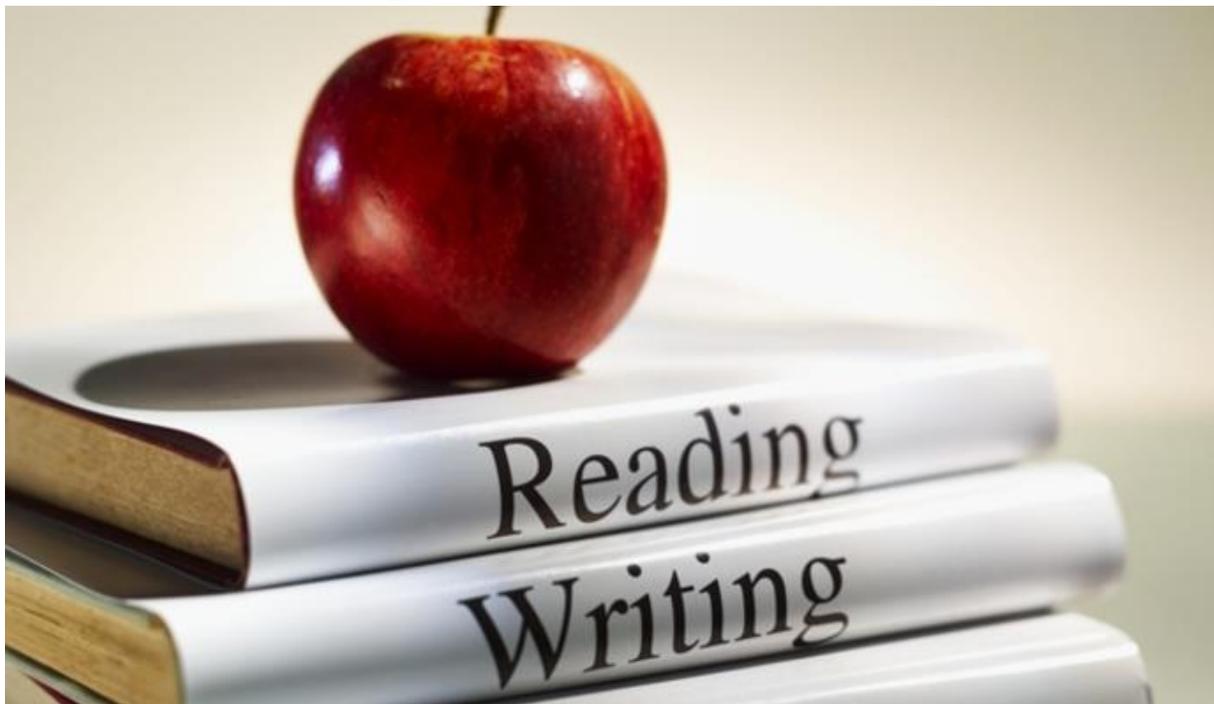




Bugle School

Aspire Academy Trust



English Curriculum





English Curriculum

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English Overview - Year 1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Writing Genres	1 Fiction: quest, losing and finding tale	1 Non-Fiction: Non-Chronological text including a riddle	1 Non-Fiction: Non-Chronological report with captions and labels	1 Fiction: Thank you story	1 Fiction: story	1 Poetry
		2 Poetry: Performance	2 Fiction: Re-write Traditional Tale	2 Non-Fiction: Instructions	2 Non-Fiction: Information Book	2 Non-Fiction: Information Text	2 Fiction: Rhyming Sentences
	Core Text	1 <i>Augustus and His Smile</i> by Catherine Rayner	2 <i>Reptiles</i> by Angela Royston	1 <i>Chinese New Year</i> by Grace Jones	1 <i>Splat says Thank You</i> by Rob Scotton	1 <i>Traction Man is Here</i> by Mini Grey	1 <i>The Train Ride</i> by June Crebbin
		2 <i>What I Like! Poems for the Very Young</i> by Gervase Phinn	2 <i>Little Red Riding Hood</i> (Nosy Crow; illustrated by Ed Bryan)	2 <i>Grow Your Own Lettuce</i> by Helen Lanz	2 <i>Hot and Cold</i> by Terry Jennings and Honor Head	2 <i>Creature Features</i> by Natasha Durley	2 <i>Oi Frog!</i> by Kes Gray
	Grammar	1 Capital letters for names and pronouns, full stops; Sequencing sentences; Co-ordination (and)	1 Join words and join sentences using and Begin to punctuate sentences with a capital letter and a full stop, question mark or exclamation mark	1 Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; Using a capital letter for names of people, places, days of the week and the personal pronoun 'I'	1 Join words and join sentences using 'and'; Begin to punctuate sentences with a capital letter and a full stop; How the prefix un- changes the meaning of verbs and adjectives (negation, for example unkind, or undoing: untie the boat).	1 Learn how words can combine to make sentences; Recognise sentence boundaries in spoken sentences; Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	1 Begin to punctuate sentences using a capital letter and question mark; Use a capital letter for the personal pronoun I. Understand prepositions including between, on top of, afterwards, across
		2 Leave spaces between words; Regular plural noun suffixes -s or -es (for example, dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.	2 Finger spaces; Co-ordination (and); Capital letters, names and pronouns, full stops, exclamation /question marks; Nouns, adjectives, suffix -ed	2 Leave spaces between words. Begin to punctuate sentences with a capital letter and a full stop	2 Leaving spaces between words; Joining words and joining clauses using and; Combining words to make sentences; Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark; Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'	2 Leaving spaces between words; Joining words and joining sentences using 'and'; Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark; Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	2 Capital letters, full stops, exclamation/question marks; Co-ordination (and), Finger spaces, Combine words to make sentences

