

Introduction to Writing Overview:

This document has been designed to support the planning and teaching of writing for the academic year. The document also ensures coverage of a wide range of writing opportunities and skills.

The **key texts for narrative units** are taken directly from the curriculum overviews, ensuring consistency with whole-school planning. Where appropriate, there are also selected **key texts for non-fiction and poetry units**, which act as the central stimulus for teaching and learning within each of these units.

The units of work for **Autumn, Spring, and Summer** are mapped to give pupils the best opportunity to meet the STAR assessment objectives for that term. The specific objectives you should plan for are highlighted in **yellow**—these reflect the core skills required for each writing genre, while also aligning with the assessment criteria for that term.

Where possible, the texts and units have been chosen so that they link meaningfully with year group topics. In non-fiction and poetry units, additional **suggested texts** are included, alongside ideas for **possible written outcomes**, to support modelling and provide inspiration.

For each unit, there are **suggested steps for learning** (highlighted in **purple**). These are not prescriptive but are offered as a starting point to help you consider how lessons might be sequenced towards the final written outcome.

Finally, the way these units are structured ensures clear **progression of writing skills**—both across the academic year within each year group, and from year to year as pupils move through the school.

YEAR 3 WRITING OVERVIEW

Key Objectives for the Spring term:

Children are developing the Year 3 objectives:

Composition:

- Plans extended writing, with some support (e.g. with a planning frame) by discussing and recording ideas
- Writes down ideas and key words, including new vocabulary and uses a planning frame
- Writes an increasing range of longer and shorter pieces of narrative, non fiction and poetry, using some features of selected forms.
- Creates settings and characters in narrative, with support.
- Uses a wide range of single clause, coordinating and subordinating multi-clause sentences.
- Uses some adventurous and varied descriptive vocabulary, e.g. exciting adjectives or more adventurous adverbs or adverbials of manner, e.g. *Without warning*
- Proof-reads own writing and others' writing and assesses its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making/suggesting some improvements.
- Reads aloud own writing, to a group or the whole class and starts to use some intonation to help make the meaning clear
- Edits for correct and consistent tense including some use of the present perfect, e.g. *I have had the best day ever!*

Grammar:

- Uses the correct article a or an, depending on whether the next word begins with a consonant or vowel.
- Uses an increasing range of ambitious, appropriate adjectives, adverbs and expanded noun phrases to describe and specify.
- Writes consistently using the correct form of past and present tense, including some appropriate use of the progressive tense, e.g. *We were minding our own business when we saw the monster.*
- Uses a greater range of conjunctions to co-ordinate and subordinate and adverbs to express time, e.g. *when, before, after, while, so, because, then, next, soon, therefore.*
- Begins to use adverbs to sequence time, identify place or describe manner of a verb, e.g. *once, quietly, outside.*
- Sentences about similar topics are generally grouped together in fiction and non-fiction e.g. sectioning the beginning, middle and end of stories.
- Uses grammatical terminology for Years 1 and 2 as well as some from Year 3 (from Appendix 2) e.g. when discussing and evaluating writing.

Punctuation:




- Uses the full range of punctuation taught to the end of year 3 almost mostly correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.
- Uses inverted commas to demarcate direct speech in some writing.
- Uses apostrophes for contractions and singular possession in nouns mostly accurately.

Spelling:

- Applies phonological knowledge from Years 1 and 2 to spell many regular words.
- Spells words using the spelling rules for Years 1, 2 and starts to use some of the rules from Years 3 and 4 (from Appendix 1).
- Starts to spell some words from the Year 3 and 4 word list (from Appendix 1).
- Uses a dictionary to check the spelling of words, using the first letter of a word.

