# Bradley Barton Writing Curriculum Progression 2026-27

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| Year Group | Great fire of London | | Once upon a time around the world | | Changes in Living memory | Bradley Barton Are |
| Year 1<br><br>**<u>Non-negotiables:</u>**<br><br>**<u>Composition</u>**<br>Compose oral → written sentence<br><br>**<u>Transcription</u>**<br>Finger spaces<br>Form all lower case letters correctly<br><br>**<u>Punctuation</u>**<br>Use capital letters and full stops | Drawing club Autumn 1<br><br>Compose oral → written sentence<br><br>Finger spaces<br><br>Use capital letters and full stops<br><br>Form all lower case letters correctly | **Text: Toby and the Great Fire of London**<br>**Genre: Recount**<br><br>**<u>Skills</u>:**<br>Compose oral → written sentence<br>Capitals, full stops, finger spaces<br>Adjectives<br><br>**<u>Outcome</u>**: simple recount | **Text: Little Red and the Very Hungry Lion**<br>**Genre: Narrative**<br><br>**<u>Skills</u>:**<br>Compose oral → written sentence<br>Capitals, full stops, finger spaces<br>Adjectives<br>Sequence sentences<br>Conjunction 'and'<br>**<u>Outcome</u>**: short story | **Text: Stuck by Oliver Jeffers**<br>**Genre: Instructions**<br><br>**<u>Skills</u>:**<br>Compose oral → written sentence<br>Capitals, full stops, finger spaces<br>Time adverbials<br>Past events in order<br>Use an exclamation mark<br><br>**<u>Outcome</u>**: simple recount | **Text: The Disgusting Sandwich**<br>**Genre: Narrative**<br><br>**<u>Skills</u>:**<br>Compose oral → written sentence<br>Capitals, full stops, finger spaces<br>Name an adjective and noun (eg disgusting and sandwich)<br>Consistently extend sentences with 'and'<br>Vocabulary building<br>Use a question mark<br><br>**<u>Outcome</u>**: descriptive sentences within a simple narrative | **Text: Teacher model**<br>**Genre: Recount of Charmouth**<br><br>**<u>Skills</u>:**<br>Compose oral → written sentence<br>Capitals, full stops, finger spaces<br>Name a verb, adjective and noun<br>Use imperative verbs (bossy verbs – put/get/drop) and understand a command<br>Time adverbials<br>Use a question mark or exclamation mark<br>Know when to use the determiners 'a' or 'an' (in accordance to whether the next word begins with a consonant or a vowel)<br><br>**<u>Outcome</u>**: simple instructions |

| | Significant individuals | | Whatever the Weather | | Newton Abbot | |
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| Year 2<br><br>**Non-negotiables:**<br><br>**Composition**<br>Write a series of sentences which link and make sense<br><br>**Transcription**<br>Form all lower case and upper case letters correctly<br><br>**Punctuation**<br>Finger spaces, capital letters and full stops<br><br>**Grammar**<br>Use conjunctions consistently<br><br>Name a verb, adjective and noun | **Week 1: Holiday news**<br>Outcome: linked recount<br><br>**Text: Man On The Moon**<br>**Genre: Narrative**<br>**Skills:**<br>Finger spaces, capital letters and full stops<br>Past tense consistency<br>Co-ordinating conjunctions (and)<br><br>**Text: A Cat Called Trim**<br>**Genre: Narrative**<br>Outcome: write a short, cohesive story<br>**Skills:**<br>Finger spaces, capital letters and full stops<br>Understand synonyms<br>Past tense consistency<br>Co-ordinating conjunctions (and/but/so) | **Text: Biography Sir Francis Drake**<br>**Genre: Inform – fact file**<br><br>**Skills**:<br>Finger spaces, capital letters and full stops<br>Co-ordinating and subordinating conjunctions (but, so, because, and, or)<br>Maintain past tense<br>Use headings and sub headings<br>Use commas in a list<br>Outcome: write a fact file on a significant individual<br><br>**Text: Snowman**<br>**Genre: Narrative**<br>**Skills**<br>Finger spaces, capital letters and full stops<br>Expanded noun phrases with a comma<br>Use a