English Overview - Year 2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Writing Genres	1 Fiction: Narrative	1 Non-Fiction: Instructions	1 Non-Fiction: Information Text	1 Non-Fiction: Non-Chronological Report	1 Fiction: Narrative	1 Non-Fiction: Biography
		2 Non-Fiction: Information Text	2 Fiction: Instructions	2 Fiction: Narrative	2 Poetry	2 Fiction: Narrative	2 Poetry
	Core Text	1 <i>Knock, Knock Open the Door</i> by Michaela Morgan	1 <i>How to Wash a Woolly Mammoth</i> by Michelle Robinson	1 <i>This is How we do it</i> by Matt Lamothe	1 <i>Penguins</i> by Emily Bone	1 <i>Mixed Up Fairytales</i> by Hilary Robinson	1 <i>Amelia Earhart</i> by Isabel Sanchez
		2 <i>Knights</i> by Annabelle Lynch	2 <i>How to Catch Santa</i> by Jean Reagan	2 <i>Fatou Fetch the Water</i> by Neil Griffiths	2 <i>I Love Bugs!</i> by Emma Dodd	2 <i>The Disgusting Sandwich</i> by Gareth Edwards	2 <i>On the Road</i> by Susan Steggall
	Grammar	1 Co-ordination (using and, or, but); Use capital letters and full stops, question marks or exclamation marks to demarcate sentences; Formation of adjectives using suffixes such as -ful, -less.	1 Learn how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks and question marks; Use of -ly in standard English to turn adjectives into adverbs	1 Learning how to use both familiar and new punctuation correctly including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive; Using expanded noun phrases; Using the present tense correctly	1 Use the present and past tense correctly. Use subordination (using when, if, that or because) Use of the suffixes -er, -est in adjectives	1 Learning how to use punctuation correctly including full stops, capital letters, exclamation marks, question marks; Learning how to use noun phrases; Use the present and past tenses correctly and consistently	1 Use the present and past tenses correctly and consistently including the progressive form; Subordination (using 'when', 'if', 'that', or 'because') and co-ordination (using 'or', 'and', or 'but')
		2 Leave spaces between words. Use capital letters and full stops, question marks or exclamation marks to demarcate sentences	2 Use punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular); Use sentences with different forms: statement, question, exclamation, command; Use expanded noun phrases to describe and specify; Understand subordination and co-ordination	2 Using question marks and exclamation marks; Learn how to use expanded noun phrases to describe and specify	2 Develop their understanding of the concepts set out in English Appendix 2 by: expanded noun phrases to describe and specify; Formation of nouns using suffixes such as -ness, -er and by compounding (for example, whiteboard, superman)	2 Expand noun phrases to describe and specify ; Show correct choice and consistent use of tense throughout writing	2 Learning how to use punctuation correctly including full stops, capital letters, exclamation marks, question marks; Learning how to use noun phrases; Use the present and past tenses correctly and consistently

English Overview - Year 3

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Writing Genres	1 Fiction: Narrative-Story	1 Non-Fiction: Information Text- Riddle	1 Fiction: Narrative-Story different viewpoint.	1 Fiction: Narrative-Story	1 Fiction: Narrative-Story	1 Fiction: Narrative-Story Wordless
		2 Non-Fiction: Instructions and Explanatory Text	2 Poetry	2 Recount	2 Non-Fiction: Information Text	2 Poetry	2 Biography
	Core Text	1 <i>The Beasties</i> by Jenny Nimmo,	1 <i>Book of Bones: 10 Record-breaking Animals</i> by Gabrielle Balkan and Sam Brewster	1 <i>Paddington Goes to Town</i> by Michael Bond	1 <i>Mimi and the Mountain Dragon</i> by Michael Morpurgo	1 <i>Cinderella of the Nile</i> by Beverley Naidoo	1 <i>Chalk</i> by Bill Thomson
		2 <i>Marvin and Milo</i> by physics.org	2 <i>Carry Me Away</i> by Matt Goodfellow	2 <i>Beatrice's Dream: Life in an African Slum</i> by Karen Lynn Williams	2 <i>Everest</i> by Sangma Francis and Lisk Feng	2 <i>A River</i> by Marc Martin	2 <i>Alexander Calder</i> by Patricia Geis
	Grammar	1 Extend the range of sentences with more than one clause by using a wider range of conjunctions; Formation of nouns using a range of prefixes; The grammatical difference between plural and possessive s	1 Extend the range of sentences with more than one clause by using a wider range of conjunctions; Possessive apostrophe; Appropriate use pronoun or noun	1 Extend the range of sentences with more than one clause; Use adverbs; Use and punctuate direct speech; Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).	1 Extend the range of sentences with more than one clause; Use and punctuate direct speech; Adverbials time, place, cause Word families based on common words, showing how words are related in form and meaning	1 Present perfect form of verbs; Using conjunctions, adverbs, and prepositions to express time, place and cause; Fronted adverbials	1 Extend the range of sentences with more than one clause; Appropriate choice of pronoun or noun; Creating noun phrases modified by a prepositional phrase; Adverbials time, place, cause; Use and punctuate direct speech
		2 Conjunctions expressing time, place and cause	2 Noun phrases expanded by adjectives, nouns and preposition phrases; Use of the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	2 Extend the range of sentences with more than one clause; Adverbials; Use and punctuate direct speech	2 Present perfect form of verbs; Appropriate use pronoun or noun; Noun phrases expanded by adjectives; Nouns and preposition phrases	2 Extending the range of sentences with more than one clause; Choosing nouns or pronouns accurately; Using conjunctions, adverbs and prepositions to express time, place and cause; Fronted adverbials	2 Express time, place and cause using conjunctions, adverbs and/ or prepositions; Fronted adverbials with commas

English Overview - Year 4

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Writing Genres	1 Fiction: Narrative-Story	1 Fiction: Narrative-Quest	1 Fiction: Narrative-Story Information Text, Poem	1 Non-Fiction: Letter	1 Fiction: Narrative-Story	1 Fiction: Narrative-Story- Myth
		2 Non-Fiction: Chronological and Non-Chronological Reports	2 Poetry	2 Non-Fiction: Persuasive Charity Letter	2 Poetry: Performance and Write	2 Poetry: Performance	2 Non-Fiction: Information Text
	Core Text	1 <i>The Paperbag Prince</i> by Colin Thompson	1 <i>Arthur and the Golden Rope</i> by Joe Todd Stanton	1 <i>Dragons</i> by David Passes	1 <i>Ask Dr K Fisher About Animals</i> by Claire Llewellyn	1 <i>Grendel: A Cautionary Tale About Chocolate</i> by David Lucas	1 <i>Myth Atlas</i> by Thiago Di Moraes
		2 <i>How to Invent</i> by Lynn Huggins-Cooper	2 <i>Paint Me a Poem</i> by Grace Nichols	2 <i>Persuasive Letter</i> by RSPB	2 <i>Poetry Pie</i> by Roger McGough	2 <i>The Works</i> by Various authors	2 <i>An anthology of intriguing animals</i> by Ben Hoare
	Grammar	1 Fronted adverbials; Expanded noun Phrases	1 Commas after fronted adverbials; Plural possessive apostrophe; Direct speech	1 Expanded noun phrases; Commas after fronted adverbials; Expressing time, place and cause using adverbs	1 Extend range of sentences with more than one clause	1 Direct speech; Standard English	1 Using a wider range of conjunctions; Choosing nouns or pronouns accurately; Possessive apostrophe
		2 Commas after fronted adverbials; Expanded noun phrases	2 Expanded noun phrases	2 Expanded noun Phrases; Commas after fronted adverbials; Expressing time, place and cause using adverbs	2 Formation of nouns using a range of prefixes Use of the forms a or an according to whether the next word begins with a consonant or a vowel	2 Word families based on common words, showing how words are related in form and meaning Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).	2 Extending the range of sentences; Choosing nouns or pronouns accurately

