

KS2 Our World- Writing

In Key Stage 2, spelling is taught during the RWI session at 11am. In this session, pupils segment words phonetically in order to spell them correctly.

In Literacy, features of different text types are taught and pupils learn how to write for a particular purpose and audience. For example, in Cycle A Autumn 1 pupils will learn to write instructions linked to the story 'How to Wash a Woolly Mammoth'.

Developing writing skills:

These different aspects of emergent writing can be grouped up into three main areas:

- Conceptual knowledge - The purpose of writing.
- Procedural knowledge - The technical ability needed for writing.
- Generative knowledge - The ability to write meaningful phrases

Assessment:

Pupil's work will be assessed either using the Engagement Model or the Newman Tracker. Teachers must adhere to the marking policy for commenting on and correcting pupil's writing.

KS1 Spelling appendix:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	History	RE	Geography	History	RE	Geography
Cycle A	<p>Stone Age to Iron Age</p> <p>Text- Fiction 'Stone Age Boy' 'How to Wash a Woolly Mammoth' 'Cave Baby' 'Cave Man Dave' 'Dave's Cage' 'The Caveman Next Door'</p> <p>Instructional Writing.</p>	<p>Diwali – Festivals and celebrations</p> <p>Text- Non-Fiction/ Poetry 'Rama and Sita the story of Diwali' 'My First Diwali' Poems about fireworks and colour.</p> <p>Poetry Writing- Acrostic.</p>	<p>Exploring Britain</p> <p>Text- Non-Fiction 'Coming to England'- Floella Benjamin Info Buzz- The United Kingdom</p> <p>Descriptive Writing.</p>	<p>Ancient Egypt</p> <p>Text- Fiction 'Marcy and the Riddle of the Sphinx' Non-Fiction- 'Meet the Ancient Egyptians'</p> <p>Diary Writing.</p>	<p>Places of Worship</p> <p>Text- Non-Fiction 'Discovering Places of Worship' 'In my Mosque'</p> <p>Non-fiction leaflet.</p>	<p>Weather and Climate</p> <p>Text- Fiction 'Froggy Day' 'If Polar Bears Disappeared' Non-Fiction- 'Rain, Snow or Shine' Out of the Ark- Eddie the Penguin saves the World'</p> <p>Persuasive Poster.</p>
E	Pupils will engage with washing objects- following the same routines each time to engage with familiar routines.	Pupils will engage with sensory aspects of the topic, e.g. sounds, colours and patterns related to fireworks and light.	Pupils will engage with images and items linked to 'Britain' They will explore different textures and be able to	Pupils will engage with stories that take us on journeys. Pupils will engage with sounds from an Egyptian setting	Handle objects linked to places of worship. Mark make and interact with sounds and images from places of worship.	Pupils engage with and explore materials in increasingly complex ways (for example, reaching out and feeling for