range of coordinating conjunctions and because<br>Maintain the past tense<br>Outcome: write a descriptive, short narrative | **Text: Come On Rain**<br>**Genre: Narrative**<br><br>**Skills**:<br>Finger spaces, capital letters and full stops<br>Expanded noun phrases with a comma<br>Use a range of coordinating conjunctions<br>Maintain tense<br>Introduce when and that<br><br>Outcome: write a descriptive, short narrative<br><br>**Text 2: weather wheel**<br>**Genre: Inform – instructions**<br><br>**Hook – children to be given a set of instructions to follow to make something in class**<br><br>**Skills**:<br>Finger spaces, capital letters and full stops<br>Commas for a list<br>Use a command, statement and question<br>Imperative verbs<br>Time adverbials for order<br>Use headings and sub headings<br>Use a range of conjunctions<br>introduce if<br><br>Outcome: write a set of instructions on how to make a weather wheel | **Text 3: Fact file on a country – Egypt**<br>**Genre: inform**<br><br>**Skills:**<br>Finger spaces, capital letters and full stops<br>Expanded noun phrases<br>Commas in list<br>Use a range of coordinating and subordinating conjunctions<br>Use headings and sub headings<br>Identify proper nouns<br>Recognise paragraphs<br>Use a question and exclamation<br><br>Outcome: write a short fact file on Greenland | **Text 1: My Day at Oak Tree Farm**<br>**Genre: Recount**<br><br>**Hook – trip**<br><br>**Skills:**<br>Finger spaces, capital letters and full stops<br>Expanded noun phrases<br>Commas in a list<br>Use a range of conjunctions<br>Time adverbials<br>Adverbs<br>Begin to use paragraphs<br>Identify and use some contractions<br><br>Outcome: write a recount of trip | **Text: Norbert**<br>**Genre: Narrative**<br><br>**Skills:**<br>Finger spaces, capital letters and full stops<br>Expanded noun phrases<br>Commas in list<br>Use a range of conjunctions (subordinate and coordinate)<br>Begin to use paragraphs<br>Use contractions<br>Use adverbs<br>Use past tense consistently<br>Use synonyms for adjectives<br>Understand apostrophes for possession<br><br>Outcome: extended story |

| | Stone Age | | Welcome To The West Country | | Ancient Egypt | Newton Abbot Land Use |
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| Year 3<br>**Non-negotiables:**<br><br>**Composition**<br>Link sentences and begin to use paragraphs<br>Maintain tense<br><br>**Transcription**<br>Form all lower case and upper case letters correctly<br>Begin to join writing<br><br>**Punctuation**<br>Finger spaces, capital letters and full stops<br>Question and exclamation mark<br><br>**Grammar**<br>Use conjunctions consistently<br>Identify a question, command and statement<br>Name a verb, adjective, noun , conjunction and adverb | **Text 1: La Luna (Visual literacy )**<br>https://www.youtube.com/watch?v=CCQ9v6XMC6c<br>**Genre: Narrative**<br><br>**Hook – children to watch La Luna film**<br>**Skills:**<br>Expanded noun phrases<br>Commas for a list<br>Understand and use synonyms<br>Adverbs<br>Revisit a range of conjunctions (and, but, so, because, if, when, that)<br>Consistently use the past tense<br>Revisit apostrophes for possession and contractions<br>Explicitly teach paragraphing<br>Join writing (handwriting lessons – explicitly taught)<br><br>**Outcome: write a small section of the story (model first part of the story through the unit and then chn to write the second part with a setting description of the moon)**<br><br>**Text 2: Stone Age**<br>**Genre: Non chronological report (Across into Autumn 2)**<br>**Skills:**<br>Expanded noun phrases<br>Commas in a list<br>Use a range of conjunctions (introduce although)<br>Use a question and exclamation<br>Explore homophones (hear – here, their there they're, where – wear)<br>Use headings and subheadings<br>Use paragraphs<br>join writing<br><br>**Outcome: select x3 different areas of the stone age to create a report on** | **Text 3: The Stone Age Boy**<br>**Genre: Narrative**<br><br>**Skills:**<br>Expanded noun phrases using commas<br>Adverbs<br>Use paragraphs<br>Use a range of conjunctions (introduce while, before and after)<br>Apostrophes for possession<br>Use pronouns to avoid repetition<br>Use homophones there/their/they're correctly<br>Join writing<br><br>**Outcome: write a section of the story – entering the cave section. Build up and seeing an animal.