English Overview - Year 5

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Writing Genres	1 Fiction: Overcoming the Monster Narrative	1 Non-Fiction: Instructions	1 Fiction: Extended Narrative	1 Fiction: Traditional Tale	1 Fiction: Narrative-Story	1 Fiction: Narrative-Story
		2 Non-Fiction: Chronological Report	2 Poetry: Based on a Film	2 Non-Fiction: Short Report/Collective Nouns	2 Non-Fiction: Biography	2 Non-Fiction: Non-Chronological Report	2 Poetry: Haiku
	Core Text	1 <i>Beowulf</i> by Kevin Crossley-Holland	1 <i>Jungle Survival Handbook</i> by Jen Green	1 <i>Kensuke's Kingdom</i> by Michael Morpurgo	1 <i>Inside the Villains</i> by Clotilde Perrin	1 <i>Flood</i> by Alvaro F. Villa	1 <i>Story Path UKS2</i> by Kate Baker
		2 <i>Survival at 40 °C Above</i> by Debbie S. Miller	2 <i>The Call</i> by Charlotte Mew	2 <i>A Drove of Bullocks</i> by Patrick George	2 <i>Everest</i> by Alexandra Stewart	2 <i>Dragonology</i> by Dugald Steer	2 <i>Earth Verse</i> by Sally M Walker
	Grammar	1 Use semi-colons to mark boundaries between clauses; Use hyphens to avoid ambiguity; Expand noun phrases to convey complicated information concisely	1 Link ideas across paragraphs using adverbials of time or tense choices; Indicate degrees of possibility, using adverbs or modal verbs; Use layout devices; Punctuate bullet points	1 Indicate degrees of possibility using adverbs or modal verbs; Link ideas across paragraphs using adverbials of time, place and number or tense choices; Use brackets, dashes or commas to indicate parenthesis; Link ideas across paragraphs using a wider range of cohesive devices; Use dashes to mark the boundary between independent clauses; Use colons in lists	1 Recognising vocabulary and structures for formal speech and writing; Using commas to clarify meaning or avoid ambiguity in writing; Using brackets, dashes or commas to indicate parenthesis; Using semi-colons, colons or dashes between independent clauses; Link ideas across paragraphs using adverbials of time, place and number; Grammatical connections; Layout devices	1 Passive verbs to affect the presentation of information in a sentence; Expanded noun phrases; Relative clauses; Using commas to clarify meaning; Using hyphens to avoid ambiguity	1 Modal verbs or adverbs to indicate degrees of possibility; Relative clauses; Commas to clarify meaning or avoid ambiguity Converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify). Verb prefixes (for example, dis-, de-, mis-, over- and re-)
		2 Use expanded noun phrases to convey complicated information; Use relative clauses relative pronoun to include additional, descriptive detail; How words are related by meaning as synonyms and antonyms	2 Use expanded noun phrases; Using commas to clarify meaning or avoid ambiguity; Using layout devices to structure text	2 Use commas to clarify meaning or avoid ambiguity in writing; Use expanded noun phrases to convey complicated information concisely	2 Formal speech and writing; Passive verbs; Using expanded noun phrases; Modal verbs or adverbs; Relative clauses; Commas to clarify; Devices to build cohesion; Adverbials of time, place and number or tense choices; Grammatical connections; Layout devices	2 Expanded noun phrases; brackets, dashes or commas to indicate parenthesis; Formal speech and writing, including the subjunctive; Use organisational and presentational devices to structure text and to guide the reader	2 Expanded noun phrases; Relative clauses; Hyphens to avoid ambiguity; Devices to build cohesion within a paragraph

English Overview - Year 6

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Writing Genres	1 Fiction: Narrative-Story	1 Non-Fiction: Vocabulary	1 Poetry	1 Fiction: Narrative-Story	1 Fiction: Narrative-Story	1 Poetry
		2 Non-Fiction: Biography	2 Fiction: Narrative-Story	2 Non-Fiction: Information Text	2 Non-Fiction: Diary	2 Non-Fiction: Explanation Text	2 Fiction: Letters
	Core Text	1 <i>The Tear Thief</i> by Carol Ann Duffy	1 <i>Dictionary of Difficult Words</i> by Jane Solomon	1 <i>Where my Wellies Take Me</i> by Michael & Clare Morpurgo	1 <i>Chitty Chitty Bang Bang and the Race Against Time</i> by Frank Cottrell Boyce	1 <i>Straw into Gold</i> by Hilary McKay	1 <i>Is this a poem?</i> by Roger Stevens
		2 <i>Charles Dickens</i> by Mick Manning	2 <i>Spanish Lotto Christmas Advert</i> by Advert 2015	2 <i>Are Human's damaging the atmosphere?</i> by Catherine Chambers	2 <i>My Secret War Dairy</i> by Marcia Williams	2 <i>Stuff You Should Know!</i> by John Farndon	2 <i>The Day the Crayons Quit</i> by Drew Daywalt
	Grammar	1 Revision: Linking ideas across paragraphs using adverbials of time place and cause; commas after fronted adverbials; Expand noun phrases by modifying adjectives, nouns and prepositional phrases	1 Formal speech and writing; Semi-colons, colons or dashes to mark boundaries between independent clauses; Layout devices (e.g. headings, subheadings, columns, bullets) How words are related by meaning as synonyms and antonyms	1 Semi-colons, colons or dashes to mark boundaries between independent clauses; Relative clauses beginning with who, which, where, when, whose and that, or with an implied (i.e. omitted) relative pronoun	1 Formal speech and writing; Passive verbs to affect the presentation of information in a sentence; Perfect form of verbs; Expanded noun phrases; Relative clauses; Brackets to indicate parenthesis	1 Grammatical connections (for example, the use of adverbials); Devices to build cohesion within a paragraph; Using commas to clarify meaning or avoid ambiguity in writing; Indicating degrees of possibility using modal verbs (for example, might, should, will, must) AND using adverbs (for example, perhaps and surely)	1 Using commas to clarify meaning or avoid ambiguity in writing; Hyphens, brackets, dashes or commas to indicate parenthesis; Semi-colons, colons or dashes; Converting nouns or adjectives into verbs using suffixes (for example, -ate, -ise, -ify). Verb prefixes (for example, dis-, de-, mis-, over- and re-)
		2 Devices to build cohesion; Brackets, dashes or commas to indicate parenthesis; Commas; Informal and formal speech and writing; Link ideas across paragraphs; Semi-colons and dashes; Use semi-colons within lists	2 Use the perfect form of the verb to mark relationships of time and cause; Revision: Extend the range of sentences with more than one clause (Y4)	2 Formal speech and writing; Using passive verbs; Relative clauses; Using devices to build cohesion within a paragraph; Linking ideas across paragraphs; Using layout devices	2 Brackets, dashes or commas for parenthesis and to mark boundaries between independent clauses; Informal speech and structures appropriate for formal writing.	2 Relative clauses; Using passive verbs; Commas to clarify meaning or avoid ambiguity; Grammatical connections (e.g. adverbials such as <i>on the other hand, in contrast, as a consequence</i>) and ellipsis;	2 Use commas to clarify meaning or avoid ambiguity in writing; Use brackets, dashes or commas to indicate parenthesis

