

# Brompton and Sawdon: Long term curriculum plan for English Writing (Writing for Purpose)



			A1	A1	Sp1	Sp2	Su1	Su2
Class 1 EY and Year 1	Year A	<b>Writing Purpose</b>	<b>Writing to Entertain</b> (Super Duper in You!) (Supertato) <b>Writing to Inform</b> (Tom Moore) (Real Superheroes)	<b>Writing to Entertain</b> (Bonfire poetry) (Narrative – The Egg) <b>Writing to Inform</b> (Instructions – How to Look After a Dragon) (Letters to Santa) (Christmas Cards)	<b>Writing to Inform</b> (Apollo 11) (Solar System posters) <b>Writing to Entertain</b> (Narrative – Man on the Moon/La Luna)	<b>Writing to Entertain</b> (On the Farm) <b>Writing to Inform</b> (Recount – farm visits) Easter Cards	<b>Writing to Inform</b> (Dinosaur fact files) <b>Writing to Entertain</b> (My Pet Dinosaur)	<b>Writing to Entertain</b> (Seaside Poetry) (Narrative – Flotsam/This Hat is not mine) <b>Writing to Inform</b> (Moving on messages)
		<b>Toolkit features</b>	<b>Reinforcing Writing Basics:</b> - Say my sentence out loud to make sure it makes sense. - Read my work out loud to a friend or teacher - Finger spaces - Capital letters and full stops - Edit work with a green pen	<b>Writing to Entertain</b> - Descriptive words and phrases - Sequence stories - Co-ordinating conjunctions (and, or, etc) <b>Writing to Inform</b> - Adverbials (first, next, etc)	<b>Writing to Entertain</b> - Past and present tense - Exclamations - Question marks <b>Writing to Inform</b> - Apostrophes for contractions - Past and present tense - Subordinating conjunctions (because, when, etc)	<b>Reinforce previous taught features in different contexts</b>  <b>Extend</b> (for those capable): <b>Writing to Entertain:</b> - Inverted commas for speech  <b>Writing to Inform</b> - Apostrophes to mark possession - Commas to separate items in a list		
		<b>Enrichment/key texts</b>	Colour Monster – The Dot Supertato Super Duper You! Real Superheroes – Tom Moore	The Egg Rapunzel 10 little princesses	Man on the moon La Luna – Animation Short Field trip to the moon	On the farm A squash and a squeeze Farmer Duck	Stomp Dinosaur Stomp! 10 little dinosaurs Lava – Animation	Flotsam This Hat is not mine Town in by the Sea Piper (Short animation)
	Year B	<b>Writing Purpose</b>	<b>Writing to Entertain</b> (The Growing Story) (The Little Red Hen) (Pumpkin Soup) Senses Poetry <b>Writing to Inform</b> (Instructions/Recipes)	<b>Writing to Inform</b> (Bonfire Night) (Santa Letters) (Christmas Cards) <b>Writing to Entertain</b> (Narrative – The Rainbow Bear) (Narrative The Jolly Christmas Postman)	<b>Writing to Entertain</b> (The Lion and the Mouse) <b>Writing to Inform</b> (African Animals Information Texts)	<b>Writing to Entertain</b> (Charlie and the Chocolate Factory) <b>Writing to Inform</b> (Chocolate recipes) (The Story of Cocoa) (Easter Cards)	<b>Writing to Entertain</b> (Narrative – The Snail Trail) (Riddles) <b>Writing to Inform</b> (How to Look After...)	<b>Writing to Entertain</b> (Narrative – The Last Wolf) (Poetry Fairies) <b>Writing to Inform</b> (Information texts – If I worked for WWF) (Looking after our world) (Moving on)
		<b>Toolkit features</b>	<b>Reinforcing Writing Basics:</b> - Say my sentence out loud to make sure it makes sense.	<b>Writing to Entertain</b> - Descriptive words and phrases - Sequence stories	<b>Writing to Entertain</b> - Past and present tense - Exclamations - Question marks	<b>Reinforce previous taught features in different contexts</b>  <b>Extend</b> (for those capable): <b>Writing to Entertain:</b> - Inverted commas for speech		

