



## Phase: UKS2 Unit: Place slip narrative - Amazon Rainforest

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a narrative place slip</li><li>- Know subordinate clauses start with a subordinating conjunction and are followed by a comma</li><li>- Noticing sentences can be used to create description</li><li>- Coordinating conjunctions can be used to separate two main clauses</li></ul>	<ul style="list-style-type: none"><li>- Semicolon for and</li><li>- Parenthetical clause to open sentences</li><li>- Show not tell emotions</li><li>- Subordinate clause using 'As' and 'When'</li><li>- Colon for because</li><li>- Noticing sentences</li><li>- Dash for emphasis</li></ul>	<ul style="list-style-type: none"><li>- Semicolon means 'and' or 'but' and separates two main clauses</li><li>- Parenthetical clause just adds extra information</li><li>- Colon means because or starts a list</li><li>- A dash is an example of parenthesis</li></ul>

### Model text:

Amazon Rainforest - place slip model text involving Joe

### Teaching sequence:

Blueprint - Lion, Witch and the Wardrobe and own place slip.  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Recount letter - letter to Fred's father

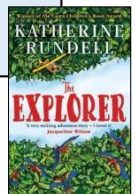
What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a recount</li><li>- Know that a subordinate clause doesn't make sense on its own</li><li>- Know how to use fronted adverbials</li><li>- Know how to use rule of 3 for repetition</li><li>- Know to use commas to separate items in a list</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause following a main clause</li><li>- Subordinate clause beginning with 'As', 'When' and 'Until'</li><li>- Fronted adverbial for 'how' including a comma</li><li>- Subordinate clause using 'Before' - not as a preposition</li><li>- Rule of 3 to build tension</li><li>- Colon for because and for a list</li><li>- Semicolon for 'and'</li></ul>	<ul style="list-style-type: none"><li>- Semicolon means 'and' or 'but' and separates two main clauses</li><li>- Colon means because or starts a list</li><li>- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own</li><li>- Use a comma after a subordinate clause when it opens a sentence</li></ul>

### Model text:

Letter from Fred to his Father explaining the problem and reassuring him that he's okay; he does need rescuing.

### Teaching sequence:

Recap - key events from the text so far based on Fred's experiences  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Recount letter - letter to Stanley's parents - Holes

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a recount letter (previous unit)</li><li>- Know that a subordinate clause doesn't make sense on its own</li><li>- Know how to use fronted adverbials</li><li>- Know how to use rule of 3 for repetition</li><li>- Know to use commas to separate items in a list</li><li>- Know that a main clause makes sense on its own</li></ul>	<ul style="list-style-type: none"><li>- Conjunction 'and' linking two main clauses or semicolon to replace</li><li>- Subordinate clause/subjunctive mood - If I were ...</li><li>- Dash for emphasis</li><li>- Semicolon for 'and'</li><li>- Brackets for parenthesis</li><li>- Parenthetical clause</li><li>- Passive voice - I was shown the camp by ...</li><li>- Noticing sentence</li><li>- Direct question to the reader</li><li>- Show not tell</li></ul>	<ul style="list-style-type: none"><li>- Semicolon means 'and' or 'but' and separates two main clauses</li><li>- Colon means because or starts a list</li><li>- Coordinating conjunctions are FANBOYS and separate 2 main clauses</li><li>- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own</li><li>- Use a comma after a subordinate clause when it opens a sentence</li><li>- Passive voice - the subject has something done to it by the object</li><li>- Brackets, dashes and commas can be used for parenthesis - extra information</li></ul>

### Model text:

Letter from Stanley to his parents capturing the key events from getting on the bus to arriving at Camp Green Lake.

### Teaching sequence:

Recap - key events from the text so far based on Stanley's experiences

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.



## Phase: UKS2 Unit: Persuasive letter - letter to Ikea about the Amazon Rainforest

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a persuasive letter text</li><li>- Know about selecting verbs and nouns precisely</li><li>- Fronted adverbials taught in LKS2</li><li>- Parenthesis can be demarcated with brackets, dashes and commas</li><li>- Command is informing someone of what to do</li></ul>	<ul style="list-style-type: none"><li>- Precise verb choice e.g. express and ransacking</li><li>- Fronted adverbial of frequency e.g. every year,</li><li>- Dashes for emphasis</li><li>- Synonyms</li><li>- Direct address with a question</li><li>- Command sentence e.g. Take a moment to think about ...</li><li>- Adverbial phrases e.g. Firstly, In addition to this</li><li>- Formal address in writing/appropriate tone</li></ul>	<ul style="list-style-type: none"><li>- Precise verb - selecting verbs to evoke certain feelings or emotions</li><li>- Fronted adverbial - where, when, how, how often or how likely followed by a comma</li><li>- Dashes are used for parenthesis</li><li>- Command sentences tell you what to do</li><li>- Formal address - no contractions and not chatty</li><li>- Direct address - speaking directly to the reader and gaining and sustaining their attention</li></ul>

### Model text:

Persuasive text letter to Ikea.  
Includes information regarding Ikea's practice and whether this is sustainable.