Overview of Writing Purposes Keystage 1

Year	Term	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
1	1	Quest – Losing and Finding Poetry: Performance			Poetry: Performance
	2	Re-write known traditional tale	Non-Chronological report including a riddle		
	3		Non-Chronological report including captions and labels Instructions		
	4	Narrative- Thank you story	Information Book		
	5	Narrative - story	Information Text		
	6	Rhyming sentences			Poetry Rhyming Sentences
2	1	Narrative	Information Text		
	2	Instructions	Instructions		
	3	Narrative - story	Information Text		
	4		Non-Chronological Report		Poetry
	5	Narrative- Story Narrative- Story			
	6		Biography		Poetry

Overview of Writing Purposes Keystage 2

Year	Term	Writing to entertain	Writing to inform	Writing to persuade	Writing to discuss
3	1	Narrative-Story	Information Text Instructions Explanation Text		
	2		Information Text- Riddle format		Poetry
	3	Narrative-different viewpoint	Recount		
	4	Narrative-Story	Information Text		
	5	Narrative-Story			Poetry
	6	Narrative-Story - Wordless	Biography		
4	1	Narrative-Story	Non-Chronological & Chronological Report		
	2	Narrative-Story			Poem
	3	Narrative-Story	Information Text	Charity Letter	Poem
	4		Letter		Performance Poem
	5	Narrative-Story Performance Poem			
	6	Myth	Information Text		
5	1	Story- Overcoming the Monster	Chronological Report		
	2		Instructions		Poem based on a film
	3	Extended Narrative	Short Report		
	4	Traditional Tale	Biography		
	5	Narrative-Story	Non-Chronological Report		
	6	Narrative-Story			Haiku Poem
6	1	Narrative-Story	Biography		
	2	Narrative-Story	Vocabulary		
	3		Information Text		Poem
	4	Narrative-Story	Diary		
	5	Narrative-Story	Explanation Text		
	6			Letters	Poem

Progression in Writing Composition

Rec/ELG	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Write simple sentences which can be read by themselves and others (Part of ELG)		Contexts for Writing Writing narratives about personal experiences and those of others (real and fictional) writing about real events; Writing poetry; Writing for different purposes	Contexts for Writing Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Contexts for Writing Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own; In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
	Planning Saying out loud what they are going to write about; Composing a sentence orally before writing it	Planning Planning or saying out loud what they are going to write about	Planning Discussing and recording ideas; Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Planning Noting and developing initial ideas, drawing on reading and research where necessary
	Drafting Sequencing sentences to form short narratives; Re-reading what they have written to check that it makes sense	Drafting Writing down ideas and/or key words, including new vocabulary Encapsulating what they want to say, sentence by sentence	Drafting Organising paragraphs around a theme; In narratives, creating settings, characters and plot; In non-narrative material, using simple organisational devices	Drafting Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action; Précising longer passages; Using a wide range of devices to build cohesion within and across paragraphs; Using further organisational and presentational devices to structure text and to guide the reader
	Editing Discuss what they have written with the teacher or other pupils	Editing Evaluating their writing with the teacher and other pupils; Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form; Proofreading to check for errors in spelling, grammar and punctuation	Editing Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences; Proofread for spelling and punctuation errors	Editing Assessing the effectiveness of their own and others' writing; Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; Ensuring the consistent and correct use of tense throughout a piece of writing; Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proofread for spelling and punctuation errors
	Performing Read their writing aloud clearly enough to be heard by their peers and the teacher.	Performing Read aloud what they have written with appropriate intonation to make the meaning clear	Performing Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Performing Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Progression in Grammar

Rec/ELG	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Write simple sentences which can be read by themselves and others (Part of ELG)	<p>Sentence Structure How words combine to make sentences.</p> <p>Joining words and joining clauses using and.</p>	<p>Sentence Structure Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Sentence Structure Expressing time, place and cause using conjunctions (for example, when, before, after, while, so, because). using adverbs (for example, then, next, soon, therefore) or prepositions (for example, before, after, during, in, because of).</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (e.g. when, if, because and although)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p> <p>Fronted adverbials (for example, Later that day, I heard the bad news).</p> <p>The grammatical difference between plural and possessive s.</p> <p>Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was).</p>	<p>Sentence Structure Use of the passive to affect the presentation of information in a sentence (for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, find out – discover; ask for – request; go in – enter). including the subjunctive.</p>
	<p>Text Structure Sequencing sentences to form short narratives.</p>	<p>Text Structure Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, she is drumming, he was shouting).</p>	<p>Text Structure Introduction to paragraphs as a way to group related material</p> <p>Heading and sub-headings to aid presentations</p> <p>Use of the present perfect form of verbs instead of the simple past (for example, He has gone out to play contrasted with He went out to play).</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>Text Structure Linking ideas within and across paragraphs using a range of cohesive devices such as adverbials of time (for example later), place (for example, nearby) and number (for example, secondly); using tense choices (for example, he had seen her before).</p> <p>Grammatical connections (for example, the use of adverbials such as on the other hand, in contrast, as a consequence).</p> <p>Layout devices such as headings, sub-headings, columns, bullets and tables to structure text</p> <p>Indicating degrees of possibility using adverbs (for example, perhaps and surely) and using modal verbs (for example, might, should, will, must).</p>

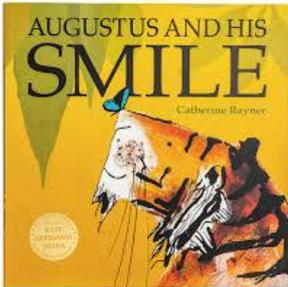
Progression in Punctuation

Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p>Punctuation Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and for the personal pronoun I.</p>	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark singular possession in nouns (for example, the girl's name).</p>	<p>Punctuation Introduction to inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark singular and plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>Punctuation Use of the semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Punctuation of bullet points to list information</p>