Handwriting:

- Writes using legible handwriting, forming almost all lower case letters, capital letters and digits accurately and consistently and of the correct size, orientation and relationship to one another.
- Appropriately and consistently spaces words in relation to the size of the letters.
- Starts to use diagonal and horizontal strokes to join letters.
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| <p>Key text (from the Curriculum Overview)</p> | <p>The Ice Palace</p>  <p>(Narrative unit)</p> | <p>The True Story of the Three Little Pigs</p>  <p>(Narrative unit)</p> <p>Shackleton's Journey</p>  <p>(Non-fiction unit)</p> |
| <p>Fiction/Narrative unit of work</p> | <p><u>Narrative: Adventure in an imaginary world</u></p> <p>Suggested Outcome: Children write a new chapter that could fit into the story. Children use the plot of <i>The Ice Palace</i> as a model to innovate a parallel quest taking place in the setting.</p> | <p><u>Narrative: Traditional tales: Fairytales (alternative versions)</u></p> <p>Suggested Outcomes:</p> <ol style="list-style-type: none"> 1. Children write <i>their</i> side of the story, answering A. Wolf's claims. Children rewrite the original story of the Three Little Pigs from the Pigs' perspective. 2. Children retell a different traditional tale from the perspective of the <i>villain</i> or a <i>misunderstood character</i> |
| <p>Specific objectives for the unit</p> | <ul style="list-style-type: none"> • Explore characters through role play, including dialogue to set the scene and present characters • Explore and discuss writing models similar to those they will use in their own writing to learn from its structure, grammar and vocabulary. • Explore moral dilemmas for characters using drama • Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] • Plan longer pieces of writing by discussing and recording ideas, with some support • Include description of a typical setting and characters. • Use written dialogue to move the plot on. • Use inverted commas to punctuate direct speech • Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play contrasted with He went out to play</i>], specifically in direct speech • Introduce paragraphs as a way to group related material • Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. | <ul style="list-style-type: none"> • Explore characters through role play, including dialogue to set the scene and present characters • Explore and discuss writing models similar to those they will use in their own writing to learn from its structure, grammar and vocabulary. • Explore moral dilemmas for characters using drama • Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>] • Plan longer pieces of writing by discussing and recording ideas, with some support • Use written dialogue to develop characterisation. • Use inverted commas to punctuate direct speech • Evaluate paragraphs as a way to group related material • Include formulaic sentences: <i>Once upon a time ... There was once a ... Long ago in the ... And it came to pass</i> • Write stories that have a problem and resolution and are organised into paragraphs using adverbs of time. |