	<p>Pupils will engage with sensory aspects of caves – e.g. light and dark, rock textures, using voice for echo (microphone/app).</p> <p>Pupils will engage the stories relating to the chosen book in a multi-sensory way e.g. water and wool.</p> <p>Pupils will engage with different materials related to the topic, e.g. rocks, faux skins, wool.</p> <p>Pupils will have the opportunity to taste, e.g. fruit as hunter-gatherers.</p> <p>(JG CB EDIT)</p>	<p>Cause-effect fireworks</p> <p>Cause-effect sounds</p> <p>Pupils will engage with music and poems from different cultures and celebrations.</p> <p><u>Christmas</u> Pupils will explore sensory aspects of Christmas, e.g. smells cinnamon, ginger, cloves, oranges, pine.</p> <p>Textures- tinsel, Christmas trees, holly and berries, faux snow, cold items.</p> <p>Sounds- bells, Christmas songs and hymns, crunching snow.</p>	<p>mark make on pictures of objects.</p> <p>Pupils will engage with sensory aspects of Britain and contrasting settings</p> <p>e.g. seaside (sand play, castles, water)</p> <p>Pupils will explore different areas of Britain in a multi-sensory way.</p> <p>e.g. Scotland – music – bagpipes smells- heather taste – shortbread.</p>	<p>and handle Egyptian objects, choosing more or less.</p> <p>Pupils will mark make on pictures and in sand and begin to hold a writing implement.</p> <p>Sand and digging for/ finding objects in the sand</p> <p>Pyramids</p> <p>Wrapping in different materials</p> <p>Colours- gold and shiny objects.</p>	<p>Begin to link symbols to initial letters.</p> <p>Pupils will be immersed in the multi-sensory experience of visiting places of worship.</p>	<p>objects as tactile cues to events). Objects linked to the stories: Ice Umbrella Cotton wool- snow Torch-light Gloves etc</p> <p>Multi-sensory experience of:</p> <p>Water Warm vs cold Puddle splashing Wind (cause-effect fan with switch). Day vs night- light vs dark Sounds, e.g. rain Immersive experiences in the sensory room.</p>
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D	<p>Pupils will discover that groups of letters make words. They will discover that words name objects such as 'cave', 'man', 'paint' and 'fire'.</p> <p>They will match the initial letter to the objects.</p> <p>Pupils will develop fine motor skills by forming letter shapes.</p>	<p>Pupils will copy and trace simple words about fireworks such 'bang', 'hiss' and 'fizz', focussing on letter formation. Pupils will complete initial letter matching activities and trace or write key words from the texts.</p> <p>Pupils will practise letter formation using paint on their fingers to create a bright 'firework' letter poster.</p>	<p>Pupils will develop vocabulary skills, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Pupils will discover the names of items linked to 'Britain' and use familiar initial letters to label photos and objects, copying words where able.</p>	<p>Pupils will sequence and copy key words from the story. They will talk about Marcy and how she feels.</p> <p>They will compose a sentence orally and with support, record their ideas.</p> <p>Pupils will talk through their writing composition ideas clearly, using word mats and colourful semantics.</p>	<p>Link statements and ideas to a main theme- places of worship.</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events linked to places of worship.</p> <p>Label features of a leaflet.</p> <p>Use key words in a scaffold to create a heavily-scaffolded leaflet.</p> <p>Recognise and say what the difference is between text and image.</p>	<p>In a role-play situation, give spoken or written advice:</p> <p>It is raining. Get an umbrella- within a scaffold or colourful semantics session.</p> <p>Gives meaning to unfamiliar words they 'write' as they draw, write, paint and type using a keyboard or touch-screen technology.</p> <p>Correctly spell words with the phonological knowledge they have so far.</p>
De	<p>Understand the following terminology: letter, capital letter, word, sentence and full stop.</p>	<p>Pupils will develop poetry writing skills.</p> <p>They will write a simple, heavily scaffolded Acrostic</p>	<p>Using the non-fiction texts as stimuli, pupils will develop understanding of how words can</p>	<p>Pupils will develop writing sentences, sequencing them to write Marcy's diary.</p>	<p>Create a non-fiction leaflet about a place of worship.</p> <p>Learn the features of a leaflet:</p>	<p>Use more accurately: capital letters, singular, plurals, full stops, question marks,</p>

	<p>Pupils will write a list of instructions based on the text 'How to Wash a Woolly Mammoth'. They will sequence instructions in the correct order, using word mats to spell topic words and common exception words correctly. Pupils will begin to form letters with some success.</p>	<p>poem about Fireworks selecting different adjectives from a given list.</p> <p>Pupils will be able to write rhyming strings of words such as: cat, mat, sat, flat etc.</p> <p>In re-drafting their work, pupils will ensure that ascenders and descenders are formed more accurately.</p>	<p>combine to make sentences. Join words and clauses using and. Separate words with spaces. Adjectives for description. Write a description of a place in Britain such as the seaside using pictures as a stimulus and word mats. Orally compose sentences before writing.</p> <p>Pupils will form letters that are consistently the same size.</p>	<p>Learn the features of diary writing: First person Past tense Feelings Events in order. Write sentences by re-reading what he/she has written to check that it makes sense Write simple sentences by composing them orally before writing them. Discuss what he/she has written with the teacher or other pupils Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.</p> <p>Pupil's handwriting will</p>	<p>Title, picture, captions, text, labels.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes e.g, including the effects of these suffixes on the meaning of the noun</p> <p>Continue to write in a legible and consistent style. Develop confidence with using capital letters and full stops to demarcate sentences in some of his/her writing.</p>	<p>exclamation marks in their own work. Use a question mark and an exclamation mark in own writing-linked to persuasion. Design a poster called 'Save our World'. Use presentational features of a poster: Title Colourful picture Bold/ capital letters. Request for the audience to do or consider something e.g Please turn the lights off! Would you like to live in a world without animals?</p> <p>Pupils will form letters consistently and begin to use a</p>
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				continue to develop, leaving appropriately sized gaps in their writing.		variety of end punctuation.
Cycle B	Mayan Civilisation Non-Chronological Report	Journeys Performance poetry :The Magic London Bus Neil Griffiths – Journey Text- Poetry Journey Aaron Becker Trip Advisor Report Haiku Poem	All Around Europe Travel Brochure	Romans Newspaper Article	Hinduism Letter	Disasters – volcanoes and earthquakes Short Narrative
E	Pupils will engage with items from the Mayan Civilisation and lengthen the time they interact with the objects for. Pupils will engage with sounds from the Mayan Civilisation and begin to distinguish	Pupils will engage with sights and sounds of London / Other busy cities. Smells and tastes of cities of a multicultural base. Children can experience journeys on transport eg	Pupils will engage with pictures from different cities in Europe showing key landmarks. Pupils will engage with sounds made by different methods of transport such as boats and planes.	Pupils will engage with Roman dress-up and handling Roman artefacts. Pupils will stick feathers on pictures of roman hats. Pupils will begin to show a	Pupils will engage with art activities linked to Hinduism using a variety of implements to make letters / words e.g., brushes, rollers, chinks, sponges, cotton buds, pens, pencils, crayons, etc. and a variety of	Pupils will engage with experiences linked to extreme weather such as a hairdryer for wind, a torch for sun and jumping on a trampoline for earthquake. Pupils will paint hot lava coming from a