Year 1 Autumn 1

Core Text

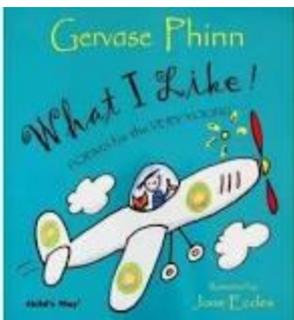
Writing



Augustus and his smile
Catherine Rayner

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Rereading what they have written to check that it makes sense



What I Like!
Poems for the Very Young
by Gervase Phinn

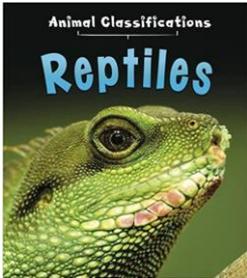
- Say out loud what they are going to write.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction - Quest	Poetry
Learned text	<i>Augustus and his Smile</i>	<i>Noises Poem – Forest stanza</i>
Structural overview	Tiger is sad because he's lost his smile. He sets off: HUGE stretch. Looks in different places: He finds it under his nose. Realises he hadn't lost it at all.	<i>Noises</i> Noises in the forest Animal and verb
Shared text	Lucas is sad because he's lost his roar. He sets off: HUGE yawn. Looks in different places: He finds it when he gets angry. Realises he hadn't lost it at all.	Noises in the playground Visit the playground, perhaps in groups, and record the noises that you can hear. List as many as possible. From the noises heard, create a list of words ending in -ing (e.g. laughing, creaking, chattering) and make a long list of them (far more than pupils can use). Match them to people and things
Independent Write	Change the main animal and what he has lost. Change places he looks and how/where he finds it. Realises he hasn't lost it at all.	Pupils choose their own places to go and listen to the noises. Create lists of nouns and -ing words that they can hear.

Year 1 Autumn 2

Core Text

Writing



Reptiles
by Angela
Royston

Write sentences by:

- Saying out loud what they are going to write about
- Sequencing sentences to form short narratives and non-fiction texts
- Rereading what they have written to check that it makes sense



Little Red Riding Hood (Nosy Crow;
illustrated by Ed
Bryan)

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense.

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction	Traditional Tale
Learned text	First Page from <i>Reptiles</i> and 'Lizards' page	<i>Little Red Riding Hood</i>
Structural overview	This book is about reptiles Introduction What they do How they behave How these characteristics are different from other groups of animals	LRRH is asked to take a basket of food to her poorly grandmother She travels through the woods and meets the BBW LRRH collects flowers, acorns and honey in the wood for G LRRH arrives at G's cottage and finds the BBW in G's bed LRRH uses the flowers, acorns and honey to get rid of the BBW, who runs away They all live happily ever after
Shared text	A group of animals linked to Science topic of 'Animals including humans'	Change what LRRH takes, goes through forest. Change what she collects. Change what happens to BBW.
Independent Write	Pupils choose their own category to write about. Collect images and label them with noun phrases.	Change setting and objects collected.

Year 1 Spring 1

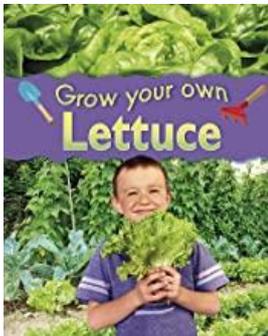
Core Text

Writing



Chinese New Year by Grace Jones

- Punctuate some sentences accurately with capital letters and full stops
- Saying out loud what they are going to write about



Grow Your Own Lettuce by Helen Lanz

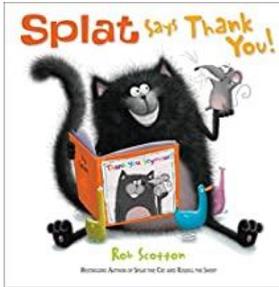
- Write a sequence of sentences detailing what needs to be done
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction	Non-Fiction
Learned text	What is Chinese New Year?' and 'Festival Food' pages	<i>Grow Your Own Lettuce</i>
Structural overview	<p>What is Chinese New Year? Held in spring, eat festive foods, set off fireworks, dance</p> <p>Festive food: special food, what some of the food is made from</p> <p>Gifts: money in red envelopes for good luck, oranges, chocolate and candles</p> <p>The dragon dance: make dragon masks, performers move the dragon, scares away evil spirits and brings good luck</p>	<p>Title – 'Grow Your Own Lettuce'</p> <p>Be prepared – what do you need?</p> <p>Set the scene and give information about the seeds and when they can be sown.</p> <p>Don't forget the top tip about not sowing too thickly.</p> <p>The steps to take numbered, or use words to order: Fill pot, Sow seed, Put somewhere</p> <p>Final point – reminding the reader about how they can make pots from newspaper or other materials.</p>
Shared text	Have a shared experience of a festival as a whole class. Share the photographs. Write with sub-headings	Title Grow Your Own ...New plant linked to Science <i>Plants</i> and DT <i>Cooking</i> What you need/ Set the scene/ Top tip/ steps to take/Final point
Independent Write	As a class, pupils create and hold their own festival, inviting members of the school	Children choose which plant to write about

Year 1 Spring 2

Core Text

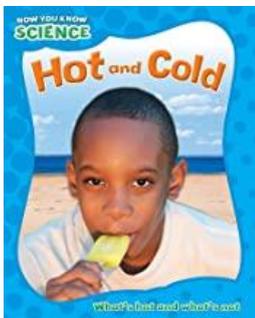
Writing



Splat says Thank You
by Rob Scotton

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives



Hot and Cold
by Terry Jennings and Honor Head

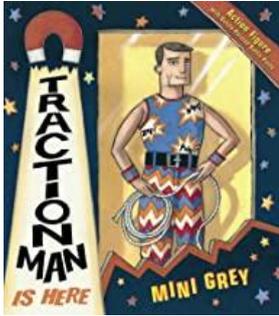
- Write sentences by saying out loud what they are going to write about
- Write sentences by composing a sentence orally before writing it
- Discuss what they have written with the teacher or other pupils