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| <p>Suggested Steps for learning</p> | <p>Step 1 — Immersion in the Text and Setting Exploration Focus: Become familiar with the world of <i>The Ice Palace</i>. Activities (summary): Read an extract and explore the setting through discussion and short descriptive writing. Outcome: Children begin to understand the tone and themes of the book.</p> <p>Step 2 — Character Exploration through Role Play Focus: Understanding character thoughts and motives. Activities (summary): Use hot seating, freeze frames, and questioning to explore characters' emotions and viewpoints. Outcome: Deepened understanding of character perspectives.</p> <p>Step 3 — Dialogue Role Play and Scene-Setting Focus: Using dialogue to present characters and relationships. Activities (summary): Turn an extract into simple script form and role-play scenes to practise meaningful dialogue. Outcome: Preparedness for writing dialogue that builds character.</p> <p>Step 4 — Reading as a Writer: Model Chapter Study Focus: Identifying features they will use in their own writing. Activities (summary): Annotate a model chapter to identify setting description, dialogue, sentence structures, and present perfect forms. Outcome: Children understand what a successful chapter looks like.</p> <p>Step 5 — Exploring Moral Dilemmas through Drama Focus: Decision-making for characters; building emotional depth. Activities (summary): Use conscience alley and improvisation to explore different choices characters might face. Outcome: Children begin planning moral choices for their own quest plot.</p> <p>Step 6 — Grammar: Expressing Time, Place and Cause Focus: Using conjunctions, adverbs and prepositions in narrative writing. Activities (summary): Practise building sentences that show time, place and cause using a range of grammatical structures. Outcome: Children have tools to organise and improve sentence structure.</p> <p>Step 7 — Grammar: Present Perfect vs Simple Past in Dialogue Focus: Using present perfect in speech to show effects of past actions. Activities (summary):</p> | <p>Possible tale choices: <i>The True Story of the Big Bad Wolf (Little Red Riding Hood or Three Little Pigs)</i> <i>The Giant's Side of the Story (Jack and the Beanstalk)</i> <i>The Witch's Diary (Hansel and Gretel)</i> <i>Why the Troll Was Angry (Three Billy Goats Gruff)</i></p> <p>Step 1 – Introducing Alternative Perspectives Learning Objectives: To explore how stories can be told from different points of view To discuss characters and their motives Activities: Read <i>The True Story of the Three Little Pigs</i> aloud. Compare briefly with the traditional version. Discuss: <i>Is the wolf really bad?</i> Freeze-frame drama: children show a moment from the story as the wolf feels it happened.</p> <p>Step 2 – Exploring Character Through Role Play and Dialogue Learning Objectives: To explore character thoughts and feelings using drama and dialogue Activities: Hot-seating the wolf: children ask questions; teacher models answers in role. Paired role-play: reporter and wolf. Orally rehearse dialogue using speech starters.</p> <p>Step 3 – Exploring Moral Dilemmas Learning Objectives: To explore moral dilemmas faced by characters Activities: Drama: conscience alley – should the wolf knock again? Discuss cause and effect of decisions. Children record reasons <i>for</i> and <i>against</i> the wolf's actions.</p> <p>Step 4 – Reading as Writers: Structure and Style Learning Objectives: To identify features of alternative versions of traditional tales Activities: Read extracts from <i>The Stinky Cheeseman</i>. Identify: traditional openings; humour; exaggerated character voice Create a shared checklist of features.</p> <p>Step 5 – Time, Place and Cause Learning Objectives: To express time, place and cause using conjunctions, adverbs and prepositions Activities: Sentence-building using: <i>when, because, after, while, then, next, therefore</i> Rewrite simple sentences to add cause and time. Apply to wolf story orally.</p> <p>Step 6 – Writing Dialogue to Show Character Learning Objectives:</p> |
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| | <p>Compare present perfect and simple past in speech and practise writing short dialogues using correct forms. Outcome: Children ready to use this form intentionally in their chapter. Step 8 — Planning the New Chapter Focus: Structuring ideas before writing. Activities (summary): Create a story map including setting, characters, moral dilemma, key events and planned dialogue. Outcome: Completed plan ready for drafting. Step 9 — Paragraphing: Grouping Related Material Focus: Organising the chapter using paragraphs. Activities (summary): Practise identifying and creating paragraph breaks using adverbs of time and changes in scene or action. Outcome: Children prepared to structure their chapter clearly. Step 10 — Writing the Chapter (Drafting) Focus: Bringing together all elements. Activities (summary): Write the full draft chapter including description, dialogue, time adverbs, varied grammar, and clear sequencing. Outcome: First draft complete. Step 11 — Editing and Improving Focus: Revising grammar, punctuation, and descriptive detail. Activities (summary): Edit and improve drafts using a structured checklist and peer support. Outcome: Improved drafts. Step 12 — Publishing and Sharing the Chapter Focus: Sharing finished outcomes. Activities (summary): Publish final versions and share extracts with the class. Outcome: Final polished chapter.</p> | <p>To use dialogue to develop characterisation To punctuate direct speech using inverted commas Activities: Model writing a short dialogue scene. Identify how dialogue shows personality. Guided writing: children write a short conversation from the villain’s point of view. Step 7 – Planning the Final Story Learning Objectives: To plan a longer piece of writing with support Activities: Children choose their tale and villain. Use a boxed-up plan: Traditional opening; Problem (misunderstanding); Key events (villain’s version); Ending/reflection Teacher models planning aloud. Step 8 – Writing the Opening Learning Objectives: To use traditional openings To group ideas into paragraphs Activities: Shared writing of an opening paragraph using: <i>Once upon a time...; Long ago...</i> Children write their opening paragraph independently. Step 9 – Writing the Main Events Learning Objectives: To write events clearly from a chosen perspective Activities: Independent writing of middle paragraphs. Remind children to: include dialogue; explain causes and motives Teacher conferences with groups. Step 10 – Ending, Editing and Publishing Learning Objectives: To write an effective ending To edit for clarity and punctuation Activities: Write an ending where the villain reflects or defends themselves. Peer editing checklist Publish as a class anthology: <i>“The True Stories We Never Heard”</i></p> |
| <p>Non-fiction unit of work</p> | <p>Non-Chronological report: Write (non-comparative) non-chronological reports, independently, including the use of organisational devices to aid conciseness, such as headings, based on notes from several sources Suggested contexts: leaflets, page for information book, letters, guide books, descriptions</p> | <p>Persuasion: Present a persuasive point of view in the form of a letter, beginning to link points together and selecting style and vocabulary appropriate to the reader Suggested contexts: role play, points of view, letters, tv & radio adverts</p> |
| <p>Specific objectives for the unit</p> | <ul style="list-style-type: none"> Analyse a number of report texts and note their function, form and typical language features, e.g. introduction indicating an overall | <ul style="list-style-type: none"> Read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally |

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| | <p>classification of what is being described; use of short statement at the start of each paragraph to introduce each new topic; language (specific and sometimes technical) to describe and differentiate; impersonal language</p> <ul style="list-style-type: none"> • Note how writing often moves from general to more specific detail • Explore, and begin to incorporate into their own writing, the language of comparison and contrast: <ul style="list-style-type: none"> - Use of prepositions (instead of, because of), adverbs (therefore, however) and conjunctions (also, consequently, likewise,) to express cause and place • Collect and use examples of prepositional phrases to clarify physical features, for example, <i>Ants do not have lungs. They have tiny holes all over their body which they breathe through.</i> • Explore prepositions to clarify position, for example, <i>Ants build their mounds in sand or soil.</i> • Include exploration of similes (using ‘as’ and ‘like’) and consider how these are used to specify rather than for literary effect. • Use of present perfect verb form – <i>Hedgehogs have lived in this area for many years</i> • Group related information e.g. organise information about a topic into obvious groupings • Use headings and sub headings to aid presentation • Revisit the use of –er and –est when formulating adjectives (see year 2) • Use of ‘a’ or ‘an’ according to whether the next word starts • with a vowel | <ul style="list-style-type: none"> • Through role play and drama explore particular persuasive scenarios e.g. a parent persuading a reluctant child to go to bed, and discuss the effectiveness of different strategies used • Use of ‘a’ or ‘an’ according to whether the next word starts with a vowel • Form subordinate clauses using subordinating conjunctions • Use of prepositions (during, in, because of, before, after), adverbs (next, soon, therefore) and conjunctions (when, while, after, because, soon, while) to express time and cause • Group related information: generate several reasons for a point of view; group related persuasive points together • Use of present perfect instead of simple past (<i>Residents have complained over several weeks</i> or <i>Doctors have discovered how damaging it can be.</i>) |
| <p>Suggested Steps for learning</p> | <p>Step 1: Introducing the Polar Regions & What Is a Report? Learning focus: Understand what the Arctic and Antarctic are Identify the purpose of a non-chronological report Teaching input: Show images/videos of Arctic and Antarctic animals Shared reading of a child-friendly non-chronological report (e.g. penguins, polar bears) Discuss: <i>Why has this text been written? Who is it for?</i> Key learning: Reports inform the reader; They are not stories; They give facts Activities: 1. Sorting activity: report vs story features 2. Label the parts of a report (heading, introduction, paragraphs) Success criteria: I can explain what a report is for I know reports give factual information Step 2: Analysing Report Structure (Function, Form & Features) Learning focus:</p> | <p>Week 1: Immersion & Understanding Persuasion Step 1 – Hook & Context Focus: Immersion in the expedition - Read key extracts from <i>Shackleton’s Journey</i> - Discuss challenges of polar exploration - Freeze-frame drama: “Life on the ice” - Generate word bank (harsh, freezing, dangerous, expedition, courageous, survival) Outcome: Notes about qualities needed for an explorer. Step 2 – What Makes Writing Persuasive? Focus: Reading and evaluating persuasive texts Use short persuasive examples (letters, posters, adverts). Children identify: Clear opinion; Reasons; Emotive language; Conjunctions (because, so, when); Evidence/examples Create class checklist: A persuasive text should... Step 3 – Drama & Spoken Persuasion Focus: Exploring persuasive strategies Role play scenarios: <i>Parent persuading child to go to bed</i></p> |