		<ul style="list-style-type: none"> <li>- Read my work out loud to a friend or teacher</li> <li>- Finger spaces</li> <li>- Capital letters and full stops</li> <li>- Edit work with a green pen</li> </ul>	<ul style="list-style-type: none"> <li>- Co-ordinating conjunctions (and, or, etc)</li> </ul> <p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Adverbials (first, next, etc)</li> </ul>	<p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Apostrophes for contractions</li> <li>- Past and present tense</li> <li>- Subordinating conjunctions (because, when, etc)</li> </ul>		<p><b>Writing to Inform</b></p> <ul style="list-style-type: none"> <li>- Apostrophes to mark possession</li> <li>- Commas to separate items in a list</li> </ul>	
	<b>Enrichment/key texts</b>	The Growing Story The Little Red Hen Pumpkin Soup	The Rainbow Bear Jolly Christmas Postman	The Lion and the Mouse We're going on a safari The Lion Inside	Charlie and the Chocolate Factory Daisy and the trouble with Chocolate	The Giant Jam Sandwich The Snail Trail	The Last Wolf Under the Canopy WWF newsletter
	<b>Links to EY curriculum/EY Focus</b> See: EY Plan - <a href="#">LINK</a>	<b>Writing</b> I can write some or all of my name.	<b>Writing</b> Spell words by identifying the sounds and then writing the sound with the letter/s.	<b>Writing</b> Form lower case and capital letters correctly. I can write my name.	<b>Writing</b> Write recognisable letters, most of which are correctly formed.	<b>Writing</b> Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed.	<b>Writing</b> Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense
<p><b>All work in EYFS is underpinned by Communication and Language development</b></p> <p>Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>							
<p><b>Physical Development</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>							
<p><b>Expressive Arts and Design</b></p> <p>Develop storylines in their pretend play. Invent, adapt and recount narratives and stories with peers and teachers. Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>							



		A1		Sp1		Su1		
Class 2 Year 2 and 3	Year A	Writing Purpose	<b>Writing to Entertain</b> (Kassim and the Greedy Dragon) <b>Grammar focus currently planned in – need to assign to a purpose</b>	<b>Writing to Inform</b> (Recounts – Anglo-Saxon diaries) (Anglo-Saxon Information Texts) <b>Writing to Entertain</b> (Poetry – rhyming and non-rhyming) Different poetry forms.	<b>Writing to Entertain</b> (Escape from Pompeii) (Playscripts – disaster story – changing narrative into playscript form)	<b>Writing to Persuade</b> (Building near a volcano or fault line Persuading people to earthquake-proof their house.)	<b>Writing to Inform</b> (Non-chronological reports – based on text: A Seed is Sleepy) <b>Writing to Entertain</b> (Poetry – imagery – A First Book of Nature)	<b>Writing to Entertain</b> (Narrative – based on Town is by the Sea) <b>Writing to Inform</b> (Instructional writing – a day at the beach and beach games)
		Toolkit features	<b>Year 2 reinforce Year 1 Writing to Entertain features</b> Those secure and Year 3: - Inverted commas for speech - fronted adverbials to show how/when an event occurs - expanded noun phrases to add detail/description - Character and setting descriptions	<b>Year 2 reinforce Year 1 Writing to Inform features</b> Those secure and Year 3: <b>Writing to Entertain</b> - Description - Forms of poetry <b>Writing to Inform</b> - Exclamations (where appropriate) - Simple Past & Present perfect tense - Expanded noun phrases to inform - First Person - Co-ordinating conjunctions to link two main ideas. - Subordinating conjunctions to join clauses	<b>Writing to Entertain</b> - Nouns and pronouns for clarity - subordinate clauses to add details - Paragraphs - Detailed descriptions	<b>Writing to Persuade</b> - Relative clauses - Second person - Wider range of conjunctions. - Relative pronouns	<b>Writing to Inform</b> - Present tense - Sub-headings/paragraphs - Introductory paragraph - Summarising paragraph - Third person - Adverbials for cause - Subordinating conjunctions as openers. <b>Writing to Entertain</b> - Description - Imagery	<b>Writing to Entertain</b> - Reinforce previously taught features into a new form. - Using images to provoke writing.  <b>Writing to Inform</b> - Second person  <b>Reinforce previous taught features in different contexts</b>  <b>Extend</b> (for those capable): <b>Writing to Entertain:</b> - Plural noun apostrophes  <b>Writing to Inform</b> - Brackets