	Writing Information	
	Unit 1	Unit 2
Genre	Narrative	Non-Fiction Information Text
Learned text	<i>Splat says Thank You</i>	Pages 'The Right Clothes', 'Food and Drink', 'Melting' and 'Freezing'
Structural overview	Splat worried about Seymour. Wasn't feeling well and hadn't smiled all day. Friendship book/ audition for the school play/ Learn my lines. Seymour sneezed/ fix the broken ornament/ get my toe out of the tap/ Gave me a torch/Woke me/ Makes playing fun/ Seymour hiccupped/ space cats never give up. Kept secret. Made me feel better when someone gave Kitten a bigger Valentine's card. Made my sister smile when she was ill. Made me smile when I was ill. Thank you!	<u>Candle</u> : when..., runny = melting, when...cools = hard Photo with caption : wax runs down the candle, label : melted wax <u>Chocolate</u> : If... soft and runny Photo with caption : melted chocolate used as a dip <u>Water</u> if...turns to ice = freezing freezer Photo and caption : an ice cube is frozen water, used in drinks, Question : what happens after a while? <u>Weather</u> : when...water can freeze. Photo and caption : pond frozen so ducks can't swim
Shared text	MTAs worked hard/ played with those left out/ found lost tennis ball. No day off sick. Bandaged up our knees/Found us friends/ Always busy/ told jokes/Christmas panto/told mums when we had done something good. Thanks	Science link to Seasons. What happens when weather is hot? Clothes/ Activities
Independent Write	Pupils identify who they would like to write their own thank-you book for.	Science link to Seasons. What happens when weather is cold? Clothes /Activities

Year 1 Summer 1

Core Text

Writing



Traction Man is Here by Mini Grey

- Learn how words can combine to make sentences
- Sequence sentences to form short narratives



Creature Features by Natasha Durley

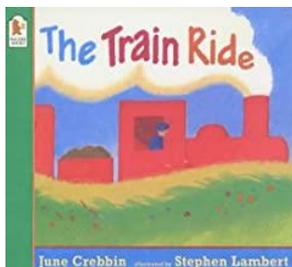
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives (information)
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction – Story based on a toy	Non-Fiction Information Text
Learned text	<i>Traction Man is Here</i> whole story (excluding the speech sections)	Learn and remember one of the pages from <i>Creature Features</i>
Structural overview	<p>Boy is given Traction Man as a present. He has a series of adventures.</p> <p>Bedroom: Defeating evil pillows by using his rocket boots.</p> <p>Kitchen: Searching for lost wreck of the sieve; Attacked by poisonous dishcloth; Saved by scrubbing brush who becomes his sidekick.</p> <p>Garden: Saving the dollies; Buried by wicked Professor Spade; Ties the spade up with his string.</p> <p>Bathroom: Rescues the scrubbing brush; Toes capture the scrubbing brush; Traction Man tickles the feet and toes let go of the scrubbing brush; Traction Man and scrubbing brush relax on the carpet. New danger approaches: shark scissors...</p>	<p>Introduction</p> <p>Questions 'Can you see.....?'</p> <p>Commands 'Watch out for those teeth' 'Charge!' 'Watch out below'</p> <p>Pictures / labels</p> <p>One feature / One page</p>
Shared text	New adventures that Traction Man could have in school.	Modelled example of a 'Toy through Time'
Independent Write	Change toy Change setting	Change Toy (their own toy). Describe features

Year 1 Summer 2

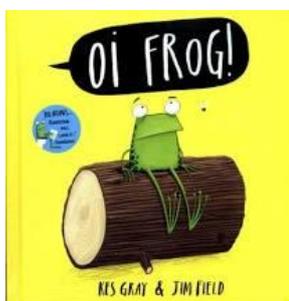
Core Text

Writing



The Train Ride
by June Crebbin

- Say out loud what they are going to write about.
- Compose a sentence orally before writing it.
- Sequence sentences to form short narratives.
- Reread what they have written to check it makes sense.



Oi Frog!
By Kes Gray

Write sentences by:

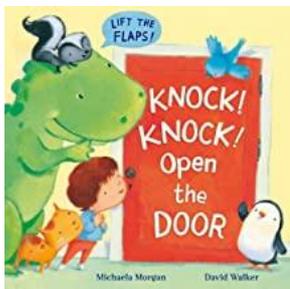
- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narrative

	Writing Information	
	Unit 1	Unit 2
Genre	Poetry - a 'journey' story with a clear sequence of events	Fiction – Rhyming sentences
Learned Text	<i>The Train Ride</i>	<i>Oi Frog!</i>
Structural overview	Station in town. Travel through the countryside/sheep and cows in the fields. Mare and foal up on the hill. Farm down a bumpy road. Tractor. Ticket collector smiling. Through a tunnel my reflection. Gaggle of geese strutting about. Hot-air balloon over the treetops. Coast; lighthouse, the sand; sea. I meet Grandma.	Sit on a log Frog! But ...Frog doesn't want to because it is knobbly and uncomfortable, and it gives you splinters. 'I don't care,' said cat. Frog asks to sit on the mat/ Only cats sit on mats. 'What about a chair?'/Hares sit on chairs.
Shared text	Bus journey. Bus stop. The town, People mending the road. Children playing on the swings. Ice-cream van in the park. Busy shops and streets. Bus driver shouting out of the window. Bridge. I see ... underneath. Roundabouts and traffic lights. Aeroplane landing. Arrive at Meet my friend.	Oi Rat! Wear a hat! But I don't want to wear a hat because it is too big and floppy and it covers my eyes. 'I don't care,' said ... Rat asks to wear a coat. Only goats wear coats
Independent Write	Change vehicle, change journey, change what they see, change destination, change who they meet.	Pupils create their own version of Oi Frog! They can choose the starting animal from the list of matching pairs already generated or come up with a new one.

Year 2 Autumn 1

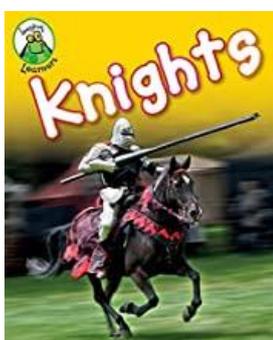
Core Text

Writing



*Knock, Knock
Open the Door* by
Michaela Morgan

- Write sentences by saying out loud what they are going to write about.
- Compose sentences orally before writing them.
- Reread what they have written to check that it makes sense.



Knights by
Annabelle
Lynch

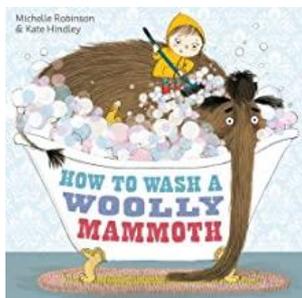
- Say out loud what they are going to write about.
- Sequence sentences.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction Knock Knock style questions/ riddles	Non-Fiction Information book about a role /job
Learned text	<i>Knock, Knock Open the Door</i>	
Structural overview	Knock! Knock! Who's there? Different characters knock at the door: Spotty cat: funny Polar bear: cuddly etc. Doorbell rings: Who's there? New baby All the characteristics of baby: You're cuddly and you're cute. You're smelly and you're noisy.	What was a knight? Becoming a knight Into battle Armour Weapons Jousting Chivalry Crusades
Shared text	Knock! Knock! (Dad) Knock! Knock! Who's there? Elephant: strong Clown: silly Sloth: sleepy etc. Dad home from work	What is a vet? How do you become a vet? Clothing Equipment Helping animals
Independent Write	Pupils choose their own idea from the 'innovate' stage.	Invite a different visitor into school and ask pupils to create their own questions and ask them during the session.