** | **Text 1: The Journey**<br>**Genre: Narrative**<br><br>**Skills:**<br>Expanded noun phrases with commas<br>Adverbials of time<br>Paragraphing<br>Adverbs<br>Use a range of conjunctions (coordinating and subordinating)<br>Use pronouns to avoid repetition<br>Understand antonyms<br>Explore further homophones (to, too, two/ knew, new/ sun/son)<br>Revisit apostrophes contraction and omission<br>join writing<br><br>**Outcome: write the next stage of the story (model through unit the first half of the book – they write the second from the waterfall section)**<br><br>**Text 2: teacher model**<br>**Genre: Recount - Dartmoor**<br><br>**Hook – trip**<br><br>**Skills:**<br>Expanded noun phrases with commas<br>Adverbs<br>Use a range of conjunctions<br>Sort conjunctions into subordinating and coordinating<br>Time adverbials<br>join writing<br><br>**Outcome: write a recount from a trip** | **Text 3: Model write teacher text**<br>**Genre: inform – instructions**<br><br>**Hook – children to follow a set of instructions to make something in class**<br><br>**Skills:**<br><br>Expanded noun phrases using commas<br>Adverbs<br>Use a range of conjunctions (coordinating and subordinating)<br>Understand and use a range of determiners (a, an, many, some, the)<br>Fronted time adverbials with a comma<br>Use prepositions (after, during, before, in)<br>Use headings and subheadings<br>Use a question mark<br><br>**Outcome: write an instructional text on how to make a pasty** | **Text 1: Cinderella of the Nile**<br>**Genre: Narrative**<br><br>**Skills**:<br>Use a range of synonyms within expanded noun phrase with a comma<br>Adverbs<br>Adverbials<br>Use a range of pronouns to avoid repetition<br>Accurately form compound sentences (identifying coordinating conjunctions)<br>Accurately form complex sentences (using a range of subordinating conjunctions)<br>Use paragraphs<br>Use a wider range of prepositions<br>Use exclamation marks<br><br>**Outcome – re-write the opening of the story** | Text 2<br><br>TO CHOOSE based on review during Spring term |

| | Romans | | Natural Disasters | | Ancient Greek | River Study |
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| Year 4<br><br>**<u>Non-negotiables:</u>**<br><br>**<u>Composition</u>**<br>Write a series of paragraphs which are cohesive<br>Maintain tense<br>Paragraphs<br>Use headings and subheadings when required<br><br>**<u>Transcription</u>**<br>Form all lower case and upper case letters correctly<br>Join writing<br><br>**<u>Punctuation</u>**<br>Finger spaces, capital letters and full stops<br>Question and exclamation<br>Use apostrophes consistently for possession and omission<br><br>**<u>Grammar</u>**<br>Use both coordinating and subordinating conjunctions consistently<br>Recognise and use homophones (their/they're/there)<br>Use expanded noun phrases consistently<br>Identify a question, command and statement<br>Name a verb, adjective, noun , conjunction, adverb, pronoun, determiner and preposition | **Text 1: The lost thing (visual literacy)**<br>https://www.youtube.com/watch?v=N8-Mx5B06Ds<br>**Genre: Narrative**<br><br>**Hook – children to design and make their own 'lost thing' out of junk modelling**<br><br>**<u>Skills:</u>**<br><br>Expanded noun phrases with high level vocabulary<br>Understand and use synonyms and antonyms<br>Adverbs<br>Identify a simple and compound sentence<br>Use paragraphs<br>Use a range of conjunctions (coordinating and subordinating)<br>Use apostrophes for possession of plural nouns – SPAG discretely taught over a series of lessons<br>Use pronouns to avoid repetition<br><br>**Outcome: Write a story opening about a 'lost thing'**<br><br>**Text 2: The Days the Crayons Quit**<br>**Genre: formal letter**<br><br>**Hook – remove an item from the classroom and leave a letter to tell the children they have quit. Read the book.