



Phase: UKS2 Unit: Narrative time slip - The Blitz

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Know the blueprint/structure of a narrative place slip- Know subordinate clauses start with a subordinating conjunction and are followed by a comma- Noticing sentences can be used to create description- Coordinating conjunctions can be used to separate two main clauses- Children have previously used adverbs in a variety of places in their sentences.	<ul style="list-style-type: none">- Colon for because.- Subordinate clause beginning with 'As' or 'When'.- Show not tell emotions.- Dash for parenthesis.- Commas for parenthesis.- Subordinate clause beginning with 'When'.- Fronted adverbial- Semicolon and show not tell emotions	<ul style="list-style-type: none">- Semicolon means 'and' or 'but' and separates two main clauses- Colon means because or starts a list- A dash is an example of parenthesis- Subordinate clause does not make sense on its own and starts with a subordinating conjunction.- Fronted adverbial - where, when, how, how often or how likely.

Teaching sequence:

Blueprint the key aspects

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - time slip to different part of the war e.g. German plane coming down.



Phase: UKS2 Unit: Recount letter - letter to David's Mother

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Know the blueprint/structure of a recount- Know that a subordinate clause doesn't make sense on its own- Know how to use fronted adverbials- Know how to use rule of 3 for repetition- Know to use commas to separate items in a list- Children have previously written letters in the previous cycle and in LKS2.- Children have practised colons and semicolons in the previous unit.	<ul style="list-style-type: none">- Direct address to the reader with a question e.g. How are you?- Subordinate clause beginning with once, as or when e.g. Once you'd left the station,- Subordinate clause using 'Although' i.e. we were given a ... although it wasn't as nice as the ones you make.- Semicolon for and e.g. Tucky and I played noughts and crosses for a while; it was probably the best part of the day.- Colon for because - we were ready for bed; it had been a long day.- Parenthetic clause - walking into the hall,- Dash for emphasis with a main clause e.g. it's going to be hard staying away for so long.- Brackets for parenthesis	<ul style="list-style-type: none">- Semicolon means 'and' or 'but' and separates two main clauses- Colon means because or starts a list- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own- Use a comma after a subordinate clause when it opens a sentence

Teaching sequence:

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

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - letter from Mum to David or from Tucky to a parent.



Phase: UKS2 Unit: Persuasive letter to homeowners and parents - evacuate your children

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> - Know that a subordinate clause doesn't make sense on its own - Know how to use rule of 3 for repetition - Know to use commas to separate items in a list - Know that a main clause makes sense on its own - Children have previously attempted persuasive writing in LKS2 and previous cycle. 	<ul style="list-style-type: none"> - Subordinate clause using because and synonyms (concerned). - Short sentence for impact - These children are in grave danger. - Dashes for repetition e.g. your children - your precious children - - Subordinate clause beginning with Even though or Although and expert view. - Short sentence for impact - These attacks could have a disastrous impact. - Subordinate clause beginning with 'If' - Using precise words to create a sense of urgency i.e. now. - Rule of 3 'ing' words - Positive quote - Power of statistics - Direct address to reader 	<ul style="list-style-type: none"> - Semicolon means 'and' or 'but' and separates two main clauses - Colon means because or starts a list - Coordinating conjunctions are FANBOYS and separate 2 main clauses - Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own - Use a comma after a subordinate clause when it opens a sentence - Brackets, dashes and commas can be used for parenthesis - extra information

Teaching sequence:

Knowledge lesson on why evacuation was important.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - take an evacuee into your home - knowledge lesson then write.



Phase: UKS2 Unit: Recount interview - Yossi's perspective

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children have previously written diary entries and recounts.- Know about selecting verbs and nouns precisely.- Fronted adverbials taught in LKS2- Parenthesis can be demarcated with brackets, dashes and commas- Children have good background knowledge from the current class novel	<ul style="list-style-type: none">- 5 'ws' to introduce the text.- Precise verb e.g. shattered or my life had been destroyed by ...- 3 Abstract nouns and a colon- Personifying the sadness- Subordinate clause or fronted adverbial- Rule of 3/repetition e.g. We knew it was bad. We knew it was ... We knew it was ...- Subordinate clause e.g. As the bullets stopped,- Conjunction to show opposition- Pathetic fallacy- Adverb rule of 3	<ul style="list-style-type: none">- Precise verb - selecting verbs to evoke certain feelings or emotions- Fronted adverbial - where, when, how, how often or how likely followed by a comma- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own- Use a comma after a subordinate clause when it opens a sentence- Adverb tells you where, when, how, how often or how likely.