Year 2 Autumn 2

Core Text

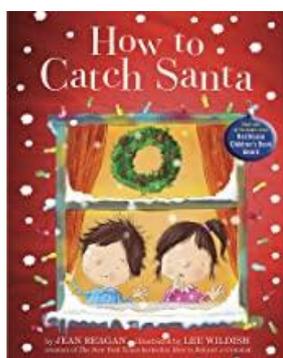
Writing



*How to Wash
a Woolly
Mammoth* by
Michelle
Robinson

Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas/key words, including new vocabulary
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils



*How to Catch
Santa* by Jean
Reagan

Develop positive attitudes towards and stamina for writing by writing for different purposes

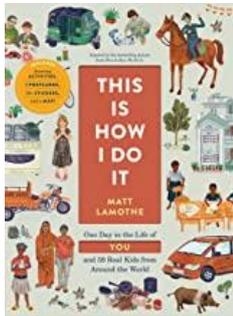
Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

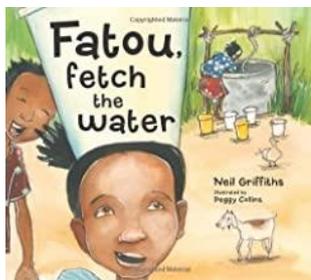
	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction Instructions	Fiction: Instructions
Learned text	<i>How to Wash a Woolly Mammoth</i>	<i>How to Catch Santa</i> – Bare bones
Structural overview	<p>Does your woolly mammoth need a wash? They are big and tricky to clean.</p> <p>Step 1: Fill bath Thirsty mammoth</p> <p>Step 2: Add bubbles</p> <p>Step 3: Add mammoth, broom, spooky mask, skateboard, heavy-duty crane, cake</p> <p>Step 4: Start scrubbing Don't forget ears.</p> <p>Step 5: Wash tummy Be careful!</p> <p>Step 6: Make a splash.</p> <p>Step 7: Shampoo; Be careful not to get any shampoo in the mammoth's eyes.</p> <p>Step 8: You'll need a big trampoline to get them down.</p> <p>Step 9: Have a bath together.</p> <p>Step 10: Snuggle up in towels.</p>	<p>The best time to catch Santa</p> <p>Questions to ask Santa when you catch him</p> <p>Things you want to tell Santa</p> <p>Things you want to give Santa (picture labelled)</p> <p>Crazy things you shouldn't do to catch Santa</p> <p>Things you could do to catch Santa</p> <p>Things to do just before you go to bed</p>
Shared text	Hairy chimpanzee. Small and hard to hold still. Steps: Fill bath; Add bubbles; Add chimpanzee/bananas/slide/digger truck; Start scrubbing; Wash tummy; Shampoo; Swing down; Have a bath together; Snuggle up together	How to catch a runaway reindeer. What to give the reindeer when they catch it. Picture of a reindeer with labels. Questions; How to catch the reindeer? Commands.
Independent Write	Change animal	Change what they want to catch

Year 2 Spring 1

Core Text



This is How we do it by Matt Lamothe



Fatou Fetch the Water by Neil Griffiths

Writing

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Evaluating their writing with the teacher
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
- Proofreading to check for errors
- Reading aloud what they have written

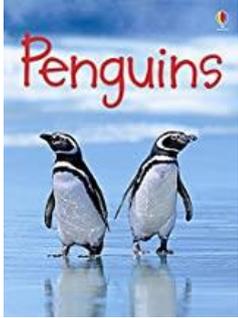
- Planning or saying out loud what they are going to write about
- Encapsulating what they want to say, sentence by sentence
- Rereading what they have written to check it makes sense and that verbs to indicate time are used correctly and consistently

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction Information Text	Fiction story
Learned text	<i>This is How We Do It</i>	<i>Fatou Fetch the Water</i> only include three of the people that call Fatou and give her something.
Structural overview	This is me; This is where I live; This is who I live with; This is what I wear to school; This is what I eat for breakfast; This is how I go to school; This is my teacher; This is how we learn; This is how I spell my name; This is what I eat for lunch; This is how I play; This is how I help; This is how we eat dinner; This is what I do in the evening; This is where I sleep	Fatou is asked to go and get some water in her bucket; Mrs Bojang calls her from the mango tree, gives her onions and thanks her for the dress. Called by Mr Jatta from the bakery Gives her bread and thanks her for shirt; Called by Mr Touray from the bicycle shop. Gives her fish and thanks her for the kaftan. Fatou arrives home and finds she has forgotten the water. Her sister fetched it. Good meal with the food.
Shared text	Same structure Change person to teacher Children do not need to produce a whole text in this section. The aim is to practise writing in the correct tense and adding precise detail.	Chris is asked for pencils from the store cupboard. Mrs ? calls from office. Gives tennis balls and thanks for writing books. Mr ?calls from PE cupboard. Gives bats and thanks for marker pens. Miss ? from dining hall. Apples and thanks for register. Back to class forgot the pencils. Friend has fetched them. Drawing and colouring in at playtime.
Independent Write	Children add themselves to the seven children in the book and write how they live	Change what is fetched, who will fetch it and what they come back with

Year 2 Spring 2

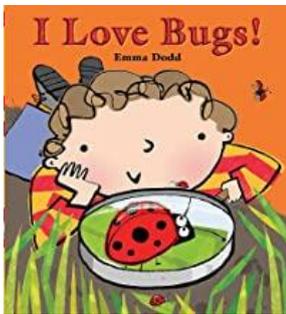
Core Text

Writing



Penguins
by Emily
Bone

- Write for different purposes.
- Plan or say out loud what they are going to write about.
- Evaluate their writing with the teacher and other pupils.
- Proofread to check for errors in spelling, grammar and punctuation.



