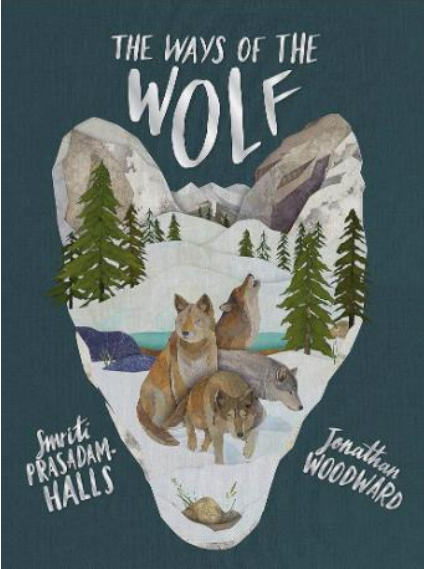

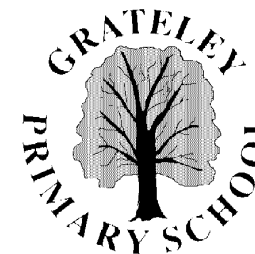


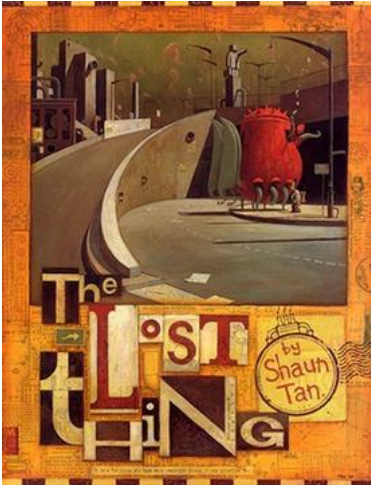
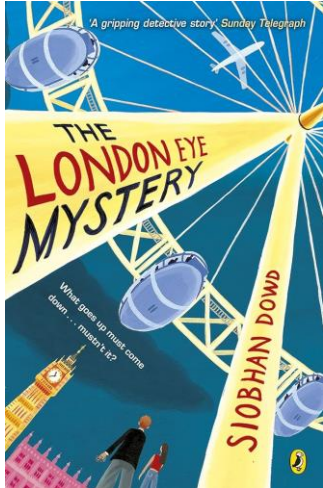
Text Driver 1	Text Driver 2
<p>Text: The Ways of the World by Smriti Prasadam-Halls and Jonathan Woodward</p> 	<p>Text: Lego City (a short film)</p> 
<p>Outcome: To write a non-fiction text written in the style of a focused text.</p>	<p>Outcome: To write a non-chronological report on the creation of Lego</p>
<p>To retrieve, record and present information from non-fiction.</p> <p>Identify how presentational and organisational choices vary according to the form and purpose of the writing.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p>	<p>Identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p>

<p>Use relative clauses beginning with who, which, where, when, whose, that.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use a colon to introduce a list.</p> <p>Use a range of devices to build cohesion within and across paragraphs.</p> <p>Viewpoint is established and generally maintained.</p> <p>Choose the appropriate register for the audience and purpose (formal or informal).</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Use further organisational devices to structure text and to guide the reader.</p>
<p>Retrieve, record and present information from non-fiction.</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Use a wide range of clause structures, sometimes varying their position within a sentence.</p> <p>Use a colon to introduce a list.</p> <p>Use a semi colon within lists.</p> <p>Select language that shows good awareness of the reader.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Identifying key details that support the main ideas.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Plan their writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>

Identify the audience for and purpose of the writing.

Use a wide range of devices to build cohesion within and across paragraphs.



Text Driver 1	Text Driver 2
<p>Text: The Lost Thing by Shaun Tan</p> 	<p>Text: The London Eye Mystery by Siobhan Dowd</p> 
<p>Outcome 1: To write a diary entry detailing the events of the afternoon on the beach.</p> <p>Outcome 2: To write a newspaper report about the Lost Thing</p>	<p>Outcome 1: To write a recount in character of a conversation from a different perspective.</p> <p>Outcome 2: To write a police report about Salim's disappearance.</p>
<p>Year 5</p> <p>Identify how language structure and presentations contribute to meaning.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p>	<p>Year 5</p> <p>Discuss their understanding by exploring the meaning of words in context.</p> <p>Summarise the main ideas drawn from more than one paragraph.</p>

<p>Provide reasoned justifications for their views.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Consider how authors have developed characters and settings in what pupils have read.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Proof-read for spelling and punctuation errors.</p>	<p>Explain and discuss their understanding of what they have read, maintaining a focus on the topic.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use devices to build cohesion within a paragraph.</p> <p>Use relative clauses to develop sentence structure.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Assess the effectiveness of their own and others' writing.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p>
<p>Year 6</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Provide reasoned justifications for their views.</p> <p>Use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Consider how authors have developed characters and setting in what pupils have read.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Year 6</p> <p>Discuss their understanding by exploring the meaning of words in context.</p> <p>Summarise the main ideas drawn from more than one paragraph.</p> <p>Explain and discuss their understanding of what they have read, maintain a focus on the topic.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices.</p> <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>

Ensure the consistent and correct use of tense throughout a piece of writing.

Proof read for spelling and punctuation errors.

Assess the effectiveness of their own and others' writing.

Use organisational and presentational devices to structure text and to guide the reader.