vary sentence length and structure for effect (include short sentences)</b>, integrate dialogue, <b>beginning to use it to advance the action</b>.  T – suspenseful, frightening.  <b>GDS - when they get through the door, they are in a different location – focus on their reaction.</b></p>
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		<p><b>Story – Myths and Legends – Re-tell and Next Chapter (2 weeks)</b></p> <p><i>Text: Beowulf by Michael Morpurgo and Michael Foreman/ Monster Slayer: A Beowulf Tale by Brian Patten and Chris Riddell</i></p> <p><b>Outcome:</b> to re-tell the story of how Beowulf slayed Grendel and create their own next chapter.  R – to entertain our audience and introduce them to traditional English myths and legends.  A – children who visit the school library.  F - appropriate tense dependent on narration/speech, range of conjunctions, prepositions and adverbials, <b>correctly punctuated dialogue to move the action on, beginning to show some cohesion between paragraphs</b>, use of pronouns for clarity, building tension,  T – mirror the text.  <i>GDS – use the setting and plot points to build tension over time.</i></p>	<p><b>Poetry – Blackout Poetry (1 week)</b></p> <p><i>Text: Once Upon a Star: The Story of Our Sun by James Carter and Mar Hernandez</i></p> <p><b>Outcome:</b> to use a range of texts about space to create our own blackout poems.  R – to entertain our audience and experiment with language.  A – Jodrell Bank staff.  F – <b>effective word choice</b>, description, technical vocabulary, noun phrases and expanded noun phrases, use of prepositions.  T – children’s choice.  <i>GDS – use a number of different texts to construct their blackout poem, explaining their reasoning for their word choices.</i></p>		<p><b>Persuasive Speech (2 weeks)</b></p> <p><i>Text: Nour’s Secret Library by Wafa’ Tarnowska</i></p> <p><b>Outcome:</b> to create an effective and coherent campaign to persuade our audience on how we would like to use Levenshulme library.  R – to persuade our audience to our point of view.  A – the library committee.  F – introduction explaining argument and summarising main statements, cohesive devices within and across paragraphs, use of evidence/statistics, <b>superlatives</b>, draw a conclusion, <b>use of commas to clarify meaning, modal verbs</b>.  T – formal, persuasive, structured.  <i>GDS - to create supporting documents to add to their campaign e.g. leaflet/diagram/poster.</i></p>	<p><b>Poetry- Personification Poetry – written and oral outcome (1 week)</b></p> <p><i>Text: A Miracle to Behold by Patricia Fleming</i>  <a href="https://www.familyfriendpoems.com/poem/a-miracle-to-behold">https://www.familyfriendpoems.com/poem/a-miracle-to-behold</a></p> <p><b>Outcome:</b> to write and perform their own short personification poem focused on the weather, with a choice of a sunny day, a stormy night or wintery morning.  R - to write a personification poem and create a class anthology.  A – school library visitors.  F – <b>personification</b>, writing in verses, precise choice of language including abstract nouns, absence of rhyming, <b>varied sentence types/phrasing for effect</b>.  T – dependent on choice and personal opinions.  <i>GDS – children to choose whether to evoke a positive or negative feeling about the weather in their poem and make careful language choices to suit that choice.</i></p>
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# Writing Outcomes Overview 2023-2024

## Year 6

Term	Autumn		Spring		Summer	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
	7 weeks	8 weeks	6 weeks	5 weeks	6 weeks	7 weeks
Outcomes	<p><b>Basic Skills 2weeks)</b></p>	<p><b>Explanation – written and oral outcome (2 weeks)</b>  <i>Text: The Heart, Lungs, and Blood by Izzi Howell</i>  <b>Outcome:</b> to write an explanation about how the heart works and present this information verbally.  R – to teach others about how the heart works.  A – our families.  F – clear, logical steps in chronological order, technical vocabulary, <b>use a range of devices to build cohesion within and between paragraphs</b>, consider the layout of the overall text to support clarity and engagement for the audience, e.g. subheading, diagrams, flowcharts, <b>parenthesis including dashes</b>.  T – informative, beginning to write more formally.  <i>GDS – begin to control formality, making choices as to how to engage the reader, e.g. humour, asides to the reader.