Teaching sequence:

Recap key experiences from Yossi's perspective.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - none for this unit.



Phase: UKS2 Unit: *Balanced argument - should children have been evacuated?*

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

Teaching sequence:

Identify reasons for and against evacuation. Blueprint a balanced argument text.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - a balanced argument about a different issue.



Phase: UKS2 Unit: Christmas Truce Letter from British soldier to his wife

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

Teaching sequence:

Capture the key events of the advert from the British soldier'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 - reply from wife.



Phase: UKS2 Unit: Sci-fi narrative - Eleven

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Know how to open a sentence with a subordinate clause- Noticing and hearing sentences- Features of narrative that build suspense e.g. short sentences, repetition and rule of 3.- How to punctuate speech	<ul style="list-style-type: none">- Fronted adverbial/parenthetical clause- Fronted adverbial plus inner thoughts- Semicolon for but- Noticing sentence- Show not tell rule of 3- Rule of 3 to show positives- Subordinate clause and noticing sentence- Subordinate clause starting with Although, Even though and Whilst- Pathetic fallacy to show negative mood- Precise verb- Rule of 3 abstract nouns	<ul style="list-style-type: none">- Subordinate clause starts with a subordinating conjunction and doesn't make sense on its own.- Pathetic Fallacy - the weather matches the mood- Parenthetical clause - a clause adding extra information followed by a comma.- Adverb tells you where, when, how, how often or how likely.

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 - same character/different problem



Phase: UKS2 Unit: Narrative adventure - One Small Step

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Know key features of a narrative piece of writing- Children have written several pieces of narrative already during this cycle- Children have a knowledge about short sentences, the power of repetition and how to use show not tell emotions- Children have used pathetic fallacy previously	<ul style="list-style-type: none">- Parenthetic clause- Rule of 3 to show positive- Colon for a list- Alliterative dialogue- Action sentence with conjunction- Subordinate clause- Positive adjectives- Inner thoughts- Fronted adverbial- Precise verb choice- Semicolon for but - negative 2nd clause	<ul style="list-style-type: none">- Subordinate clauses start with a subordinating conjunction and do not make sense on their own- Adverb tells you where, when, how, how often or how likely.- Colons mean because or start a list- Semicolon means and or but and goes between 2 main clauses

Teaching sequence:

Capture the key events of One Small Step and blueprint text

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - final 2 paragraphs



Phase: UKS2 Unit: Balanced argument - should plastic be banned?

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

Teaching sequence:

Knowledge lesson on advantages and disadvantages of plastic use.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - letter to persuade homeowners to reduce the use of plastics.



Phase: UKS2 Unit: Narrative sci-fi - Porsche showroom continuation

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children have written narrative throughout this cycle.- Children have a range of knowledge related to narrative and the SPAG and authorial techniques that make effective narrative writing.- Children have good background knowledge about the characters in this text.	<ul style="list-style-type: none">- Powerful adjectives- Rule of 3 inner thoughts- Dialogue- Short sentences for effect- Action sentence- Sound sentence- Noticing sentence- Smelling sentence- Relative clause and show not tell emotions- Semicolon for but- Pathetic fallacy- Adverb of possibility- Feeling using an adverb	<ul style="list-style-type: none">- Relative clauses start with a relative pronoun and do not make sense on their own- Adjectives describes a noun or complements a verb- Semicolon means and or but- Pathetic fallacy is where the weather matches the mood- Adverbs tell you where, when, how, how often or how likely

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 characters different setting/problem.

Independent write - place slip to space.



Phase: UKS2 Unit: Narrative poetry - the Highway man (JC Unit)

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children have already written noticing and action sentences.- They have repetition for effect in a variety of narrative genres.- Children will be familiar with synonyms.- Children have previously used precise verbs, short sentences and dialogue within writing.	<ul style="list-style-type: none">- Noticing - adjectives in a list.- Action sentence- Repetition for effect - The day was upon him. The moment was upon him etc...- Synonyms for dark and synonyms for adjectives used to describe the moon- Precise verb/repetition e.g. The royal coach came creaking, creaking, creaking ...- Alliterative verbs e.g. rattled and rumbled/jolted and jangled ...- Simile for necklaces - blue and green- Short sentence and question x 3 e.g. the wind howled. What was that?- Dialogue- Precise verb choice	<ul style="list-style-type: none">- Synonym means the same of similar.- Alliteration is the occurrence of the same letter or sound at the beginning of adjacent or closely connected words.