**<br><br>**<u>Skills:</u>**<br><br>Understand formal tone, identifying formal vocabulary (using synonyms and antonyms)<br>Use fronted adverbials with a comma<br>Use a rhetorical question<br>Use repetition for effect | **Text 3: Teacher model**<br>**Genre: persuasive**<br><br>**<u>Skills</u>:**<br><br>Use expanded noun phrases with aspirational vocabulary (discussing synonyms)<br>Adverbs<br>Fronted adverbials with a comma<br>Use a range of conjunctions (coordinating and subordinating – introduce whilst )<br>Use a rhetorical question<br>Use repetition for effect<br>Use a range of punctuation (commas, question marks and exclamation marks)<br><br>**Outcome: write an extended persuasive paragraph about their burger** | **Text 1: Flood**<br>**Genre: Narrative**<br><br>**<u>Skills:</u>**<br><br>Select appropriate synonyms<br>Adverbs<br>Use fronted adverbials with a comma<br>Use paragraphs<br>Understand a simile and metaphor<br>Understand a complex sentence has a main clause and subordinating clause<br>Use an apostrophe where a plural ends in 's'<br>Introduce and use a line of speech with a reported clause<br>Use a range of conjunctions (complex and coordinating)<br>Use paragraphs<br><br>**Outcome**: natural disaster – setting before, disaster strikes, how does the setting change<br><br>**Text 1: A River by Marc Martin**<br>**Genre: Poetry**<br><br>**<u>Skills</u>**<br><br>Use expanded noun phrases with post noun modification<br>Select appropriate high-level vocabulary<br>Use similes and metaphors<br>Understand and use personification and onomatopoeia<br>Use a range of conjunctions<br>Use paragraphs<br>Use pronouns to avoid repetition<br>Use fronted adverbials marking these with a comma<br><br>**Outcome: write a poem in past tense about a natural object and its journey to the sea** | **Text 3: Escape from Pompeii visual literacy**<br>**Genre: Diary**<br><br>**<u>Skills</u>:**<br><br>Extend expanded noun phrases with prepositions<br>Use similes and metaphors<br>Use a range of conjunctions (coordinating and subordinating)<br>Understand first person<br>Use a comma within complex sentences consistently<br>Identify main and subordinate clauses<br>Use paragraphs<br>Use pronouns to avoid repetition<br>Link paragraphs cohesively<br>Use fronted adverbials marking these with a comma<br><br>**Outcome: write a diary as a gladiator on fight day** | **Text 2:** Charlie And Choc Factory by Roald Dahl TBC<br>**Genre: fiction (Visual literacy)**<br><br>**<u>Skills</u>**<br><br>Extend expanded noun phrases with prepositions<br>Use similes and metaphors<br>Use a comma within complex sentences consistently<br>Use paragraphs<br>Use pronouns to avoid repetition<br>Understand the term cohesion (use pronouns to avoid repetition and organize ideas)<br><br>Link paragraphs cohesively<br>Use fronted adverbials marking these with a comma<br>Punctuate speech and include a reported clause (new speaker new line)<br><br>Outcome: | **Text 3**<br>**Genre: Non Chronological report**<br><br>**<u>Skills</u>**:<br><br>Use headings and subheadings<br>Use a formal tone and select appropriate formal synonyms<br>Use a rhetorical question<br>Use a range of conjunctions (coordinating and subordinating)<br>Mark fronted adverbials with a comma<br><br>Outcome: |