		Grammar and Punctuation features	- commas after fronted adverbials - Speech rules - Apostrophes for contractions	- Commas to separate items in a list - Exclamation marks - Question marks - Apostrophes to mark possession - Capitals for proper nouns	- Dashes for emphasis - Commas for subordinate clauses - Inverted commas for direct speech - Apostrophes for contractions	- Commas for subordinate and relative clauses - Commas for pauses - Imperative verbs	Bullet points Personification Simile Onomatopoeia	- Prepositional phrases - Imperatives/commands

		Enrichment/key texts	Kassim and the Greedy Dragon	Now Press Play – Anglo-Saxon experience	Escape from Pompeii	Possible play performance to parents/school	A Seed is Sleepy A First Book of Nature	Town is by the Sea Beach trip – playing own beach game
Year B	Writing Purpose	<b>Writing to Entertain</b> – Victorian Characters / settings - <b>text currently being developed</b>	<b>Writing to Inform</b> (Recounts – journey / workhouse)  <b>Writing to Entertain</b> Poetry – rhyming and non-rhyming — <b>text currently being developed</b> )	<b>Writing to Inform</b> (The Inventors Shed – Girl and Robot Est. 1892) (Playscripts – also based on Girl and Robot Est. 1892)	<b>Writing to Entertain</b> (The Inventors Shed – Girl and Robot Est. 1892)	<b>Writing to Inform</b> Inventors through the ages <b>Writing to Persuade</b> Designing and advertising own invention	<b>Writing to Entertain</b> (narrative / omnipresent narrator) (Poetry – imagery – based on Roald Dahl’s – Revolting Rhymes)	<b>Writing to Inform</b> (Non-chronological reports) <i>Based on books: Marcia Williams – Stone Hunters, Gatherers and Woolly Mammoths &amp; The Stone Age Boy</i> (Recipe and instruction books)
	Toolkit features	<b>Year 2 reinforce Year 1 Writing to Entertain features</b> Those secure and Year 3: - Inverted commas for speech - fronted adverbials to show how/when an event occurs - expanded noun phrases to add detail/description - Character and setting descriptions	<b>Year 2 reinforce Year 1 Writing to Inform features</b> Those secure and Year 3: <b>Writing to Entertain</b> - Description - Using rhyme effectively <b>Writing to Inform</b> - Exclamations (where appropriate) - Simple Past & Present perfect tense - Expanded noun phrases to inform - First Person - Co-ordinating conjunctions to link two main ideas. - Subordinating conjunctions to join clauses	<b>Writing to Entertain</b> - Nouns and pronouns for clarity - subordinate clauses to add details - Paragraphs - Detailed descriptions <b>Writing to Persuade</b> - Relative clauses - Second person - Wider range of conjunctions. - Relative pronouns <b>Writing to Inform</b> - Secure previously taught features - Planning information text writing	<b>Writing to Inform</b> - Present tense - Sub-headings/paragraphs - Introductory paragraph - Summarising paragraph - Second/Third person - Adverbials for cause - Subordinating conjunctions as openers. <b>Writing to Entertain</b> - Description - Form of poetry  <b>Reinforce previous taught features in different contexts</b>  <b>Extend</b> (for those capable): <b>Writing to Entertain:</b> - Plural noun apostrophes  <b>Writing to Inform</b> - Brackets			
	Grammar and Punctuation features	- commas after fronted adverbials - Speech rules - Apostrophes for contractions	- Commas to separate items in a list - Exclamation marks - Question marks - Apostrophes to mark possession - Capitals for proper nouns	- Dashes for emphasis - Commas for subordinate clauses - Inverted commas for direct speech - Apostrophes for contractions	- Commas for subordinate and relative clauses - Commas for pauses - Imperative verbs	- Reinforce those previously taught, where appropriate	- Prepositional phrases - Imperatives/commands	
