



## Phase: LKS2 Unit: Narrative Time slip - Stone Age Boy

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Place slip genre explored in KS1</li></ul>	<ul style="list-style-type: none"><li>- Short sentences</li><li>- Subordinate clause</li><li>- Rule of 3/repetition</li><li>- Precise verb choice</li><li>- Noticing sentence</li><li>- Fronted adverbial for where, when or how</li></ul>	<ul style="list-style-type: none"><li>- Main clause makes sense on its own</li><li>- Subordinate clause does not make sense on its own and starts with a subordinating conjunction</li><li>- Adverbs tell us where, when, how, how often or how likely</li><li>- Fronted adverbial starts a sentence and is followed by a comma</li></ul>

### Model text:

Stone Age Boy time slip  
model

### Teaching sequence:

Blueprint the model text and plan own.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - innovation of the model text.



## Phase: LKS2 Unit: Diary - Stone Age Boy

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children have learnt about diaries in KSI</li></ul>	<ul style="list-style-type: none"><li>- Noun phrases</li><li>- Fronted adverbials</li><li>- Subordinate clauses using 'when'</li><li>- Subordinate clauses using 'because'</li><li>- Coordinating conjunctions 'and'</li><li>- Subordinate clause beginning with 'As' or 'Once'</li><li>- Noticing sentence</li><li>- Inner thoughts with a question</li></ul>	<ul style="list-style-type: none"><li>- Main clause makes sense on its own</li><li>- Subordinate clause does not make sense on its own and starts with a subordinating conjunction</li><li>- Coordinating conjunctions join two main clauses</li><li>- Adverbs tell us where, when, how, how often or how likely</li><li>- Fronted adverbial starts a sentence and is followed by a comma</li><li>- Noun phrase - determiner, adjective, noun</li></ul>

### Model text:

Stone Age Boy diary model text

### Teaching sequence:

Blueprint the model text and plan own.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - same character - different events



## Phase: LKS2 Unit: Non-chronological report - The Stone Age hunter-gatherers

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children should have a thorough understanding of the Stone Age from their learning in history.</li></ul>	<ul style="list-style-type: none"><li>- Amazing fact</li><li>- Rule of 3 questions and direct address</li><li>- Tier 3 vocabulary e.g. nomadic, predators</li><li>- Conjunction 'because'</li><li>- Adverb of how often - Usually/Occasionally</li><li>- Conjunction 'once'</li><li>- Fronted adverbial - roughly 10,000 years ago,</li><li>- Subordinate clause - 'When'</li><li>- Subordinate clause - 'so that'</li><li>- Did you know question.</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction. Subordinate clause doesn't make sense on its own.</li><li>- Adverbs tell you where, when, how, how often or how likely.</li><li>- Fronted adverbial is followed by a comma</li><li>- Did you know ends with a question mark</li></ul>

### Model text:

Stone Age non-chronological report text

### Teaching sequence:

Gather/learn new information and input to a variety of sections.  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write -



## Phase: LKS2 Unit: Persuasive letter

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li></ul>	<ul style="list-style-type: none"><li>- Conjunction 'but'</li><li>- Conjunction 'As'</li><li>- Rule of 3 repetition</li><li>- Command - take the time to ...</li><li>- Fronted adverbial - Over the last few years,</li><li>- Subordinate clause - Although you might be cross,</li><li>- Direct address - Are you aware that I have 4 small children?</li><li>- As: all caring people know, - subordinate clause to convince the recipient to be caring.</li></ul>	<ul style="list-style-type: none"><li>- Main clause makes sense on its own</li><li>- Imperative verb tells someone what to do</li><li>- Subordinate clause starts with a subordinating conjunction.</li><li>- Subordinate clause does not make sense on its own.</li><li>- Fronted adverbial tells us 5 things - where, when, how, how often or how likely.</li></ul>

### Model text:

Fantastic Mr Fox model text

### Teaching sequence:

Read alternative model - identify features and gather reasons.  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write - letter from Farmer back to Mr Fox - please stop stealing chickens.