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| <p>Identify typical report features</p> <p>Teaching input: Re-read model texts Highlight: Introduction that classifies the subject; Paragraphs about different aspects; Headings/subheadings; Present tense; Impersonal language</p> <p>Explicit teaching: Introduction = <i>general statement</i> Paragraph openers = <i>short statements introducing each topic</i></p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Feature hunt in pairs 2. Create a class checklist of report features <p>Success criteria: I can identify the structure of a report I can explain why reports are organised this way</p> <p>Step 3: From General to Specific Detail</p> <p>Learning focus: Understand how reports move from general → specific</p> <p>Teaching input: Model paragraph: General sentence: <i>Polar bears are large animals that live in the Arctic.</i> Specific details: size, fur, diet, adaptations</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Sentence sorting: general vs specific 2. Write a general sentence and add 2–3 specific details <p>Success criteria: I can write a general sentence I can add specific facts to develop it</p> <p>Step 4: Organising Information into Paragraphs/Headings and subheadings</p> <p>Learning focus: Use heading and subheadings to organise information Use paragraphs to group related information</p> <p>Teaching input: Show using a model (perhaps on explored in Step 2) how headings summarise what the paragraph is about Discuss effective vs vague headings Model paragraph groupings: <i>Habitat, Appearance, Diet, Adaptations</i></p> <p>Activities</p> <ol style="list-style-type: none"> 1. Match headings to paragraphs 2. Write headings for given paragraphs 3. Sort facts into paragraph headings 4. Plan report structure using subheadings <p>Success criteria: I can use headings to organise my report My headings clearly show what the paragraph is about I can group related facts together</p> <p>Step 5: Prepositions & Prepositional Phrases (Clarifying Features & Position)</p> | <p><i>Child persuading teacher for extra playtime</i> <i>Explorer persuading sponsor for money</i></p> <p>Discuss: Which arguments were strongest? Did they use reasons? Did they repeat key points? Did their tone of voice matter?</p> <p>Introduce idea: strong reasons + clear structure = effective persuasion</p> <p>Step 4 – Grammar Focus 1</p> <p>Focus: Conjunctions & subordinate clauses</p> <p>Teach: - because, when, while, after, before - Forming subordinate clauses</p> <p>Model: <i>I would be useful because I am strong.</i> <i>I will help during the expedition when the weather becomes dangerous.</i></p> <p>Short writing task: Create persuasive sentences using conjunctions.</p> <p>Step 5 – Grammar Focus 2</p> <p>Focus: Prepositions, adverbs & present perfect</p> <p>Teach: - Prepositions: during, before, after, because of - Adverbs: next, soon, therefore - Present perfect: have/has + past participle</p> <p>Model: <i>I have trained for cold weather.</i> <i>I have practised surviving in difficult conditions. Therefore, I would be a strong member of your team.</i></p> <p>Mini practice converting simple past → present perfect.</p> <p>Week 2: Planning & Structuring</p> <p>Step 6 – Features of a Persuasive Letter Analyse model letter to Shackleton. Identify: Greeting; Intro paragraph (clear statement of purpose); Grouped persuasive reasons; Concluding paragraph; Formal tone Highlight paragraphing. Create shared structure: 1. Introduction – why are you writing? 2. Reasons grouped together 3. Conclusion – strong final appeal</p> <p>Step 7 – Paragraphing for Persuasion</p> <p>Focus: Grouping ideas Children generate 4–6 possible reasons they would be useful. Model grouping: - Skills & strengths - Personal qualities</p> |
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| <p>Learning focus: Use prepositions to clarify how and where</p> <p>Teaching input: Revisit examples: <i>They breathe through tiny holes all over their body.</i> <i>Penguins live on the ice near the sea.</i></p> <p>Explicit teaching: Prepositions of position: <i>in, on, under, near</i> Prepositional phrases add detail</p> <p>Activities: 1. Sentence improvement using prepositional phrases 2. Write facts using prepositions to clarify features and position</p> <p>Success criteria: I can use prepositions to add detail My sentences explain where or how clearly</p> <p>Step 6: Language of Comparison and Contrast (Cause & Place)</p> <p>Learning focus: Explore comparison and contrast language (without writing a comparative report)</p> <p>Teaching input: Model sentences: <i>Because of the extreme cold, animals have thick fur.