	Enrichment/key texts	<b>Under review</b>	<b>Under review</b>	Girl and Robot Est. 1892		Revolting Rhymes Stig of the dump	Own recipe book The Stone Age Boy The Stone Age – Hunters, Gatherers and Woolly Mammoths	



		A1	A1	Sp1	Sp2	Su1	Su2	
Class 3  Year 4, 5 and 6	Year A	Writing Purpose	<b>Writing to Entertain</b> (Myths and Legends – Beowulf)	<b>Writing to Inform</b> (Instructional Writing – How to Train a Dragon) (Information Text – The Vikings)	<b>Writing to Entertain</b> (Poetry – haiku, tanka, renga, limerick, quatrain, cinquain) (BBC 500 Word Competition) <b>Writing to Persuade</b> (Dragons’ Den advertisement/pitch)	<b>Writing to Discuss</b> (Painting styles balanced debate) <b>Writing to Entertain</b> (Shakespearean narrative/playscript)	<b>Writing to Inform</b> (Non-Chronological reports – deforestation)  <b>Writing to Entertain</b> (Poetry – Earth Song) (Kennings)	<b>Writing to Entertain</b> (Playscripts – End of year performance) (Pie Corbett unit – Danger Story)
		Toolkit features	<b>Year 4 secure previous Writing to Entertain features.</b> <b>Those capable (incl. Year 5/6) will explore (differentiated as appropriate):</b> - Detailed descriptions of characters, settings and events - Original openings - Build-up to suspense/ action - Balance of speech/ narration - Range of appropriate tenses - Subordinate/relative clauses to add detail - Range of sentence structures/lengths	<b>Year 4 secure previous Writing to Inform features.</b> <b>Those capable (incl. Year 5/6) will explore (differentiated as appropriate):</b> - Introductory statement - Generalisers - Past tense and 3 <sup>rd</sup> Person - Secure imperative verbs - Adverbs (precise instructions) - Precising longer passages - Semi-colons in a list - List punctuation	<b>Writing to Entertain</b> - Figurative and metaphorical language - Personification  <b>Writing to Persuade</b> - 2 <sup>nd</sup> Person - Hyperbole - Imperative and modal verbs for new purposes - Rhetoric - Subjunctive form	<b>Writing to Discuss</b> - Cohesive devices - Subjunctive form (in a new context) - Modal verbs for a new purpose - Passive voice for a new purpose - Formal/impersonal tone  <b>Writing to Entertain</b> - Vary formality depending on character speaking (Standard English) - Instructional writing (stage directions for a different audience)	<b>Writing to Inform</b> - Paragraphing related ideas - Technical vocabulary (glossary) - Relative/subordinate clauses.  <b>Writing to Entertain</b> - Poetic licence - Write to perform, using form, punctuation to alter how reader reads. - Secure previous poetry forms for a different purpose.	<b>Writing to Entertain</b>  Review of previously taught Writing for Entertainment features  Extension: Letters to our Future Self – opportunity to show control over tense, formality and to include a range of writing purpose features.
		Grammar and Punctuation features	- Paragraphing in time and sequence - Adverbials and cohesion devices - Brackets, colons, dashes (as appropriate)	- Secure headings/organisational devices - Formal language	<i>Review of:</i> - Paragraphing in time and sequence - Adverbials and cohesion devices	<i>Review of:</i> - Secure headings/organisational devices - Formal language	- Colons to link related clauses (review) - Commas for clarity - Hyphens (Kennings)	Revision of those previous taught.

		- Semi-colons to join related clauses	- Passive voice to affect presentation of information. - Colons to introduce and to link related clauses - Punctuation for parenthesis.	- Brackets, colons, dashes (as appropriate) - Semi-colons to join related clauses	- Passive voice to affect presentation of information. - Colons to introduce and to link related clauses - Punctuation for parenthesis.		