## Phase: LKS2 Unit: Narrative - Edgar the dragon

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"> <li>- Children should know when to use capital letters and full stops.</li> <li>- They should know how to punctuate questions and exclamations.</li> <li>- They should know how to punctuate items in a list.</li> <li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li> <li>- They should know how to use adverbs to modify verbs.</li> <li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li> </ul>	<p>Subordinate clause 'As'</p> <p>As snow was falling ...</p> <p>Subordinate clause</p> <p>Whilst the sun was setting,</p> <p>Noticing sentence about snowman, snowflakes glistening</p> <p>Fronted adverbial for How Excitedly, Eagerly, energetically,</p> <p>Show not tell for disappointment e.g. his smile disappeared</p> <p>Prepositional phrase - In the bakery, the girl was .. 3</p> <p>things with comma in a list</p> <p>Sound sentence with fronted adverbial</p> <p>Suddenly, she heard ....</p> <p>3 adjective starter - frightened, disappointed, upset, Edgar retreated to the safety of his home.</p> <p>Repeated adjective with comma - he needed to be quick, quick because he was so hurt.</p> <p>Repetition - rule of 3. She waited all day, but he didn't appear. She waited all night, but he still didn't appear. She waited until she could wait no longer.</p> <p>-</p>	<ul style="list-style-type: none"> <li>- Main clause makes sense on its own</li> <li>- Noun phrase - determiner, adjective, noun</li> <li>- Adjectives - describe a noun or compliment a verb</li> <li>- Subordinate clause starts with a subordinating conjunction. Subordinate clause doesn't make sense on its own.</li> <li>- Adverbs tell you where, when, how, how often or how likely.</li> <li>- Fronted adverbial is followed by a comma</li> </ul>

### Model text:

Edgar the dragon model text.

### Teaching sequence:

View the Edgar the dragon story and plot the key points.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.



## Phase: LKS2 Unit: Narrative place slip - mountain setting

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children have already learnt about time slip narratives which are a very similar structure.</li></ul>	<ul style="list-style-type: none"><li>- Who sentence</li><li>- Fronted adverbial for when</li><li>- Subordinate clause beginning with 'because'</li><li>- Subordinate clause beginning with 'when'</li><li>- Rule of 3 adjectives</li><li>- Simile using 'like'</li><li>- Repetition e.g. a rock. A small, shiny rock. A small, shiny rock that was .../ He could not ... he could not ... he could not ...</li><li>- Onomatopoeia - bang, crash thud etc...</li></ul>	<ul style="list-style-type: none"><li>- Main clause makes sense on its own</li><li>- Noun phrase - determiner, adjective, noun</li><li>- Adjectives - describe a noun or compliment a verb</li><li>- Subordinate clause starts with a subordinating conjunction. Subordinate clause doesn't make sense on its own.</li><li>- Adverbs tell you where, when, how, how often or how likely.</li><li>- Fronted adverbial is followed by a comma</li></ul>

### Model text:

Mountain place slip

### Teaching sequence:

Blueprint the model text and make small changes.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - place slip to an alternative setting.



## Phase: LKS2 Unit: Fantasy narrative

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children have already written other narrative genres this year.</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause beginning with 'As'</li><li>- Inner thoughts with a question</li><li>- Fronted adverbial for how e.g. cautiously,</li><li>- Adjective starter e.g. Intrigued,</li><li>- Fronted adverbial for when e.g. Suddenly, Moments later,</li><li>- With excitement rushing through her (with sentence)</li><li>- Prepositional phrase e.g. All around,</li><li>- Adjective comma adjective sentence e.g. She had to be quick, quick because ...</li><li>- 3 adjective starter e.g. Desperate, fearful, lonely, she hid.</li></ul>	<ul style="list-style-type: none"><li>- Main clause makes sense on its own</li><li>- Noun phrase - determiner, adjective, noun</li><li>- Adjectives - describe a noun or compliment a verb</li><li>- Imperative verb tells someone what to do</li><li>- Subordinate clause starts with a subordinating conjunction</li></ul>

### Model text:

Something Fishy - model text.

### Teaching sequence:

Blueprint the model text and make small changes.  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write - different household item and different setting for Fantasy story.



## Phase: LKS2 Unit: Balanced argument - Is living in the mountains a good idea?

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>-</li></ul>	<ul style="list-style-type: none"><li>- Adverbials e.g. Firstly, On the one hand, Overall</li><li>- Conjunction 'Whilst'</li><li>- Conjunction 'Because'</li><li>- Conjunction 'As'</li><li>- Precise verbs - rule of 3 with commas e.g. hike, ski and explore</li><li>- Conjunction 'If' i.e. If I had the choice...</li><li>- How to provide reasons for and against an argument</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction</li><li>- Main clause makes sense on its own</li></ul>

### Model text:

Balanced argument mountain text

### Teaching sequence:

Gather reasons for and against living by the mountain.  
Sentence level sessions - developing SPAG aspects and authorial techniques.  
Drafting paragraphs and responding to feedback.  
Independent write - argument linked to another area children are passionate about





## Phase: LKS2 Unit: Narrative - Sci-fi adventure

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li></ul>	<ul style="list-style-type: none"><li>- Rule of 3/repetition</li><li>- Noticing sentence</li><li>- Question and answer repetition</li><li>- Precise verbs in a rule of 3</li><li>- Onomatopoeia</li><li>- One word sentence</li><li>- Subordinate clause with 'As'</li><li>- Pathetic fallacy</li><li>- Adjectives to describe emotions</li><li>- Dialogue - punctuating speech</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction</li><li>- Main clause makes sense on its own</li><li>- Onomatopoeia is a word which sounds like what it means</li><li>- Pathetic fallacy is where the weather matches the mood</li><li>- Adjectives describe a noun or compliment a verb</li></ul>