	between sounds from their own environment and the Mayan World.	transport museum Rotherham . York train museum	Pupils will engage with boats, yachts etc in water play. Pupils will mark make in sand.	preference for a dominant hand. Pupils will use large muscle movements to wave swords they have made or attempt to hold them hand over hand.	surfaces e.g., different papers, tables, walls, playground, boxes, windows etc. Pupils will engage with choosing preferred photographs/ pictures/ artwork etc. for their own books/ wall displays etc. Writing labels for displays etc.	volcano using long paint strokes or their fingers to smear orange paint. Pupils will feel grass and stone and create collages from natural materials found on the ground. They will mark make in compost.
D	Pupils will discover objects and books linked to the Mayan World. They will be able to distinguish items and images linked to the Mayan world and complete cloze exercises about the objects using a word bank. Pupils will write a non-chronological report; writing or placing pre-written	Pupils will listen to poems based on a journey and learn vocabulary around transport and journeys. Pupils will discover rhyming words associated with journey poems. Pupils will discover words are made up of syllables. Practise clapping the amount of	Pupils will discover items linked to Europe and match initial letters and copy them- e.g. B for Beach, S for Sea, M for Map. Pupils will discover adjectives such as big and small and wet and dry to assign to water, sand, aeroplanes	Pupils will discover that words can be assigned to images (captions). Pupils will begin to trace over letters linked to Roman artefacts and images. Pupils will trace or copy headlines for the newspaper article using dots	Pupils will discover story-telling linked to a story they have read about Hinduism. Provide pictures from the story and sequence them. Create a sentence to go with the pictures from a selection of cut up words/ symbols. Pupils will continue to form letters for	Pupils will label parts of the earth and parts of a volcano. They will cut up key words to make sentences- they can match the words to a pre-written sentence. They will be able to use a comfortable grip, developing letter formation skills.

	captions, pictures and headings in the correct place.	syllables in individual words. Pupils will discover that poems can be written using a 5,7,5 pattern of syllables e.g The bus is bright red, The big wheels go round and round, The bell rings loudly.	and helicopters etc to show difference.	of a pre-made handwriting sheet. Pupils will practise writing their names and familiar CVC words from the letters learned so far in RWI.	familiar words such as their name and one or two well-known and frequently encountered topic words.	Pupils will continue working on letter formation based on the key words for this topic.
De	Pupils will develop knowledge of non-chronological reports and that information is equally weighted in importance. Pupils will learn that non-chronological reports contain facts, images, captions and tables. Pupils will produce their own scaffolded Non-Chronological Reports.	Pupils will develop skills to use poem examples to scaffold writing their own version. E.g. write more verses of what the London bus flies over. Pupils will be introduced that journeys may be both physical and emotional and poems chosen will reflect this.	Write about real events, recording these simply and clearly. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Use compound sentences with different forms within their writing for example: statements, questions, exclamations and commands. Use some co-ordinating conjunctions: e.g. or, and, but. Use some subordinating conjunctions: e.g.	Write simple, coherent narratives about personal experiences and those of others (real and fictional). Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). Rereading to	Spell <u>some</u> words with contracted forms using the apostrophe accurately. Use the possessive apostrophe (singular) [for example, the girl's book]. Plan a story with a beginning, middle and end. Use the story mountain method.

