

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL

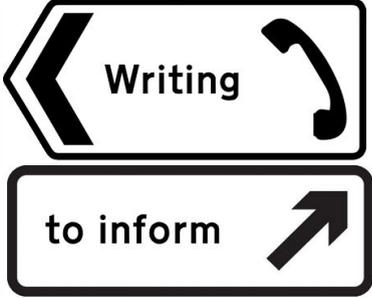


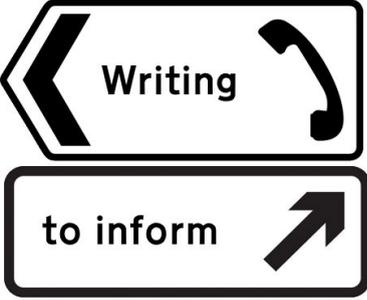
WRITING OVERVIEW TERM 4

| HEDGEHOG CLASS | | Term 4: |
|--|--------------------------------|---|
| Writing to Entertain  | | Genres Week 1: Week 2: Week 3: |
| Grammar and sentences Use coordinating conjunctions to link two main ideas: <i>They pulled and pulled at the turnip to get it out.</i> Use noun phrases which add detail to description: <i>very old grandma, brave woodchopper</i> Use the progressive form for verbs: <i>Goldilocks was walking</i> through the woods. Use exclamation sentences where appropriate: <i>What big eyes you have, Grandma!</i> | | Week 4: Week 5: Week 6: |
| Adverbials | Conjunctions | Punctuation Content |
| First Then Next After Later The next day... | and but so or when | Use finger spaces between words Use capital letters & full stops to mark sentences Use capital letter for first person 'I' Use apostrophes to mark contractions, e.g. <i>didn't</i> Use exclamation marks , particularly in relation to speech Begin to use inverted commas to mark direct speech where appropriate. |

| FOX CLASS | | Term 4: |
|--|---|--|
| <p>Writing to Entertain</p>  | | <p>Genres</p> <p>Week 1:</p> <p>Week 2:</p> <p>Week 3:</p> |
| <p>Grammar and sentences</p> <p>Use coordinating conjunctions to link two main ideas: <i>They pulled and pulled at the turnip to get it out.</i></p> <p>Use subordinating conjunctions in the middle of sentences: <i>Red Riding Hood screamed when she saw the wolf.</i></p> <p>Use noun phrases which add detail to description: <i>very old grandma, brave woodchopper</i></p> <p>Use the progressive form for verbs: <i>Goldilocks was walking</i> through the woods.</p> <p>Use exclamation sentences where appropriate: <i>What big eyes you have, Grandma!</i></p> | | <p>Week 4:</p> <p>Week 5:</p> <p>Week 6:</p> |
| Adverbials | Conjunctions | Punctuation Content |
| First Then Next After Later The next day... | and but so or when if because | Use finger spaces between words Use capital letters & full stops to mark sentences Use capital letter for first person 'I' and names Use commas in lists Use exclamation marks , particularly in relation to speech |

| BADGER CLASS | | Term 4: |
|--|---|--|
| <p>Writing to Entertain</p>  | | <p>Genres</p> <p>Week 1: structure of a story retelling The Man on the Moon</p> <p>Week 2: World Book Day</p> |
| <p>Grammar and sentences</p> <p>Use fronted adverbials to show how/when an event occurs: <i>Without a sound... After a moment...</i></p> <p>Use expanded noun phrases to add detail & description: <i>...the dark gloomy cupboard under the stairs...</i></p> <p>Use subordinate clauses to add detail or context: <i>Although Theseus was scared, he prepared to enter the maze.</i></p> <p>Use nouns & pronouns for clarity and cohesion: <i>They crept into Minos's great labyrinth. Inside the maze....</i></p> | | <p>Week 3: Describing settings and Characters Choosing Vocabulary</p> <p>Week 4: Planning opening and build-up</p> <p>Week 5: Writing the climax</p> <p>Week 6: Easter Story</p> |
| Adverbials | Conjunctions | Punctuation Content |
| Soon Meanwhile As... The next day... Later... Carefully Without a thought... | if when because while as until whenever once | Use full punctuation for direct speech, including punctuation within and before inverted commas : <i>Mum asked, "Will you be home for tea?"</i> Secure use of apostrophes for possession, including for plural nouns. Use commas after fronted adverbials and subordinate clauses. May begin to use dashes for emphasis. |

| OTTER CLASS | | Term 4 |
|--|--|---|
| <p>Writing to Inform</p>  | | <p>Genres</p> <p>Week 1: POP task (T3): persuasive writing Create Powerpoint presentation to persuade your audience of your viewpoint (use emotive topic and research from T3 eg; HL School. plastic pollution)</p> <p>Week 2: World Book day Book review? Favourite book!</p> |
| <p>Grammar and sentences</p> <p>Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i></p> <p>◆ Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i></p> <p>◆ Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i></p> <p>◆ Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i></p> <p>◆ Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i></p> | | <p>Week 3: Identify features of a recount/biography text. Mary Anning: https://www.bbc.co.uk/teach/class-clips-video/ks1-ks2-mary-anning/zn7gd6f Watch video clip - make notes to support next week's recount</p> <p>Week 4: Write recount of Mary Anning's life (link with class text) Edit and publish</p> <p>Week 5: NFER TESTS Research - take notes then create a fact sheet to inform (dinosaurs?)</p> <p>Week 6: POP Task: writing to inform... (Easter link?)</p> |
| Adverbials | Conjunctions | Punctuation Content |
| <p>Meanwhile</p> <p>At first</p> <p>After</p> <p>Furthermore</p> <p>Despite</p> <p>As a result</p> <p>Consequently</p> <p>Due to</p> <p>For example</p> | <p>when</p> <p>before</p> <p>after</p> <p>while</p> <p>because</p> <p>if</p> <p>although</p> <p>as</p> | <p>Use brackets or dashes to explain technical vocabulary.</p> <p>Use semi-colons to punctuate complex lists, including when using bullet points</p> <p>Use colons to introduce lists or sections</p> <p>Use brackets or dashes to mark relative clauses</p> <p>Secure use of commas to mark clauses, including opening subordinating clauses</p> <p>Begin to use colons & semi-colons to mark clauses</p> |

| DEER CLASS | | Term 4 |
|--|---|--|
| Writing to Inform  | | Genres Week 1: Pen pal Letters Week 2: The Write Stuff - narrative Week 3: The Write Stuff - narrative Week 4: Biography (Mr Griffith) Week 5: Non-Chronological Report (Pandora) Week 6: Non-Chronological Report (Pandora) |
| Grammar and sentences Use subordinating conjunctions in varied positions, <i>The Polar Bear, although it is large, can move at great speed.</i> ♦ Use expanded noun phrases to inform, <i>...a tall dark-haired man with a bright-red cap...</i> ♦ Use relative clauses to add further detail <i>We went to Downing Street, where the Prime Minister lives, before visiting the Houses of Parliament.</i> ♦ Begin to use passive voice to remain formal or detached, <i>The money was stolen from the main branch.</i> ♦ Begin to use colons to link related clauses, <i>England was a good country to invade: it had plenty of useful land.</i> | | |
| Adverbials | Conjunctions | Punctuation Content |
| Meanwhile At first After Furthermore Despite As a result Consequently Due to For example | when before after while because if although as | Use brackets or dashes to explain technical vocabulary. Use semi-colons to punctuate complex lists, including when using bullet points Use colons to introduce lists or sections Use brackets or dashes to mark relative clauses Secure use of commas to mark clauses, including opening subordinating clauses Begin to use colons & semi-colons to mark clauses |