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| | Use pronouns to avoid repetition<br>Use a range of conjunctions (subordinating and coordinating – introduce however, even though, although)<br>Use connecting adverbs or prepositions to link paragraphs (eg. Even though… In addition, As well as, However, )<br><br>**Outcome: write a letter as a classroom object explaining why you have quit** | | | | | |

| | Anglo Saxons | | Our World | | Maya | Coastal Erosion |
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| Year 5<br><br>**<u>Non-negotiables:</u>**<br><br>**<u>Composition</u>**<br>Write a series of paragraphs which are cohesive<br>Describe settings and characters<br>Paragraphs<br>Use headings and subheadings when required<br>Begin to set atmosphere<br>Use the perfect tense<br><br>**<u>Transcription</u>**<br>Join writing<br><br>**<u>Punctuation</u>**<br>Finger spaces, capital letters and full stops<br>Commas for clauses<br>Question and exclamations<br>Use apostrophes consistently for possession (including plurals) and omission<br>Comma after fronted adverbial<br><br>**<u>Grammar</u>**<br><br>Recognise a wide range of homophones<br>Identify and use coordinating and subordinating conjunctions<br>Use expanded noun phrases consistently<br>Name a verb, adjective, noun, conjunction, adverb, pronoun, modal verb, determiner and preposition<br>Identify a question, command and statement<br>Identify simple, compound and complex sentences<br>Identify a main and subordinate clause | **Text 1: Beowulf**<br>**Genre: Narrative (Legends)**<br><br>**Skills**:<br><br>Use a range of aspirational vocabulary within expanded noun phrases<br>Use a range of complex sentences marking clauses with a comma<br>Use a range of sentence starters including adverbials of time, place, manner and -ing clauses)<br>Use show not tell to create atmosphere<br>Include a line of direct speech to show character<br>Include a reported clause at the start or end<br><br>**Outcome: write a battle scene**<br><br>**Text 2: How to train your dragon**<br>**Genre: Persuasive speech**<br><br>**<u>Skills</u>**:<br><br>Select aspirational vocabulary (noting synonyms and antonyms)<br>Use direct address<br>Use rhetorical questions and repetition for effect<br>Use modal verbs to show possibility<br>Use a range of conjunction (coordinating and subordinating)<br>Use paragraphs<br>Use a range of cohesive devices (pronouns, linking conjunctions, paragraphing)<br><br>**Outcome: write a speech as a Viking** | **Text 3: Teacher model**<br>**Genre: Inform (Newsreport – attack on Lindifarne model)**<br><br>**Hook – go to Bakers park and perform speeches**<br><br>Understand formal tone and select formal vocabulary (revisit from y4)<br>Use reported speech<br>Use direct speech with a reported clause at the end<br>Use linking conjunctions<br>Time adverbials<br>Use a range of modal verbs<br>Use a range of complex sentences marking with a comma<br><br>**Outcome: write a report about the attack on Bakers Park** | **Text 1: Teacher model**<br>**Genre: formal letter**<br><br>**<u>Skills:</u>**<br><br>Use a range of complex sentences marking clauses with a comma<br>Understand formal tone<br>Use rhetorical questions and repetition for effect<br>Use modal verbs<br>Use emotive language<br>Understand and use relative clauses<br>Identify and select the appropriate relative pronoun<br>Use a wider range of linking conjunctions and prepositions (However, Even though, although, Furthermore, As well as, Additionally, Finally, In conclusion)<br><br>**Outcome: write a letter to Mr Page explaining where they would like to go on residential and why**<br><br>**Text 2: Narrative – with speech**<br><br><u>Use a range of different sentence starters (ing clauses and adverbs)</u><br><u>Use relative clauses</u> | **Text 3: Planetarium and Pandora link (visual