### Model text:

The Iron Man model sci-fi adventure text

### Teaching sequence:

Blueprint the model text with minor tweaks.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - continuation of plot



## Phase: LKS2 Unit: Newspaper - The Iron Man sighting

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children will already be familiar with the key events from the story.</li></ul>	<ul style="list-style-type: none"><li>- Fronted adverbial for when</li><li>- Who sentence</li><li>- Precise verb e.g. disturbed</li><li>- Noun phrase e.g. a metal-munching monster</li><li>- Quote with speech punctuation</li><li>- Conjunction but</li><li>- Complex sentence i.e. Using their remaining tractors,</li><li>- Quote from another individual</li><li>- Adverb for 'how'</li><li>- Prepositional phrase - showing where in relation to something else</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction</li><li>- Main clause makes sense on its own</li><li>- Adjectives describe a noun or compliment a verb</li><li>- Noun phrase - determiner, adjective, noun. Tells us about a thing or things and doesn't contain a verb</li><li>- Complex sentence contains a clause that doesn't make sense on its own and a main clause.</li><li>- Prepositional phrase tells us where or when in relation to something else.</li><li>- Adverbs tell us where, when, how, how often or how likely.</li></ul>

### Model text:

The Iron Man newspaper model text

### Teaching sequence:

Recap key events that will be mapped within the newspaper text. Identify some of the key newspaper features.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - a newspaper for a different key event.



## Phase: LKS2 Unit: Narrative tension story - Outlaw

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children will already be familiar with the key events from the story.</li></ul>	<ul style="list-style-type: none"><li>- Complex sentence</li><li>- Show not tell</li><li>- Subordinate clause 'As'</li><li>- Adverb for how</li><li>- Repetition/rule of 3</li><li>- Noun phrase</li><li>- Precise verb e.g. erupted with a simile</li><li>- Short sentences for tension e.g. I hit my target. Every time.</li><li>- 2 x adjectives and because - I had to focus, focus because of what was at stake.</li><li>- Subordinate clause 'Because'</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction</li><li>- Main clause makes sense on its own</li><li>- Adjectives describe a noun or compliment a verb</li><li>- Noun phrase - determiner, adjective, noun. Tells us about a thing or things and doesn't contain a verb</li><li>- Complex sentence contains a clause that doesn't make sense on its own and a main clause.</li><li>- Adverbs tell us where, when, how, how often or how likely.</li><li>- Show not tell - show the feeling/emotion with actions not words</li></ul>

### Model text:

Outlaw tension story model text

### Teaching sequence:

Blueprint the model text and make small tweaks.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - same characters, different plot points.



## Phase: LKS2 Unit: Diary Entry - Outlaw

What children should already know:	What children are going to learn:	Important vocabulary/definitions
<ul style="list-style-type: none"><li>- Children should know when to use capital letters and full stops.</li><li>- They should know how to punctuate questions and exclamations.</li><li>- They should know how to punctuate items in a list.</li><li>- They should be familiar with noun phrases including determiners, adjectives and nouns.</li><li>- They should know how to use adverbs to modify verbs.</li><li>- They should know how to use coordinating conjunctions and some subordinating conjunctions (because and when).</li><li>- Children will be familiar with diaries from a unit previously.</li></ul>	<ul style="list-style-type: none"><li>- Conjunction 'and'</li><li>- Direct address</li><li>- Direct question</li><li>- Subordinate clause starting with 'As'</li><li>- Adverb for how e.g. Luckily</li><li>- Precise verb e.g. downed the deer</li><li>- Subordinate clause with although</li><li>- Direct address with noun phrase e.g. my biggest regret</li><li>- Question to show inner thoughts</li><li>- Subordinate clause with 'when'</li></ul>	<ul style="list-style-type: none"><li>- Subordinate clause starts with a subordinating conjunction</li><li>- Main clause makes sense on its own</li><li>- Adjectives describe a noun or compliment a verb</li><li>- Noun phrase - determiner, adjective, noun. Tells us about a thing or things and doesn't contain a verb</li><li>- Complex sentence contains a clause that doesn't make sense on its own and a main clause.</li><li>- Adverbs tell us where, when, how, how often or how likely.</li><li>- Show not tell - show the feeling/emotion with actions not words</li></ul>

### Model text:

Outlaw diary entry

### Teaching sequence:

Blueprint the model text and make small tweaks.

Sentence level sessions - developing SPAG aspects and authorial techniques.

Drafting paragraphs and responding to feedback.

Independent write - same character, different plot points/events