### Teaching sequence:

Gather information regarding deforestation/Blueprint the structure of a persuasive letter text

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Persuasive letter - Should bad boys be sent to Camp Green Lake?

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know that a balanced argument provides a balanced view.</li><li>- Know that a balanced argument contains an introduction, reasons for, reasons against and a conclusion</li><li>- Know that a balanced argument presents information and opinions are only used within the conclusion</li></ul>	<ul style="list-style-type: none"><li>- Commas for parenthesis</li><li>- Relative clause beginning with who</li><li>- Quantifying determiners e.g. Many people question, Some people believe</li><li>- Adverbials e.g. On the one hand,</li><li>- Modal verbs e.g. this might ...</li><li>- Subordinate clauses starting with 'If' and 'When'.</li><li>- Semicolon for and</li><li>- Synonyms for 'realise' and 'understand'</li><li>- Subjunctive mood 'If I were ...'</li></ul>	<ul style="list-style-type: none"><li>- Brackets, dashes and commas can be used for parenthesis</li><li>- Relative clauses start with a relative pronoun and do not make sense on their own</li><li>- Modal verbs indicate certainty or possibility</li><li>- Subordinate clauses start with a subordinating conjunction and do not make sense on their own</li><li>- Synonyms mean the same or similar</li><li>- Subjunctive mood - shows hypothetical situations</li></ul>

### Model text:

Balanced argument on Camp Green Lake - Should bad boys be sent to Camp Green Lake?

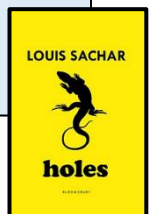
### Teaching sequence:

Identify reasons for and against Camp Green Lake being a suitable place to send 'bad boys'. Blueprint a balanced argument text.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Christmas Truce Letter from Otto to his wife

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know that a recount letter contains important details</li><li>- Know that a recount letter is ordered chronologically</li><li>- Know that a recount letter directly addresses the reader</li><li>- Know that show not tell can be used to convey feelings and emotions</li></ul>	<ul style="list-style-type: none"><li>- Direct address to the reader</li><li>- Colon for because</li><li>- Synonyms for 'hope'/'joy'/'elated'</li><li>- Subordinate clause - 'When', 'As'</li><li>- Dash for emphasis</li><li>- Semicolon for 'and'</li><li>- Brackets for parenthesis</li><li>- Parenthetical clause</li><li>- Show not tell emotions</li><li>- Pathetic fallacy</li><li>- Direct address through questions</li></ul>	<ul style="list-style-type: none"><li>- Colon means because or starts a list</li><li>- Synonyms mean the same or similar</li><li>- Subordinate clauses start with a subordinating conjunction and do not make sense on their own</li><li>- Dashes are used for parenthesis and emphasise the extra information</li><li>- Semicolon means and or but and separates two main clauses</li><li>- Parenthetical clause adds extra information and is followed by a comma</li><li>- Pathetic fallacy is a technique used where the weather matches the mood.</li></ul>

### Model text:

Letter from Otto to his wife - example text based on the Sainsbury's Christmas Truce advert.

### Teaching sequence:

Capture the key events of the advert from Otto's perspective and discuss variation in emotions throughout the clip

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Quest Story - mission for Odd

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know how to open a sentence with a subordinate clause</li><li>- Noticing and hearing sentences</li><li>- Features of narrative that build suspense e.g. short sentences, repetition and rule of 3.</li><li>- How to punctuate speech</li></ul>	<ul style="list-style-type: none"><li>- The structure of a Quest story including a call to action, hero's companions, the journey, the arrival and problem, the final ordeal and the goal achieved.</li><li>- Subordinate clauses</li><li>- Passive voice</li><li>- Dialogue</li><li>- Repetition</li><li>- Rule of 3</li><li>- Pathetic Fallacy</li><li>- Show not tell</li><li>- Parenthetical clauses</li><li>- Semicolons and colons</li><li>- Parenthesis</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own.</li><li>- Passive voice - the subject has something done to it by the object.</li><li>- Pathetic Fallacy - the weather matches the mood</li><li>- Parenthetical clause - a clause adding extra information followed by a comma.</li></ul>

### Model text:

Odd Quest model text.

Includes some of the characters from Odd and the Frost Giant.