</i></p>	<p><b>Re-tell with Extended Dialogue - written and oral outcome (2 weeks)</b>  <i>Text: Macbeth by William Shakespeare and Jeanette Vignon</i>  <b>Outcome:</b> to re-tell parts of the story from the witches' point of view (initial meeting together, then flash forward to meeting with Macbeth) and perform the corresponding parts of the play in groups in interrogate to support understanding.  R – to entertain our audience with a classic story.  A – Year 5 children.  F – <b>precise language choices to build suspense, convey character and setting</b>, vary sentence length and structure for effect (include short sentences), integrate dialogue, using it to advance the action and convey different characters, <b>beginning to understand how different characters will speak with different levels of formality</b>.  T – mirror the text.  <i>GDS – focus on showing differences in character through dialogue, including use of inner monologue and internal response.</i></p>	<p><b>Report (2 weeks)</b>  <i>Text: Code Breakers: Riveting Reads for Curious Kids by DK</i>  <b>Outcome:</b> to write a report about codebreaking to be published on the school website.  R – to teach others about the impact of codebreaking in history.  A – our parents.  F – title, introductory paragraph, subheadings, <b>colons and bullet points</b>, tables, third person, <b>use of commas to avoid ambiguity</b>, factual language, illustration with a caption, <b>acknowledge sources through reported speech</b>, concluding statement.  T – informative, interesting, formal.  <i>GDS: Focus on shifts in formality – adding in informal 'Did you know?' fact boxes addressing the reader directly scattered through the text.</i></p>	<p><b>Story – Continuing the Story (2 weeks)</b>  <i>Text: The Black Hole (short film)</i>  <b>Outcome:</b> to write a retell the short 'The Black Hole' (see link at the end of this document) and continue the story to show where the man ends up (including dialogue).  R – to entertain our audience as part of our Y6 writing competition.  A – other Year 6 children.  F – third person, <b>a range of verb tenses</b>, using brackets, dashes, or commas to indicate parenthesis, sentence length/structure for effect, precise longer passages, describe settings, character (focus on emotions and <b>inner turmoil</b>) and atmosphere, integrated dialogue conveying character and advancing the action, cohesive devices within and across paragraphs.  T – suspense, amazement, disbelief.  <i>GDS – complexity of their choice of destination and the action that happens there. They may also choose to change the character.</i></p>	<p><b>Biography (2 weeks)</b>  <i>Text: Earth Heroes by Lily Dyu</i>  <b>Outcome:</b> to write a biographical narrative of a climate change activist (children's choice) including information about the cause they champion.  R – to teach our Eco Warriors more about climate change and the power of being an activist.  A – Eco Warriors in Year 5.  F – third person, a range of verb tenses and <b>consistency moving between them</b>, using brackets, dashes, or commas to indicate parenthesis, sentence length/structure for effect, precise longer passages, cohesive devices within and across paragraphs.  T – informative, descriptive, passionate.  <i>GDS – choose the genre/format they are writing, e.g. newspaper article, website content.</i></p>

	<p><b><u>Story – Focus on Setting and Characterisation through Dialogue (3 weeks)</u></b></p> <p><i>Text: Escape to the River Sea by Emma Carroll</i></p> <p><b>Outcome:</b> to write a re-tell of Rosa’s journey from Westwood to the Amazon, using a flash forward focusing on the differences in setting and beginning to show Rosa’s character through dialogue.</p> <p>R – to entertain our reader and paint a picture of the varied settings in the story.</p> <p>A – Year 5 children studying the Americas.</p> <p>F – make precise word choices for effect, <b>use figurative language</b>, vary sentence length and structure for effect (include short sentences), integrate dialogue, beginning to use it to advance the action, <b>subject, object</b>.</p> <p>T – mirror the text with a contrast between the two parts of the story.</p> <p><i>GDS – focus on building contrasting characterisation for different characters through dialogue.</i></p>	<p><b><u>Story – Continuing the Story with a Focus on Dialogue (3 weeks)</u></b></p> <p><i>Text: High Rise Mystery by Sharna Jackson</i></p> <p><b>Outcome:</b> to write a continuation of the beginning of the story, with the main characters discovering and beginning to try and solve their own choice of mystery.