</i> <i>However, some animals live in the sea.</i> <i>Likewise, seals and penguins both have blubber.</i></p> <p>Explicit teaching: Prepositions: <i>because of, instead of</i>; Conjunctions: <i>also, likewise</i>; Adverbs: <i>however, therefore</i></p> <p>Activities: 1. Sentence combining 2. Oral rehearsal comparing adaptations within one region</p> <p>Success criteria: I can use joining words to explain cause or contrast My sentences sound factual and clear</p> <p>Step 8: Precise Description, Similes & Adjectives</p> <p>Learning focus: Use specific language, similes, and –er / –est adjectives</p> <p>Teaching input: Explain similes used for clarity: <i>as thick as a blanket; like a waterproof coat</i></p> <p>Grammar focus: –er / –est revision (Year 2 objective); a / an depending on vowel sound</p> <p>Activities: 1. Improve sentences using: precise adjectives, similes for explanation, correct articles (a/an)</p> <p>Success criteria: I can use adjectives accurately I can use similes to explain clearly, not tell a story</p> <p>Step 9: Verb Tenses & Impersonal Language</p> <p>Learning focus:</p> | <p>- Experience Children plan 3 strong reasons. Emphasise: Each paragraph = one main idea.</p> <p>Step 8 – Modelled & Shared Writing Teacher models writing the letter. Think aloud: - Choosing conjunctions - Using present perfect - Checking ‘a’/‘an’ - Adding persuasive phrases</p> <p>Example model opening: Dear Sir Ernest Shackleton, <i>I am writing to ask if you would allow me to join your expedition to Antarctica. I believe I would be a valuable member of your crew because I am determined and hardworking.</i> Children annotate model identifying features.</p> <p>Week 3: Drafting & Editing</p> <p>Step 9 – Independent Writing Children write first draft. Success Criteria: ✓ Clear introduction ✓ 3 persuasive reasons ✓ Conjunctions for cause ✓ Present perfect used correctly ✓ Paragraphs ✓ Correct a/an usage</p> <p>Support: Sentence starters; Writing frames; word banks. Challenge: Include rhetorical question or emotive language.</p> <p>Step 10 – Editing & Publishing Checklist for editing Children publish final letter. Optional: Tea-stained paper for effect.</p> |
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| | <p>Use present tense and present perfect Write in an impersonal style Teaching input: Model sentences: <i>Polar bears live in the Arctic; These animals have adapted to extreme cold.</i> Activities: 1. Identify verb forms in model texts 2. Rewrite personal sentences into impersonal ones Success criteria: I can use present perfect verbs correctly My writing sounds factual and impersonal Step 10: Planning the Final Report Learning focus: Plan a non-chronological report Activities: 1. Research animals from Arctic and Antarctic 2. Use planning frame with headings and paragraph notes 3. Teacher conferencing Success criteria: I have organised my information clearly My plan includes headings and paragraphs Steps 11–12: Writing, Editing & Publishing Lesson 11: Writing Independent writing of report: Focus on structure and features Lesson 12: Editing & Publishing: Check against success criteria</p> | |
| <p>Poetry unit of work</p> | <p>Vocabulary building poetry Free verse poetry: Explore poems based on observation and the senses. Read, write and perform free verse focusing on creating images. Supporting texts: <i>The Works</i> by Pie Corbett</p>  | <p>Structured Poetry Haiku, Tanka and Kennings: Read and write haiku, tanka and kennings</p> |
| <p>Specific objectives for the unit</p> | <ul style="list-style-type: none"> Describe the effect a poem has and suggest possible interpretations; Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes; Explain the pattern of different simple forms Perform individually or chorally; vary and controlling volume, experimenting with expression and use pauses for effect Use actions, voices, sound effects and musical patterns to add to a performance | <ul style="list-style-type: none"> Describe the effect a poem has and suggest possible interpretations; Discuss the choice of words and their impact, noticing how the poet creates ‘sound effects’ by using alliteration, rhythm or rhyme and creates pictures using similes; Explain the pattern of different simple forms Use powerful nouns, adjectives and verbs; experiment with alliteration; Recognition of abstract, concrete & collective nouns Write own examples of kennings, tankas, haiku |