	Use the following terminology: letter, capital letter, word, sentence, and punctuation, full stop, question mark, exclamation mark, singular and plural nouns.	The pupil develops positive attitudes towards and stamina for writing, by writing for different purposes. Pupils will learn about syllables and how to clap the amount of syllables in words. They will use this knowledge to develop their own Haiku poems.	Use present and past tense mostly correctly and consistently (maintain a tense throughout a piece). Distinguish between homophones and near homophones e.g sea and see/ blue and blew relating to the seas around Europe. Pupils will be introduced to persuasive techniques such as a group of 3.	when, if, that, because.	check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	
Cycle C	Vikings Book Review	Respect Text- Poetry kennings Poem	All Around The World Factfile	Greeks Text- Non- Agony Aunt Letter	Charity Speech and poster	Disasters – water/wind TV Scripts- weather forecast

E	Pupils will engage with items from the Vikings and show more persistence. Pupils will engage and initiate listening to Viking sounds and begin to distinguish between sounds from their own environment and the Viking era. Pupils will handle Viking artefacts and show realisation- reaching to a favourite object.	Pupils will be able to engage with actions and listen to an adult narrate what they are doing. For example: pouring, shouting, eating, walking, talking, playing, smiling. Pupils will show persistence when handling mark-making objects and begin to colour in and mark- make over pictures of themselves and familiar objects.	Pupils will engage with sounds from around the world such as the sea, aeroplanes, busy cities, farms etc. They will listen to and anticipate when the sounds change to a different location. Pupils will engage with food from around the world and show like/dislike for it. Pupils will ask for more/ less. Pupils will engage with a sensory journey to hot and cold parts of the world and feel ice and warm sand etc to represent this.	Pupils will engage with all things Greek- music, art, dance, food etc. Pupils will engage with pictures and match the objects of reference. Pupils will play games linked to the Olympics such as throwing an object or pushing something over. Pupils will make medals and mark make over them.	Pupils will work on a project to raise money for charity. They will make finger-print bird pictures to sell. Pupils will choose from a selection of 2 charities to donate their money to: an animal charity or a foodbank. They will do this by choosing between 2 pictures. Pupils will have their photos taken with their pictures as a group and spot themselves on the photo. They will assign their name card to their image on the photo.	Pupils will engage with sensory stories combining water and wind. Pupils will play in water to make gentle wave and larger ones. Pupils will experience the feel of wind by using various objects to fan them. Pupils will make large swirls on paper using various writing tools to mark make. Pupils will paint walls with water using a bucket and paintbrush to develop gross and fine motor skills.
D	Pupils will organise information on a template- matching where pieces of	Pupils will be able to match words to pictures showing activities such as	Pupils will more confidently organise information on a	After reading a text, pupils will choose feelings from a list to write	Pupils will be able to match initial letters to various images	Pupils will watch a weather report. They will look at weather symbols