</p> <p>R – to share our own ideas for mystery stories.</p> <p>A – the author.</p> <p>F – <b>build tension and atmosphere</b>, make precise word choices for effect, vary sentence length and structure for effect (include short sentences), integrate dialogue, beginning to use it to advance the action and <b>convey different characters, beginning to understand how register will change between speaking and writing</b>.</p> <p>T – suspenseful.</p> <p><i>GDS – include case notes and communication excerpts to show an understanding of register.</i></p>	<p><b><u>Biography (2 weeks)</u></b></p> <p><i>Texts: Tales of World War II: Amazing True Stories from the War that Shook the World by Dr Hattie Hearn, Neon Squid and Margarida Esteves</i></p> <p><i>Walter Tull's Scrapbook by Michaela Morgan</i></p> <p><i>Respect: The Walter Tull Story by Michaela Morgan</i></p> <p><b>Outcome:</b> to write a biographical narrative story about Walter Tull.</p> <p>R – to inform others about Walter Tull and why he should be remembered.</p> <p>A – IWM North.</p> <p>F – introduction to share basic facts and conclusion to explain why he should be remembered, narrative story features, range of cohesive devices within and between paragraphs, <b>semi colons, passive voice</b>.</p> <p>T – factual, passionate about why he should be remembered.</p> <p><i>GDS – choose the audience and form of their biography, e.g. museum guidebook, graphic novel.</i></p>	<p><b><u>Story with Dialogue and Characterisation (3 weeks)</u></b></p> <p><i>Text: Anne Frank’s Diary: The Graphic Adaptation by Anne Frank and David Polonsky</i></p> <p><b>Outcome:</b> To write story excerpts focused on integration of dialogue, retelling the story of Anne Frank from the graphic adaptation.</p> <p>R – to entertain and capture our audience’s interest into the story of Anne Frank.</p> <p>A – another Year 6 classes – to peer read our finished work with.</p> <p>F – to tell the story from Anne’s point of view, third person, <b>using brackets, dashes, or commas to indicate parenthesis, varying active/passive voice and sentence length/structure for effect</b>, precis longer passages, describe settings, character and atmosphere.</p> <p>T – entertaining, dramatic, suspenseful</p> <p><i>GDS: focus on shifts in formality between characters. Incorporate other text types into narrative (e.g. diary, letter).</i></p>	<p><b><u>Persuasive Speech (2 weeks)</u></b></p> <p><i>Text: No One is Too Small to Make a Difference by Greta Thunberg</i></p> <p><b>Additional texts:</b>  <a href="https://www.youtube.com/watch?v=yqgMEckW3Ak">https://www.youtube.com/watch?v=yqgMEckW3Ak</a>  <i>Donald Trump on climate change: "Ice storm rolls from Texas to Tennessee - I'm in Los Angeles and it's freezing. Global warming is a total, and very expensive, hoax!"</i></p> <p><b>Outcome:</b> to write a persuasive speech refuting Donald Trump’s claims that climate change is a hoax.</p> <p>R – to persuade the audience that their views on climate change are incorrect.</p> <p>A – Donald Trump (to be shared through the school website).</p> <p>F – introduction explaining argument and summarising main statements, cohesive devices within and across paragraphs, use of evidence/statistics, <b>content refuting opposing arguments</b>, superlatives, draw a conclusion, <b>use of precise punctuation</b>, modal verbs, direct address to the reader.</p> <p>T – persuasive, passionate and emotive.</p> <p><i>GDS – news report script including their speech refuting Donald Trump’s position. Could include interview between anchor and Trump/themselves.</i></p>	<p><b><u>Poetry – Performance Poetry – oral outcome (1 week)</u></b></p> <p><i>Text: The Complete Nonsense of Edward Lear by Edward Lear</i></p> <p><b>Outcome:</b> to perform <i>The Jumblies</i> by Edward Lear</p> <p>R – to entertain our audience.</p> <p>A – recorded for the rest of the school.</p> <p>F – words learned by heart, <b>appropriate prosody, pitch, volume, intonation, and expression</b>, performed chorally with different groups reciting different verses.</p> <p>T – mirror the poet’s voice, humorous.</p> <p><i>GDS – appropriate gestures and body language.</i></p>