literacy)**<br>**https://www.literacyshed.com/the-sci--fi-shed.html**<br>**Genre: inform (non chron)**<br><br>**<u>Skills</u>**:<br><br>Use headings and subheadings<br>Use a range of complex sentences marking clauses with a comma<br>Understand formal tone<br>Use rhetorical questions<br>Use relative clauses to add information<br>Mark parenthesis with brackets, commas or dashes<br>Use modal verbs<br>Use a colon to introduce a list<br>Understand and use cohesive devices (conjunctions, pronouns)<br><br>**Outcome: write a non chronological report on a planet which they have designed** | **Text 2: Instructions on how to reach El Dorado**<br>**Genre: Inform**<br><br>**<u>Skills</u>**:<br><br>Use headings, sub-headings and bullet points<br>Use a colon to introduce a list<br>Use time adverbials to order<br>Use relative clauses and parenthesis using brackets, dashes and commas<br>Embed relative clauses<br>Use imperative verbs<br>Adverbs<br>Use a range of coordinating and subordinating conjunctions<br>Use modal verbs<br><br>**Outcome: write a set of instructions on how to reach a Mayan temple** | **Text 1: Varmints – visual literacy** https://www.youtube.com/watch?v=S-uec0ZMXzI<br>**Genre: Narrative**<br><br>**<u>Skills:</u>**<br><br>Use a range of synonyms and antonyms, selecting appropriate high-level vocabulary<br>Use similes, metaphors and personification to create imagery<br>Use show not tell to create atmosphere<br>Use a range of complex sentences<br>Use relative clauses, sometimes embedded<br>Use a range of sentence starters (including -ing clauses)<br>Identify all word class listed in non-negotiables fluently<br><br>**Outcome: write a story opener for an animal whose habitat is destroyed** |

| | World War Two | | Celebration of Culture (North America) | | Exmouth and Jurassic Coast | We are performers |
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| Year 6<br><br>**Non-negotiables:**<br><br>**Composition**<br>Write a series of paragraphs which are cohesive<br>Describe settings and characters<br>Paragraphs<br>Use headings, subheadings and bullet points when required<br>Create set atmosphere<br>Use a range of tenses (simple, perfect, progressive)<br><br>**Transcription**<br>Join writing<br><br>**Punctuation**<br>Finger spaces, capital letters and full stops<br>Commas for clauses<br>Question and exclamations<br>Use apostrophes consistently for possession (including plurals) and omission<br>Brackets, dashes and commas for parenthesis<br><br>**Grammar**<br><br>Recognise a wide range of homophones<br>Identify and use coordinating and subordinating conjunctions<br>Use expanded noun phrases consistently<br>Name a verb, adjective, noun, conjunction, adverb, pronoun, modal verb, determiner relative pronouns, and prepositions<br>Identify a question, command and statement<br>Identify simple, compound and complex sentences<br>Identify a main and subordinate clause<br>Relative clauses | **Text 1: Alice in Wonderland (visual literacy)**<br>**Genre: Narrative**<br><br>**Skills**:<br><br>Identify the subject, verb and object of a sentence<br>Select high-level vocabulary using synonyms and antonyms<br>Use similes, metaphors and personification<br>Use a range of complex sentences with a range of subordinating conjunctions<br>Use a range of sentence starters (fronted adverbials of time, manner and place and -ing clauses)<br><br>**Outcome: write the start of a portal story**<br><br>**Text 2: The Story of WW2**<br>**Genre: explanation text – non chron**<br><br>Skills:<br><br>Use formal tone and vocabulary<br>Use sub-headings and headings<br>Use paragraphs within a sub heading<br>Use relative clauses<br>Use parenthesis (marking with brackets, commas and dashes)<br>Use a range of sentence starters<br>Use complex sentences with a range of linking conjunctions (introducing despite, whereas)<br><br>**Outcome: select x3 areas of WW2 to write about within a non chronological report** | **Text 3: Letters from the Lighthouse (air raid)**<br>**Genre: Narrative – focus on dialogue and emotion**<br><br>**Skills**:<br><br>Use show not tell to create atmosphere<br>Use a range of sentence starters (fronted adverbials and -ing clauses)<br>Create cohesion across paragraphs<br>Complex sentences using a comma<br>Use a range of conjunctions<br>Use metaphors, similes and personification to describe settings<br>Dialogue to advance the action and show character<br>Include a reported clause at the start or end of speech<br>Identify the progressive tense<br><br>**Outcome: write a story starter about a disaster in London during the Blitz** | **Text 1: A Monster Calls (visual literacy)**<br>**Genre: narrative – focus on action**<br><br>**Skills:**<br><br>Use show not tell to create atmosphere<br>Understand how sentence lengths can create pace and tension<br>Use the time of day and weather to create tension<br>Use precise verbs<br>Use a range of sentence starters (fronted adverbials and -ing clauses)<br>Create cohesion across paragraphs<br>Complex sentences using a comma<br>Use a range of conjunctions<br>Use metaphors, similes and personification to describe settings<br><br>**Outcome: write a story about a monster arriving**<br><br>**Text 2: cracking contraptions (visual literacy)**<br>**Genre: explanation text**<br><br>**Skills:**<br><br>Use paragraphs, headings and sub-headings<br>Use the present tense (perfect and progressive)<br>Apply a formal tone and identify technical vocabulary<br>Use hyphenated adjectives within expanded noun phrases<br>Use a range of parenthesis and relative clauses (using brackets, dashes and commas)<br>Understand the active and passive voice<br>Use a colon<br>Use a semi colon<br>Understand commas for clarity<br>Use multi-clause sentences | **Text 3: Alma**<br>**Genre: Narrative – focus on suspense (visual literacy)**<br><br>**Skills:**<br><br>Use show not tell to create atmosphere<br>Understand how sentence lengths can create pace and tension<br>Use the time of day and weather to create tension<br>Use precise verbs<br>Use a range of sentence starters (fronted adverbials and -ing clauses)<br>Create cohesion across paragraphs<br>Complex sentences using a comma<br>Use a range of conjunctions<br>Use metaphors, similes and personification to describe settings<br>Use a semi colon<br>Use an ellipsis<br><br>Outcome: write a narrative about a character who gets trapped | **Text 1: For the Birds**<br>**Genre: narrative – focus dialogue (visual literacy)**<br><br>Skills:<br><br>Use a range of sentence starters<br>Select high level vocabulary<br>Use a range of complex – multi-clause sentences including relative and embedded clauses<br>Use show not tell to create atmosphere<br>Understand how sentence lengths can create pace<br>Use pronouns to create cohesion (eg newcomer/intruder)<br>Use commas for clarity<br>Use dialogue to advance the action and show character<br>Apply new speaker new line consistently<br><br>**Outcome: continue the story of 'For the birds'** | **Text 2: Harry Potter potions**<br>**Genre: instructions**<br><br>**Skills:**<br><br>Use headings, sub-headings and bullet points<br>Select high-level vocabulary<br>Use precise, imperative verbs<br>Use a wide range of time adverbials<br>Use relative clauses<br>Mark parenthesis with brackets, dashes and commas<br>Use a colon and semi colon<br>Use commas for clarity<br>Use hyphens<br><br>Outcome: write a set of instructions on how to make a fictional potion |

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| | | | Use a range of prepositions and conjunctions to link ideas cohesively<br>Use a range of sentence starters<br><br>**Outcome: write an explanation based on own contraption design** | | | |