Teaching sequence:

Read the Highwayman poem/experience session.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - none in this unit.



Phase: UKS2 Unit: Narrative Flashback

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children have written multiple narrative texts this year.- Children are familiar with a variety of authorial techniques that will be applicable within this text e.g. pathetic fallacy, rules of 3, repetition, short sentences for effect and show not tell techniques.- Children should be familiar and confident with Y5/6 grammar and punctuation aspects.	<ul style="list-style-type: none">- ; for and/but- Dashes for emphasis- Imagining sentence- : for because- Pathetic fallacy and disappearance of sound- Fronted adverbial followed by a short main clause- Parenthetical clause- Abstract noun action and show not tell- Subordinate clause beginning with As or When- Precise verb and simile- Rule of 3/repetition	<ul style="list-style-type: none">- Subordinate clauses start with a subordinating conjunction and do not make sense on their own- Semicolon means and or but and goes between 2 main clauses- Colon starts a list or means because- Pathetic fallacy - weather reflects the mood- Adverb - 5 things - where, when, how, how often or how likely.

Teaching sequence:

Watch Ruin clip - blueprint key events

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - own flashback stories - different settings and different problem.

Independent write - same structure/different setting/characters



Phase: UKS2 Unit: Recount - Outdoor week

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children have written recounts in previous phases.- Children are familiar with writing in the first person.- Many of the grammar and punctuation aspects will be revisited and children will be confident with these.	<ul style="list-style-type: none">- Subordinate clauses- Fronted adverbials- Punctuation for parenthesis- Questions to directly address the reader- Passive voice e.g. our class were told ...- Relative clauses- Expanded noun phrases for description- Semicolon for and or but- Noticing sentence	<ul style="list-style-type: none">- Subordinate clauses start with a subordinating conjunction and do not make sense on their own- Semicolon means and or but and goes between 2 main clauses- Colon starts a list or means because- Adverb - 5 things - where, when, how, how often or how likely.- Parenthesis is extra information and can be indicated using brackets, dashes and commas.- A relative clause is a type of subordinate clause that starts with a relative pronoun.

Teaching sequence:

Recap key events of Outdoor Week and explore model texts of recounts.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - one particular event during Outdoor Week.



Phase: UKS2 Unit: Narrative Adventure - Kensuke's Kingdom

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Know the blueprint/structure of a narrative texts- Children have previously written an adventure narrative during this cycle- Know subordinate clauses start with a subordinating conjunction and are followed by a comma- Noticing sentences can be used to create description- Children will be familiar with prepositions and modal verbs from previous units and SPAG lessons	<ul style="list-style-type: none">- Repetition of key words e.g. water and here- Prepositions- Adjectives- Sights/noticing- Smells- Collective nouns- Complex sentence beginning with ing verb- Inner thoughts- Passing of time sentence- Modal verbs	<ul style="list-style-type: none">- Adjectives describe a noun or complement verbs- Prepositions tell you where or when in relation to something else- Collective noun is a name for a group e.g. shoal of fish- Modal verbs indicate certainty or possibility

Teaching sequence:

Blueprint - The key events for the adventure story/experience session.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - Continuation with plot: Write the next plot points and introduce Kensuke - the man on the island. Write about how he teaches Michael ways to eat, make art and relax on the island.



Phase: UKS2 Unit: Diary - Michael's perspective

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none">- Children have previously written diary entries in other phases/cycles.- Children are familiar with SPAG elements that are going to be included within the diary.- They have also written 1st person narratives throughout the course of this cycle.	<ul style="list-style-type: none">- Multiclaue sentence to establish time, purpose, place of the journey.- Subordinate clause at the beginning and end of a sentence.- Careful/precise choice of verbs reflecting tense e.g. I enjoyed ... Tomorrow, I hope ...- Dialogue punctuation- Semicolon to mark boundaries- Hyphens- Colon to start a list- Prepositions	<ul style="list-style-type: none">- Semicolon means 'and' or 'but' and separates two main clauses- Colon means because or starts a list- Subordinate clause does not make sentence on its own and starts with a subordinating conjunction

Teaching sequence:

Blueprint - The key events for the diary/experience session.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - Further diary entries from Michael/Michael's parents or Kensukee.