	Enrichment/key texts	Beowulf	How to Train a Dragon Jorvik Viking Museum visit	Radio 2 500 Word Competition	Dragons' Den pitches Painting styles debate Shakespeare plays (Romeo and Juliet) Bradford Media Museum Visit – advert workshop	One Plastic Bag Earth Song	Pie Corbett – Danger Story End of year play performance
Year B	Writing Purpose	<b>Writing to Entertain</b> (Pie Corbett – Alien Landing Story) <b>Writing to Inform</b> (Newspaper reports – mini-unit) (Explanatory text: Engineering Week – mini-unit)	<b>Writing to Inform</b> (Space Race – Recount) (Planet fact files) <b>Writing to Entertain</b> (Space Poetry – Pie Corbett) <b>Writing to Discuss</b> (Are we Alone?)	<b>Writing to Entertain</b> (500 Word Competition) <b>Writing to Inform</b> (Tribes and States of The Americas) <b>Write to Persuade</b> (Hollywood adverts and commercialism)	<b>Letter to the Future (Multiple purposes)</b> <b>Writing to Inform</b> (Sport event fact file/information text of players/athletes/teams)	<b>Writing to Entertain</b> (Playscript – class performance)	
	Toolkit features	<b>Year 4 secure previous Writing to Entertain features.</b> <b>Those capable (incl. Year 5/6) will explore (differentiated as appropriate):</b> - Detailed descriptions of characters, settings and events - Original openings - Build-up to suspense/ action - Balance of speech/ narration - Range of appropriate tenses - Subordinate/relative clauses to add detail - Range of sentence structures/lengths	<b>Year 4 secure previous Writing to Inform features.</b> <b>Those capable (incl. Year 5/6) will explore (differentiated as appropriate):</b> - Introductory statement - Generalisers - Past tense and 3 <sup>rd</sup> Person - Secure imperative verbs - Adverbs (precise instructions) - Precising longer passages - Semi-colons in a list - List punctuation <b>Writing to Entertain</b> - Figurative and metaphorical language - Personification <b>Writing to Discuss</b> - Cohesive devices - Subjunctive form (in a new context) - Modal verbs for a new purpose	<b>Writing to Entertain</b> - Figurative and metaphorical language - Personification <b>Writing to Persuade</b> - 2 <sup>nd</sup> Person - Hyperbole - Imperative and modal verbs for new purposes - Rhetoric - Subjunctive form <b>Writing to Inform</b> - Paragraphing related ideas - Technical vocabulary (glossary) - Relative/subordinate clauses.	<b>Chance to secure previously taught purposes (Letter to the Future – multiple focuses)</b> <b>Writing to Inform</b> - Introductory statement - Generalisers - Past tense and 3 <sup>rd</sup> Person - Secure imperative verbs - Adverbs (precise instructions) - Precising longer passages - Semi-colons in a list - List punctuation - Paragraphing related ideas - Technical vocabulary (glossary) - Relative/subordinate clauses.	Review of previously taught Writing for Entertainment features	

			<ul style="list-style-type: none"> <li>- Passive voice for a new purpose</li> <li>- Formal/impersonal tone</li> </ul>				
	Grammar and Punctuation features	<ul style="list-style-type: none"> <li>- Paragraphing in time and sequence</li> <li>- Adverbials and cohesion devices</li> <li>- Brackets, colons, dashes (as appropriate)</li> <li>- Semi-colons to join related clauses</li> </ul>	<ul style="list-style-type: none"> <li>- Secure headings/organisational devices</li> <li>- Formal language</li> <li>- Passive voice to affect presentation of information.</li> <li>- Colons to introduce and to link related clauses</li> <li>- Punctuation for parenthesis.</li> </ul>	<i>Review of:</i> <ul style="list-style-type: none"> <li>- Paragraphing in time and sequence</li> <li>- Adverbials and cohesion devices</li> <li>- Brackets, colons, dashes (as appropriate)</li> <li>- Semi-colons to join related clauses</li> </ul>	<ul style="list-style-type: none"> <li>- Secure headings/organisational devices</li> <li>- Formal language</li> <li>- Passive voice to affect presentation of information.</li> <li>- Colons to introduce and to link related clauses</li> <li>- Punctuation for parenthesis.</li> </ul>	Revision of those previous taught.	