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| | <ul style="list-style-type: none"> ● Invent new similes and experiment with word play; ● Use powerful nouns, adjectives and verbs; experiment with alliteration; ● Recognition of abstract, concrete & collective nouns ● Explore organising related information into verses ● Create own free verse poetry | |
| <p>Suggested Steps for learning</p> | <p>Step 1 – Introducing Poetry as Images and Sounds Learning objectives: 1. Describe the effect a poem has on the reader 2. Suggest possible interpretations of a poem Suggested model poem: A short, accessible free verse poem about cold, snow, ice, or nature (teacher-written or adapted), e.g. a poem describing Arctic ice, wind, or silence. Teaching sequence: 1. Immersion: Teacher reads the poem aloud twice (second time with expression). 2. Talk: What pictures came into your mind? How did the poem make you feel? Why? 3. Interpretation: What do you think the poet wanted us to notice? Could different people imagine different things? 4. Class chart: Record responses under headings: <i>Images, Feelings, Questions.</i></p> <p>Step 2 – Word Choice and Impact Learning objectives: 1. Discuss the poet’s choice of words and their impact 2. Identify powerful nouns, adjectives and verbs Teaching sequence: 1. Revisit the model poem. 2. Highlight specific words that stand out. 3. Mini-lesson: Concrete nouns (ice, wind, snow); Abstract nouns (silence, danger, loneliness); Collective nouns (a colony of penguins) 4. Sort words from the poem into concrete / abstract / collective. 5. Improve weak word choices together (e.g. <i>cold</i> → <i>biting cold</i>). Independent/paired work: Children generate word banks linked to the polar regions.</p> <p>Step 3 – Sound Effects in Poetry Learning objectives: 1. Identify alliteration, rhythm and rhyme 2. Explain how sound effects impact the reader Teaching sequence: 1. Read the poem chorally. 2. Spot repeated sounds (e.g. <i>whispering winds</i>). 3. Discuss: What does this sound remind you of? Why might the poet choose it?</p> | <p>Step 1 – What is Poetry? Feelings, Pictures and Meanings Learning Objective: To describe the effect a poem has and give my own interpretation. Activity: Children draw a picture of what they imagined while listening to the poem Sentence stem: <i>This poem made me feel... because...</i> Assessment Focus: Can express a personal response to a poem</p> <p>Step 2 – Word Choice and Sound Effects Learning Objective: To discuss the poet’s choice of words and their impact. Activity: Children highlight words that: Sound nice together; Make loud or soft sounds; Create own alliterative phrases (e.g. <i>slippery snake</i>) Assessment Focus: Identifies alliteration and explains its effect</p> <p>Step 3 – Creating Pictures with Similes Learning Objective: To recognise how poets create pictures using similes. Activity: Match similes to images; Write own similes using senses (e.g. <i>The sun was like...</i>) Assessment Focus: Uses simple similes appropriately</p> <p>Step 4 – Powerful Vocabulary: Nouns, Verbs and Adjectives Learning Objective: To use powerful nouns, adjectives and verbs. Activity: Improve simple sentences by upgrading vocabulary Use vocabulary banks to choose precise nouns, verbs and adjectives Assessment Focus: Chooses vivid and precise vocabulary</p> <p>Step 5 – Types of Nouns in Poetry Learning Objective: To recognise abstract, concrete and collective nouns. Activity: Sort nouns into abstract, concrete and collective Write short poetic phrases using each noun type Assessment Focus: Correctly identifies noun types</p> <p>Step 6 – Exploring Haiku Learning Objective: To explain the pattern of a haiku. Activity: Clap and count syllables together; Write a shared class haiku Assessment Focus: Explains haiku structure</p> <p>Step 7 – Writing Independent Haiku Learning Objective: To write my own haiku using powerful vocabulary.</p> |