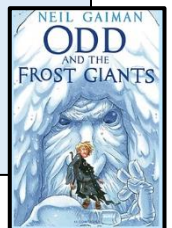
### Teaching sequence:

Blueprint the model text and make adaptations to our own version.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem





## Phase: UKS2 Unit: Diary entry - Odd's events

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know that a diary entry includes the most significant events</li><li>- Know that a diary entry includes feelings and emotions</li><li>- Know that a diary directly addresses the reader (the diary) and is like talking to a friend</li></ul>	<ul style="list-style-type: none"><li>- Direct address to the diary</li><li>- Subordinate clauses</li><li>- Inner thoughts with questions</li><li>- Show not tell</li><li>- Noticing and hearing sentences</li><li>- Multi-clause sentences</li><li>- Repetition/rule of 3 - It was noise. A strange noise. A strange noise that ...</li><li>- Dash for emphasis</li><li>- Brackets for parenthesis</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clauses start with a subordinating conjunction and do not make sense on their own</li><li>- Dashes are used for parenthesis to add extra information and emphasise the information</li><li>- Brackets can be used for parenthesis</li><li>- Rule of 3 repetition builds develops around the noun</li></ul>

### Model text:

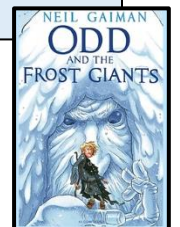
Odd diary entry and 'Odd and the Frost Giant' class novel.

### Teaching sequence:

Capture the key events of Odd's journey - blueprint the events  
Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.







## Phase: UKS2 Unit: Spooky story - Alma

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know how to write a noun phrase</li><li>- Know about carefully selecting verbs</li><li>- Know what a subordinate clause is</li><li>- Know that repetition and rules of 3 are well-used techniques in narrative texts</li><li>- Know that short sentences can build tension</li></ul>	<ul style="list-style-type: none"><li>- Expanded noun phrases</li><li>- Precise verbs e.g. tumbled, whistled etc...</li><li>- Semicolon for and</li><li>- Subordinate clause</li><li>- Noticing sentence</li><li>- Repetition - some ... some ...</li><li>- Rule of 3 - this doll was ... this doll was ...</li><li>- Dialogue to show inner thoughts</li><li>- Show not tell</li><li>- Precise choice of adverbs</li><li>- Short sentences for tension</li></ul>	<ul style="list-style-type: none"><li>- Expanded noun phrase tells us about a thing or things and doesn't contain a verb</li><li>- Semicolon means and separates two main clauses</li><li>- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own</li><li>- Dialogue is demarcated with a range of punctuation marks</li></ul>

### Model text:

Alma model text.

Watch the Alma clip - literacy shed - to support the blueprinting session.

### Teaching sequence:

Blueprint the key events in Alma and modify for our own version.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Anglo-Saxon Battle Speech - persuasive speech

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a persuasive letter text</li><li>- Know about selecting verbs and nouns precisely</li><li>- Fronted adverbials taught in LKS2</li><li>- Parenthesis can be demarcated with brackets, dashes and commas</li><li>- Command is informing someone of what to do</li><li>- Know about rules of 3 as a persuasive technique</li><li>- Know about directly addressing the reader</li></ul>	<ul style="list-style-type: none"><li>- Commas for parenthesis</li><li>- Repetition - which one day... which one day ...</li><li>- Synonyms for 'fear'</li><li>- Precise verbs e.g. ransack and cower</li><li>- Relative clause starting with who</li><li>- Simile beginning with 'like'</li><li>- Semicolon for but</li><li>- Modal verbs will and shall</li><li>- Direct address to the audience e.g. Will you fight with me?</li></ul>	<ul style="list-style-type: none"><li>- Synonym means the same or similar</li><li>- Relative clauses start with a relative pronoun and do not make sense on their own</li><li>- Modal verb indicates certainty or possibility</li><li>- Parenthesis is extra information demarcated by brackets, dashes and commas</li></ul>

### Model text:

Anglo-Saxon persuasive battle speech text.

Model includes the key elements for persuasion and will form the basis of our sentence writing sessions.

### Teaching sequence:

Straight into sentence sessions to allow additional time to develop techniques

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Persuasive text - Gorgeous Greece

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a persuasive letter text</li><li>- Know about selecting verbs and nouns precisely</li><li>- Fronted adverbials taught in LKS2</li><li>- Parenthesis can be demarcated with brackets, dashes and commas</li><li>- Command is informing someone of what to do</li><li>- Know about rules of 3 as a persuasive technique</li><li>- Know about directly addressing the reader</li></ul>	<ul style="list-style-type: none"><li>- Whether sentence providing options</li><li>- Prepositional phrase to indicate where</li><li>- Direct question and chatty response</li><li>- Colon to list adjectives as a rule of 3</li><li>- Synonyms for tasty, delicious etc</li><li>- Colon for because</li><li>- Precise verbs e.g. stomp, track and explore</li><li>- Slogan for the holiday company e.g. Jetsetters UK: relax, unwind, enjoy.</li></ul>	<ul style="list-style-type: none"><li>- Prepositional phrase tells you where or when in relation to something else.</li><li>- Colon means because or starts a list</li><li>- Synonym means the same or similar in meaning</li><li>- Precise verb is a well-chosen verb that has been selected to convey a certain meaning or cause a certain feeling</li></ul>

### Model text:

Gorgeous Greece model text based on Sensational Sicily text (this could be read first).