	<p>information should go on a book review such as: The name of the book The name of the author Stars out of 10 Barcode Price Image. Pupils will begin to copy short sentences once they have orally composed them.</p>	<p>pouring, shouting, eating, walking, talking, playing, smiling. Pupils will be able to place the correct verb in as sentence with an image of the activity next to it such as 'The cat is sleeping'. Pupils will be able to use the progressive form to narrate what they are doing such as 'I am jumping', 'I am spinning' and label pictures of themselves doing that activity. Pupils will write their name and add pictures of what they are doing underneath, tracing over the rest of the sentence. Pupils will write a Kennings Poem</p>	<p>template- matching where pieces of information should go on a factfile such as: An image A map Bullet pointed facts Statistics. Pupils will begin to write headings copied from a WAGGOLL. Pupils will discover written information gives facts. Pupils will fill in a simple holiday form with their name and age to go on a holiday. They will role play going to a hot of cold country and compile a list (words and symbols given to them) of clothes to take depending on</p>	<p>in their Agony Aunt letter. They will use a writing scaffold and fill in the character's name and address from a choice of 2. Pupils will discover how to set out a letter and correctly match the features over one that has already been done. They will practise writing the name of the character at the end of the letter. Pupils will orally compile their own letter about a problem they have whether it is real or imagined. They can write on an envelope and 'post' on Reception.</p>	<p>featuring people/ animals in need: Dogs Cats Food Help Us Money Please Thank you They will use key words to stick or copy onto a poster alongside their preferred image. They will practise the Makaton sign for please and thank you. They will orally ask someone for help in the context of a charity.</p>	<p>and match the words. They will sequence letters to make words such as wind, sun, rain, hot, cold etc. Pupils will complete sentences with symbols or words. Today it will be sunny. Tomorrow it will rain etc. Pupils will practise writing or tracing days of the week- either the whole word or the initial letter. Pupils will orally compose a weather forecast with an adult scribing. They will be filmed performing their weather report.</p>
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		using the verbs they have written about themselves e.g. Luca Legs running Hands clapping Mouth smiling Eyes shining Voice shouting etc.	where they are going.	They will receive a reply.		
De	Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. Use punctuation with increasing accuracy and use punctuation appropriately (full stops, capital letters, question marks, exclamation marks, commas for lists).	Pupils will develop skills to use poem examples to scaffold writing their own version- Kennings poetry. Pupils will understand verb endings in -ing. Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. Develop confidence to read their	Pupils will learn the difference between fact and opinion. Pupils will use bullet points to list key facts. Pupils will use the present tense e.g. The world is made up of 5 continents. There are X million people in the world. Pupils will be able to group similar information together. Pupils will use capital letters for proper nouns such	Pupils will learn how informal and formal letters are structured. Pupils will think about using formal language in letters to people they don't know. Pupils will write in a variety of simple and compound sentences- re-visit conjunctions from the previous cycle. Pupils will learn that using 'I' is writing in first person.	Pupils will use appropriate language in a speech that can be read aloud clearly to others. Pupils will use a variety of sentence lengths and questions for effect. Pupils will recap presentational devices and be more confident using them successfully. Pupils will learn to use personal	Pupils will read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Pupils will use adverbs to describe weather e.g. brightly, gustily, strongly, calmly etc. Pupils will think of synonyms for wind, rain etc and

	Produce a book review using key features of a review- opinions, recommendations, marks out of 5, best parts of the text etc.	writing aloud and with tone and intonation. Re-draft writing using a developed style of handwriting that is beginning to be joined.	as the names of countries. Pupils will fill in a simple holiday form with their name and age to go on a holiday. They will role play going to a hot of cold country and compile a list of clothes to take depending on where they are going.	Pupils will be confidently punctuating sentences with the punctuation they have learnt.	pronouns that will appeal to the reader e.g 'you'.	discuss the subtle differences.
Cycle D	Henry VIII Obituary for the King	God Performance Poem	Settlements and local castles. Robin Hood and Ivanhoe Recount from a trip	Inventors & Inventions Biography	Major World Religions Non-Chronological Report.	All Around The Americas Travel journal
E	Pupils will engage with items related to Royalty such as crowns and robes etc. They will decorate their own crown and stick it onto a	Pupils will contribute to the Performance poem by creating props using various types of materials such as glitter, foil, paint, chalk etc.	Pupils will experience a trip to a castle. Pupils will engage with pictures of themselves on the trip and show recognition that	Pupils will engage by feeling lots of different materials that inventors may use such as plastic, metal, water, wood, fabric etc.	Pupils will engage with items from the religions they have learned about previously. They will look at pictures of different places of worship	Pupils will collect artefacts from the countries travelled around during this unit. For example, if they visit Florida they may collect a Mickey Mouse,

	<p>picture of themselves. Pupils will engage with sounds from a royal parade such as horses, cheering, wheels of carriages clattering and waving flags etc.</p>	<p>They will engage with the performance poem; being supported to join in with the performance. They may anticipate when a certain word or sound is played and show recognition and response.</p>	<p>they are in the picture. Pupils will handle objects of reference from the trip and use material collected from the trip to make a collage.</p>	<p>Pupils will invent their own Mad Scientist by sticking different materials on a cut-out person such as feathers, glitter, sequins, flowers etc.</p>	<p>and show fleeting interest. They will be supported to build a place of worship out of a shoebox etc.</p>	<p>If they visit California they may collect some sand from a beach. Pupils will have photos taken with their objects and signposts of where they have been. This will be stuck in their Travel journal. Pupils will dress up according to the weather in the state they are visiting.</p>
Di	<p>Pupils will discover who Henry VIII is. They will look at pictures of him and label key attributes. They will handwrite the labels or stick the labels on. Pupils will discover that their name and that of other people begins with a capital letter.</p>	<p>Pupils will contribute ideas for a Performance Poem. They will copy 2 words that fit the end of a rhyming couplet from a choice of three already prepared for them. They will practise copying rhyming</p>	<p>Pupils will discover that nouns are naming words and initial letters can be matched to unfamiliar words such as 't' for turret. Pupils will practise writing the initial letter for nouns and proper nouns, beginning to distinguish</p>	<p>Pupils will discover facts about an Inventor or Invention. They will make their own invention out of a variety of materials and say how it works and what it does. They will be able to copy key words about their</p>	<p>Pupils will discover that words and pictures can be grouped together. Pupils will be able to group the following items from world religions into the following categories: Food Places of worship Religious artefacts Religious symbols.</p>	<p>Pupils will complete the tasks as above; but with more practical writing tasks such as writing the date in their travel journals, forming numbers correctly and beginning to copy spellings for days of the week.</p>