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	<p><b><u>Report (2 weeks)</u></b></p> <p><i>Text: Up in the Canopy: Explore the Rainforest, Layer by Layer by James Aldred and Good Wives and Warriors</i></p> <p><b>Outcome:</b> to write a magazine report on the children's choice of rainforest, considering how the information is presented on the page (e.g. double page spread, diagram of layers surrounded by text etc).</p> <p>R – to inform our readers about a rainforest we find interesting and show our learning.</p> <p>A – other children in the school who read our class magazine.</p> <p>F – opening statement describing purpose, <b>conclusion providing summary, organisational features including visual layout</b>, mainly third person, some cohesive devices within and between paragraphs, <b>parenthesis</b>.</p> <p>T – chatty magazine style, engaging and interesting.</p> <p>GDS – choose their own audience and publication for the report, e.g. website.</p>	<p><b><u>Persuasive Letter (2 weeks)</u></b></p> <p><i>Text: If I Ran the Country: An introduction to Politics Where YOU Make the Decisions by Rich Knight and Allan Sanders</i></p> <p><b>Outcome:</b> to write a persuasive letter on a local issue important to the class, demanding change.</p> <p>R – to persuade the reader around to our way of thinking and demand action.</p> <p>A – dependent on children's choice of issue but must be a real person or organisation.</p> <p>F – introduction stating aims, paragraphs – each one including a key point and discussion around it, evidence, and statistics to back up points, clear conclusion, emotive language, <b>synonyms and anonyms, cohesive devices within and across paragraphs</b>, use of evidence/statistics, content refuting opposing arguments.</p> <p>T – passionate and persuasive with frustration evident.</p> <p>GDS – begin to make more controlled choices when writing more formally.</p>	<p><b><u>Journal (2 weeks)</u></b></p> <p><i>Text: Charles Darwin's on The Origin of Species by Sabina Radeva</i></p> <p><b>Outcome:</b> to write a journal as Charles Darwin on The Beagle (linking back to Year 5 unit on <i>Darwin's Dragons</i>).</p> <p>R – to understand Charles Darwin's motivations, thoughts, and emotions on visiting the Galapagos Islands.</p> <p>A – children in Year 5 reading <i>Darwin's Dragons</i>.</p> <p>F – focus on describing the important events and reflecting on them using emotive language, use a range of tenses consistently, make precise language choices based on the writer's voice, use relative clauses, a range of cohesive devices within and between paragraphs, <b>hyphens, bullet points, colon to introduce list and semi colons within list</b>.</p> <p>T – amazed and surprised.</p> <p>GDS – include an excerpt of a letter recounting his voyage to either a young relative (more informal) or his financial backer (more formal).</p>		<p><b><u>Complaint Letter (2 weeks)</u></b></p> <p><i>Text: Worst. Holiday. Ever by Charlie Higson</i></p> <p><b>Outcome:</b> To complain about a holiday from the perspective of a disgruntled customer and write a Trip Advisor style review</p> <p>R – to complain about a disappointing experience.</p> <p>A – hotel manager.</p> <p>F – sender's address on the top right, recipient's address on the left, date on the right, formal greeting, introductory paragraph explaining who the writer is and why they're writing, messages organised into paragraphs, concluding paragraph, rhetorical questions, second person pronouns, exclamations, formal sign off, effective vocabulary choices, passive voice, <b>subjunctive form, progressive tense, use of bullet points</b>.</p> <p>T – formal, emotive, direct.</p> <p>GDS – to write the response from the hotel manager.</p>	<p><b><u>Transition Project TBC</u></b></p>
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		<p><b>Poetry – Spoken Word Poetry</b>  <b>– written and oral outcome (1 week)</b></p> <p><i>Texts: Be The Change: Poems to Help You Save the World by Roger Stevens, Matt Goodfellow and Liz Brownlee</i>  <i>We Can Be More by Solli Raphael</i>  <a href="https://www.youtube.com/watch?v=lm0r3yFh0zU">https://www.youtube.com/watch?v=lm0r3yFh0zU</a></p> <p><b>Outcome:</b> to compose and perform their own spoken word poem on an issue of their choice (link to persuasion unit).  R – to entertain our audience and share our emotions and reflections on a topic important to us.  A – school assembly.  F – powerful vocabulary choices chosen for effect, range of sentence types and forms for effect, words learned by heart, appropriate prosody, pitch, volume, intonation, and expression.  T – passionate but tone dependent on issue chosen.  <i>GDS – consider how their word choices can emphasise their passion and emotion about the issue.</i></p>				<p><u>Transition Project TBC</u></p>
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