4. Play with sounds linked to the polar regions (e.g. *cracking ice, howling wind*).

Short writing activity:

Children invent alliterative phrases linked to polar imagery.

Step 4 – Creating Pictures with Similes

Learning objectives:

1. Identify similes in poetry
2. Invent original similes

Teaching sequence:

1. Identify similes in the model poem.
2. Discuss: What picture does the simile create? Is it surprising or interesting?
3. Shared writing: invent similes for ice, snow, wind, animals.
4. Children experiment with their own similes.

Step 5 – Exploring Simple Poetic Forms & Free Verse

Learning objectives:

1. Identify patterns in simple poetic forms
2. Understand the features of free verse

Teaching sequence:

1. Compare a rhyming poem with free verse.
2. Identify patterns (repeated phrases, line lengths, stanza breaks).
3. Discuss why free verse suits descriptions of landscapes and feelings.
4. Children experiment with arranging lines in different ways.

Step 6 – Performing Poetry: Voice and Expression

Learning objectives:

1. Perform poetry using volume, expression and pauses
2. Explain how performance choices affect the listener

Teaching sequence:

1. Model expressive reading.
2. Choral performance with varied volume and pace.
3. Experiment with: Whispering lines; Long pauses; Strong emphasis
4. Discuss which choices were most effective.

Step 7 – Adding Actions, Sounds and Music

Learning objectives:

1. Explore using actions, voices and sound effects
2. Select effects that support meaning

Teaching sequence:

1. Explore sound effects for wind, ice, animals.
2. Try body percussion or simple instruments.
3. Small groups perform the model poem using sound/actions.
4. Evaluate which additions improved the performance.

Step 8 – Planning a Free Verse Poem

Learning objectives:

1. Organise related ideas into verses
2. Select vocabulary for effect

Activity:

Choose a nature theme;

Plan vocabulary;

Draft and improve an independent haiku

Assessment Focus: Applies structure and imagery

Step 8 – Exploring Tanka

Learning Objective: To explain the pattern of a tanka.

Activity:

Annotate a model tanka

Write a shared class tanka

Assessment Focus: Explains differences between forms

Step 9 – Kennings: Playing with Nouns

Learning Objective: To write kennings using nouns and alliteration.

Activity:

Guess the object from example kennings

Write own kennings for animals, weather or objects

Assessment Focus: Creates kennings using nouns effectively

Step 10 – Final Writing and Performance

Learning Objective: To draft, improve and perform my poetry.

Activity:

Edit poems using success criteria

Perform poems or contribute to a class anthology

Assessment Focus: Meets form conventions; Uses sound devices and imagery;

Explains choices verbally

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| | <p>Teaching sequence:</p> <ol style="list-style-type: none"> 1. Revisit word banks, similes, sound phrases. 2. Model planning a poem with verses (e.g. landscape / animals / feelings). 3. Children plan their poems using a verse planner. <p>Step 9 – Drafting and Improving</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Write a free verse poem using imagery and sound 2. Improve word choices for impact <p>Teaching sequence:</p> <ol style="list-style-type: none"> 1. Independent drafting. 2. Peer response focusing on images created. 3. Teacher conferencing. 4. Children edit and redraft. <p>Step 10 – Performance and Reflection</p> <p>Learning objectives:</p> <ol style="list-style-type: none"> 1. Perform a poem confidently 2. Reflect on how language and performance create images <p>Activities:</p> <ol style="list-style-type: none"> 1. Perform individually or in groups 2. Optional recording or class “polar poetry performance” 3. Reflect orally or in writing | |
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Deepening Understanding:

- Demonstrates application of writing composition, appropriate grammatical devices and accurate spelling within an increasingly wide range of writing across different areas of the curriculum that include some detail to engage readers' interest.
- Writes willingly and enjoys writing.
- Evaluates own writing, including composition, grammar, punctuation and spelling, and makes changes that improve the effect upon the reader.
- Applies grammatical, punctuation and spelling knowledge across different types of writing, choosing some different tools for a chosen effect.
- Begins independently to identify new spelling and grammatical rules, including when these rules are broken and starts to apply these to words and sentences.
- Begins to develop a writer’s voice and uses an increasing range of vocabulary, starting to select some words for effect.