****

**Boomtastics**- remember these to make the writing fly off the page.

(onomatopoeia, alliteration, rhyme, repetition, simile, metaphor, pathetic fallacy, pun, personification.)

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Grammar and punctuation objectives (4 maximum)** | **Possible texts** | **Writing outcomes** |
| **Autumn 1** | Using fronted adverbials marked with commas  Using expanded noun phrases  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.  Using apostrophes for contractions | Star in the jar TWS  Skeletons and Muscles TWS | **Writing to entertain**  Writing narrative  **Writing to inform**  Non chronological report |
| *Meerkat Mail* TWS  Emily Gravett  Literacy Shed- Meerkat film | **Writing to persuade**  Writing postcards  Writing letters |
| **Autumn 2** | Using prepositions  Using subordinating conjunctions- when, before, after, while, because, if  Using commas to add extra information and list actions.  Using ‘as’ ‘when’ ‘while’ to start our sentences.  Using speech punctuation. | *Stone Age Boy/ Stone Age Girl*  Satoshi Kitanura TWS  *Stig of the Dump*  Clive King | **Writing to entertain**  Detailed descriptions using paragraphs to organise in time sequence  Historical narrative writing/diary |
| How to Wash a Woolly Mammoth  Michelle Robinson and Kate Hindley  *Stig of the Dump by* Clive King | **Writing to inform**  Instruction text  Writing a letter |
| **Spring 1** | Using conjunctions, adverbs and prepositions to express time, cause and place.  Using adjectives and adverbs effectively.  Perfecting speech punctuation  Using the present perfect form of verbs in contrast to the past tense.  To use possessive apostrophes accurately. | *Romans on the Rampage*  Jeremy Strong  *Escape from Pompeii*  Christina Balit | **Writing to inform**  Newspaper recount of volcanic eruption  Biography of famous Roman studied |
| **Writing to entertain**  Historical diaries |
| **Spring 2** | Using the present perfect form of verbs in contrast to the past tense.  Using paragraphs to group and relate ideas.  Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. | The Journal of Iliona - A Young Slave TWS  *Meet the Ancient Romans*  James Davies | **Writing to entertain**  Diary  Performance Poetry |
| **Writing to inform**  Recount of chariot race |
| **Summer 1** | Verb prefixes  Accurate use of inverted commas  and commas after fronted adverbials.  Expressing time and cause using **conjunctions** (e.g. when, so, before, after, while, because); adverbs (e.g. before, after, during, because of) or prepositions (e.g. before, after, during, in, because of)  Using paragraphs to group and relate ideas. | Theseus and the Minotaur TWS  *Grendel: A Cautionary Tale About Chocolate*  David Lucas | **Writing to entertain**  To build an imaginative picture of a fantasy world, based on real life experiences  or  To write own stories based on the story read from another character’s point of view. |
| **Writing to entertain**  Writing own myths |
| **Summer 2** | Using apostrophes for contractions  Verb prefixes  To explore how to use drawing as an approach to enhance thinking for writing and developing  vocabulary.  To explore and follow the authentic process that an author/illustrator goes through when developing a picture book. | My Strong Mind by Niels Van Hove TWS  *Oliver and the Seawigs*  Philip Reeve and Sarah McIntyre  Benji Davies  *The Last Polar Bears*  Harry Horse TWS | **Writing to persuade**  Write a persuasive speech to save the Polar Bears |
| **Writing to inform**  Writing instructions |