	They will practise writing their names and labelling pictures of King Henry and any other characters related to this topic using capital letters. Pupils will discover capital letters are used for proper nouns.	cvc words such as cat, mat, hat etc. Pupils will write their names neatly on the list of contributors to the class poem, using a capital letter for the initial letter of their names.	between upper and lower case letters. Pupil's letter formation will be increasingly accurate, with an improvement of pencil control.	machines and stick it on the machine in the correct place. They will give the machine a name and take a photograph of it, writing the machine's name above it using upper and lower case letters as appropriate. They will design their own Mad Scientist and orally compose sentences about them. They will write key words next to their scientists copied from a word bank, or cut and stick from the word bank.	They will stick these into the correct boxes on a poster and assign the correct heading such as 'Food', 'Places of Worship' etc. They will label the pictures by copying the words or cutting and sticking the words from a word bank. They will chose the best title for their poster e.g. World Religions; Different Religions etc and copy it onto their poster.	
De	Pupils will learn what an Obituary is an read an example	Pupils will write a performance poem based on the Nativity.	Pupils will go on a visit and record key words of things they have seen,	Pupils will research and take notes about a famous inventor.	Pupils will read about 3 major world religions and	Pupils will develop their writing skills be writing an extended piece of

	<p>from when Queen Elizabeth II died. Discuss and recap formal language.</p> <p>Collate and organise facts about Henry VIII and sequence in a chronological way.</p> <p>Use adverbs and adjectives effectively e.g. Sadly, King Henry VIII has died. Pupils will use apostrophes of possession and omission correctly. Pupils will independently proof-read their work and up-level their vocabulary choices.</p>	<p>They will contribute ideas in writing to a whole-class performance poem.</p> <p>They will spell words that rhyme correctly using the spelling rules.</p> <p>They will practise reading their writing aloud and working as a team. Their writing will be clear and coherent.</p> <p>Pupils will learn about rhythm and rhyme and developing lines of poetry that narrate a story.</p>	<p>heard, smelled, tasted and touched.</p> <p>Pupils and teachers will take photos to document their visit and be used as visual stimuli in the classroom.</p> <p>Pupils will follow success criteria for writing a recount and up-level sentences using powerful verbs, adverbs and adjectives and a range of punctuation and sentence structures.</p> <p>Pupils will proof-read their own work and add pictures and captions to their recounts.</p>	<p>Pupils will find and copy accurately facts, focusing on correct letter formation whilst doing so.</p> <p>Pupils will sequence a biography using time connectives e.g. Then After Next Finally</p> <p>Spelling and punctuation should be accurate by the final draft with pupils self-correcting words using word-mats and dictionaries.</p>	<p>produce a factsheet for each.</p> <p>They will then compare and contrast these religions and use conjunctions to show difference.</p> <p>Pupils will group information together using various headings e.g. Food, Places of Worship, Scripture, Religious symbols etc and produce a non-chronological report on these.</p> <p>Pupils will write about real events such as Eid, recording these simply and clearly.</p> <p>Pupils will write in full, correctly punctuated sentences on the iPad, using technology to produce the final</p>	<p>writing by adding incrementally to a journal.</p> <p>After they have 'visited' several parts of the Americas they will use key words to record sentences about each area they have visited.</p> <p>They will use their senses to describe what they have seen and their personal opinions about it.</p> <p>They will record their writing in a real notebook, scrapbooking pictures and things they could have found on their travels.</p> <p>Pupils will then summarise with what their favourite part of the journey was</p>
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					non-chronological report.	and give clear reasons why.
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