### Teaching sequence:

Watch clips/gather information regarding the country so that children are well-equipped with the key aspects of Greece that we can use to persuade.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Balanced argument

### Which city state was governed better: Athens or Sparta?

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Know that a balanced argument provides a balanced view.</li> <li>- Know that a balanced argument contains an introduction, reasons for, reasons against and a conclusion</li> <li>- Know that a balanced argument presents information and opinions are only used within the conclusion</li> <li>- Know that balanced arguments use quantifying determiners e.g. Many... Some... Few:...</li> </ul>	<ul style="list-style-type: none"> <li>- Commas for parenthesis</li> <li>- Relative clause beginning with who</li> <li>- Quantifying determiners e.g. Many people question, Some people believe</li> <li>- Adverbials e.g. On the one hand,</li> <li>- Modal verbs e.g. this might ...</li> <li>- Subordinate clauses starting with 'If' and 'When'.</li> <li>- Semicolon for and</li> <li>- Synonyms for 'realise' and 'understand'</li> <li>- Subjunctive mood 'If I were ...'</li> </ul>	<ul style="list-style-type: none"> <li>- Brackets, dashes and commas can be used for parenthesis</li> <li>- Relative clauses start with a relative pronoun and do not make sense on their own</li> <li>- Modal verbs indicate certainty or possibility</li> <li>- Subordinate clauses start with a subordinating conjunction and do not make sense on their own</li> <li>- Synonyms mean the same or similar</li> <li>- Subjunctive mood - shows hypothetical situations</li> </ul>

#### Model text:

Athens or Sparta - balanced argument text.

#### Teaching sequence:

Identify reasons why Athens was a better city state. Gather reasons why Sparta was better city state.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: The Last Bear: Story

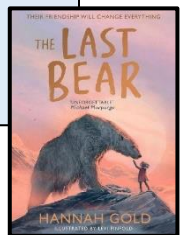
What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know that narrative texts include descriptions which can be enhanced through noticing and hearing sentences</li><li>- Know how to use subordinate clauses to start a sentence</li><li>- Know how use rules of 3</li><li>- Know how to find synonyms</li><li>- Know prepositions</li><li>- Know that coordinating conjunctions are FANBOYS</li><li>- Know how to punctuate speech</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause</li><li>- Rule of 3 - empty, barren and lifeless</li><li>- Synonyms</li><li>- Passive voice - the door was blocked by...</li><li>- Prepositional phrases e.g. On the far side of the island,</li><li>- Colon to start a list</li><li>- Conjunction 'yet'</li><li>- Repetition</li><li>- Short sentence for tension</li><li>- Inner thoughts</li><li>- Dialogue</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clauses start with a subordinating conjunction and do not make sense on their own</li><li>- Synonyms mean the same or similar</li><li>- Passive voice - the subject has something done to it by the object.</li><li>- Prepositional phrase tells us where or when in relation to something else.</li><li>- Coordinating conjunctions join two main clauses and are FANBOYS</li></ul>

### Model text:

The Last Bear story model text adapted from JC's units.

### Teaching sequence:

Blueprint the model text and make adaptations to our own versions.  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write with same structure different setting/problem.





## Phase: UKS2 Unit: Place slip narrative - Arctic

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Know the blueprint/structure of a narrative place slip</li><li>- Know subordinate clauses start with a subordinating conjunction and are followed by a comma</li><li>- Noticing sentences can be used to create description</li><li>- Coordinating conjunctions can be used to separate two main clauses</li></ul>	<ul style="list-style-type: none"><li>- Semicolon for and</li><li>- Parenthetical clause to open sentences</li><li>- Show not tell emotions</li><li>- Subordinate clause using 'As' and 'When'</li><li>- Colon for because</li><li>- Noticing sentences</li><li>- Dash for emphasis</li><li>- Dialogue</li><li>- Repetition</li><li>- Short sentences for tension</li><li>- Rule of 3</li></ul>	<ul style="list-style-type: none"><li>- Semicolon means 'and' or 'but' and separates two main clauses</li><li>- Parenthetical clause just adds extra information</li><li>- Colon means because or starts a list</li><li>- A dash is an example of parenthesis</li></ul>

### Model text:

Arctic place slip - place slip model text involving Joe

### Teaching sequence:

Blueprint - Amazon place slip text taught at the start of the year. Blueprint our version of the Arctic place slip.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write with same structure different setting/problem.