	Enrichment/key texts	Pie Corbett – Alien Landing Engineering Week Visit	Space Race Pie Corbett – Space Poetry Space Dome visit	Radio 2 500 Word Competition	Advert videos/animations	Letters that will be read in 20 years' time (Residential visit) Athlete visit	End of year play performance
Year C	Area	<b>Writing to Entertain</b> (Harry Potter and the Philosopher's Stone – Narrative) (Hogwarts Poetry)  <b>Writing to Inform</b> (Instructions – Quidditch and capture a mountain troll)	<b>Writing to Discuss</b> (Comparing film and book versions of stories)	<b>Writing to Inform</b> (WW2 information texts) (Biography of Churchill) (Recount of Dunkirk)  <b>Writing to Discuss</b> (balanced argument on war and the need for an army)	<b>Writing to Entertain</b> (War Horse) (WWI and WWII Poetry – using from and developing other linguistic devices)  <b>Writing to Inform</b> (How to maintain a horse or prepare for war)	<b>Writing to Persuade</b> (Tourist advert for Brompton) <b>Writing to Inform</b> (Sir George Cayley – local inventor)	<b>Writing to Explain (Inform):</b> How and why things happen – linked to George Cayley)  <b>Writing to Entertain</b> (End of year play script)
	Toolkit Features	<b>Year 4 secure previous Writing to Entertain features.</b> <b>Those capable (incl. Year 5/6) will explore (differentiated as appropriate):</b> <ul style="list-style-type: none"> <li>- Detailed descriptions of characters, settings and events</li> <li>- Original openings</li> <li>- Build-up to suspense/action</li> <li>- Balance of speech/narration</li> <li>- Range of appropriate tenses</li> <li>- Subordinate/relative clauses to add detail</li> <li>- Range of sentence structures/lengths</li> </ul>	<b>Writing to Inform</b> <ul style="list-style-type: none"> <li>- Revision of previously taught toolkit features</li> </ul> <b>Writing to Discuss</b> <ul style="list-style-type: none"> <li>- Cohesive devices</li> <li>- Subjunctive form (in a new context)</li> <li>- Modal verbs for a new purpose</li> <li>- Passive voice for a new purpose</li> <li>- Formal/impersonal tone</li> </ul>	<b>Year 4 secure previous Writing to Inform features.</b> <b>Those capable (incl. Year 5/6) will explore (differentiated as appropriate):</b> <ul style="list-style-type: none"> <li>- Introductory statement</li> <li>- Generalisers</li> <li>- Past tense and 3<sup>rd</sup> Person</li> <li>- Secure imperative verbs</li> <li>- Adverbs (precise instructions)</li> <li>- Precising longer passages</li> <li>- Semi-colons in a list</li> <li>- List punctuation</li> </ul> <b>Writing to Discuss:</b> Chance to apply previous term's toolkit features.	<b>Writing to Entertain</b> <ul style="list-style-type: none"> <li>- Figurative and metaphorical language</li> <li>- Personification</li> </ul> <b>Writing to Inform</b> <ul style="list-style-type: none"> <li>- Paragraphing related ideas</li> <li>- Technical vocabulary (glossary)</li> <li>- Relative/subordinate clauses.</li> </ul>	<b>Writing to Persuade</b> <ul style="list-style-type: none"> <li>- 2<sup>nd</sup> Person</li> <li>- Hyperbole</li> <li>- Imperative and modal verbs for new purposes</li> <li>- Rhetoric</li> <li>- Subjunctive form</li> </ul> <b>Writing to Inform and Entertain</b> An opportunity to re-visit and secure all previously taught features in a new context.	
	Grammar and Punctuation Features	<ul style="list-style-type: none"> <li>- Paragraphing in time and sequence</li> <li>- Adverbials and cohesion devices</li> <li>- Brackets, colons, dashes (as appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>- Secure headings/organisational devices</li> <li>- Formal language</li> <li>- Passive voice to affect presentation of information.</li> </ul>	<ul style="list-style-type: none"> <li>- Secure headings/organisational devices</li> <li>- Formal language</li> <li>- Passive voice to affect presentation of information.</li> </ul>	<i>Review of:</i> <ul style="list-style-type: none"> <li>- Paragraphing in time and sequence</li> <li>- Adverbials and cohesion devices</li> <li>- Brackets, colons, dashes (as appropriate)</li> </ul>	Revision of those previous taught.	

			- Semi-colons to join related clauses	- Colons to introduce and to link related clauses - Punctuation for parenthesis.	- Colons to introduce and to link related clauses - Punctuation for parenthesis.	- Semi-colons to join related clauses	
	Enrichment/key texts	Harry Potter and the Philosopher's Stone (book and film) Visit to NYMR Steam Railway (Hogwarts Express ride)		Diary of Anne Frank Visit to Eden Camp War Museum	War Horse – Michael Morpurgo	Visit to Cayley's Museum George's Curious Summer (Local author – Dr Mary Jones) Local archaeologist – Marie Woods - visit	End of year performance George's Curious Summer (Local author – Dr Mary Jones) Visit to Yorkshire Air Museum