



Cycle A – LKS2 Writing Journey

LKS2	Unit 1 <i>Stone Age Boy</i>		Unit 2 <i>Matilda</i>		Unit 3 <i>Who Let the Gods Out?</i>		Unit 4 <i>This Morning I met a Whale</i>		Unit 5 <i>The Boy Who Grew Dragons</i>	
	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction	Fiction	Non-Fiction
Genre	Portal Story: To plan and structure a 4/5-part story using appropriate openings and endings.	Non-Chronological Report: Linked to Stone Age Topic.	A Rescue Tale: A five part story with a strong dilemma.	Biography Writing: Write a fictional biography about the work and life of Roald Dahl.	Adventure Story: To plan and structure a 4/5-part story.	Information Text: The Greek Gods (linked to History topic).	Diary Entry: Write a diary entry detailing Michael's experience meeting the whale.	Persuasive Letters Writing: Write a letter to the Prime Minister urging them to act and help save the environment.	Fantasy Story: To plan and write a 4/5-part story in the third person, with a strong central character.	Newspaper Article: Write a newspaper article about the damage and issues the dragons have been causing.
Focus	Plan and write a story in the third person. Organise writing into paragraphs. Focus on adjectives and expanded noun phrases to evoke time, place and mood.	Use of paragraphs to group related material. Use headings and sub-headings to aid presentation. Accurate use of tense.	Focus on different noun types, pronouns, noun phrases and expanded noun phrases. Use a wide range of punctuation accurately.	Use relevant organisational devices to structure the piece. Use a range of devices to build cohesion across paragraphs (e.g. conjunctions and adverbials.)	Use main and subordinate clauses accurately and consistently. Use a range of conjunctions to extend a range of sentences with more than one clause.	Select precise vocabulary based on the topic. Organise paragraphs around a theme. Use appropriate features for genre e.g. headings, sub-headings, topic language.	Plan and write a diary entry from the perspective of the main character. Use emotive language to present mood. Focus on fronted adverbials correctly punctuated with use of a comma.	Make informed word choices to influence the reader. Use exaggerated language and tactics for grabbing the reader's attention.	Focus on the use of apostrophes and how to integrate speech and punctuate with inverted commas correctly.	Use organisational features such as headings, sub-headings and captions and written in the past tense in third person. Integrate direct and reported speech, using inverted commas accurately.
	Poetry		Poetry		Poetry		Poetry		Poetry	
	National Poetry Day – Whole School (Poetry Shed – The Lost Words)		Haiku (Year 4 Poetry Shed)		Free Verse (Year 3 Poetry Shed)		Simile and Metaphor (Year 4 Poetry Shed)		Whole School – Performance Poetry (Poetry Shed – The Environment)	