I Love Bugs!
by Emma
Dodd

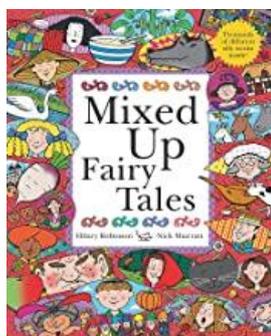
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Re-reading to check that their writing makes sense
- Proofreading to check for errors in spelling, grammar and punctuation
- Read aloud what they have written with appropriate intonation to make the meaning clear

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction non-chronological report	Poetry
Learned text	<i>Penguins</i>	<i>I Love Bugs!</i>
Structural overview	What is a penguin? <ul style="list-style-type: none"> • brief description • unusual fact Super swimmers: <ul style="list-style-type: none"> • intro about how they swim • swim underwater to hunt • dive in and out to reset their wings • leap out of water on to ice • short, smooth feathers to move through water easily Enemies: who are the enemies? how an enemy attacks x2	Big and small, spring, jumpy, leapy; slimy, crawlie creepy; Hard, spiky, spiny; pretty, spotty, shiny; fuzzy, sunny, honey; furry, whirry, funny; brightly-coloured wing; stripy, swipecy sting; whiney buzzy sound; glide-across-the-ground; flouncy, frilly, flutter; silly clitter-clutter; fly-around-the-light; curl-up-tight; Hop and fly and crawl; Best bugs 8 legged scary bugs; hang from the ceiling; send me squealing
Shared text	What is a superhero? <ul style="list-style-type: none"> • brief description • unusual fact Key qualities <ul style="list-style-type: none"> • superpowers Enemies: who are the enemies? how an enemy attacks x2	Break/ Lunch Time Games Video children Create noun phrases Plan structure Design layout

Year 2 Summer 1

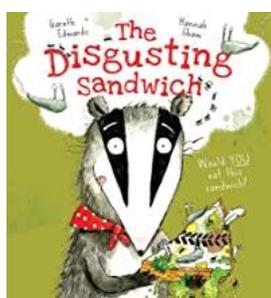
Core Text

Writing



*Mixed Up
Fairytales*
by Hilary
Robinson

- Writing narratives about others
- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
- Proofreading to check for errors in spelling, grammar and punctuation



*The Disgusting
Sandwich*
by Gareth
Edwards

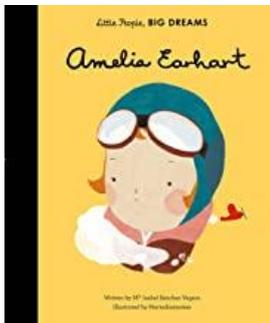
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about, writing down ideas/key words, including new vocabulary
- Encapsulate what they want to say, sentence by sentence
- Make simple revisions by rereading writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction - story	Fiction story
Learned text	Two or three of the 'correct' versions from <i>Mixed up Fairy Tales</i>	<i>The Disgusting Sandwich</i>
Structural overview	Snow White had a jealous stepmother with a talking mirror and moved in with the seven dwarves before being poisoned by an apple. Rapunzel lived in a high stone tower and let down her hair for the prince to climb up.	Badger goes to park for food. Sees boy with peanut-butter sandwich. Girl bumps into boy and drops sandwich in sandpit. Squirrel finds it, takes to her children drops into a pond. Frog finds sandwich but boy on a scooter races past runs over the sandwich. Crow sees the sandwich takes it to her mum in the nest. A plane frightens her and she drops it. Fox finds the sandwich takes it to a lady friend, but drops the sandwich into a pile of feathers and then kicks it into the flower bed. Slugs start to eat it. Badger comes along with a rumbling tummy and eats up all the slugs.
Shared text	Create three-part fairy tales as above. Mix sections and re-write a 'funny' story.	Hungry seagull; girl ice lolly, beach. Trips over bucket/spade. Lolly sand. Crab finds lolly, children argue; floats away Fish finds but swimmer knocks it in the air.
Independent Write	Children choose a fairy tale that they want to write for a mixed-up collection	Change character, change food and change events

Year 2 Summer 2

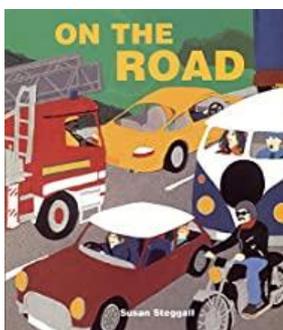
Core Text

Writing



Amelia Earhart by Isabel Sanchez

- Planning or saying out loud what they are going to write about
- Writing down ideas/ key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence.
- Evaluating their writing with the teacher
- Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently
- Proofread for errors in spelling, grammar and punctuation
- Read aloud what they have written with appropriate intonation to make the meaning clear



On the Road by Susan Steggall

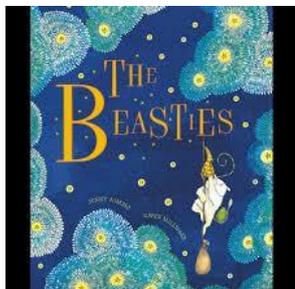
- Write sentences by saying out loud what they are going to write about.
- Compose sentences orally before writing them.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing Information		
	Unit 1	Unit 2
Genre	Non-Fiction Biography	Poetry- Journey to a familiar place
Learned text	<i>Amelia Earhart</i>	<i>On the Road</i>
Structural overview	<p>Amelia dreamed to be able to fly like a bird. She saw planes. Flew in a plane and didn't want to come down, so learned how to fly. Flew higher than any woman. She crossed the ocean and became famous. Dreamed of doing it alone and did. Flew around the world with navigator but disappeared and never returned.</p>	<p>Drive past the garage, under the bridge, around the corner and through the tunnel. See road sweepers, diggers and big tractor trailers. Destination – the seaside</p>
Shared text	<p>Biography of Julia Donaldson Children research fact and organise into text.</p>	A journey around the local environment.
Independent Write	Biography of Queen Elizabeth (or change famous person)	Children choose a walk they want to write about and plot the journey

Year 3 Autumn 1

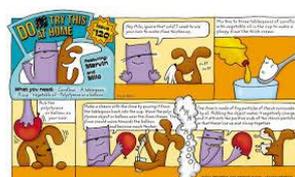
Core Text

Writing



The Beasties by Jenny Nimmo

- Plan writing by discussing similar writing to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions.
- In narratives, create settings, characters and plot.



Marvin and Milo by physics.org

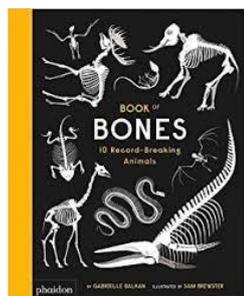
- Discuss writing similar to that which they are writing to understand and learn from its structure, vocabulary and grammar.
- Compose and rehearse sentences orally.
- Assess the effectiveness of their own and others' writing and suggest improvements.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction	Non-Fiction
Learned text	<i>The Beasties</i>	<i>Marvin and Milo</i>
Structural overview	The ring belonged to a faraway king. He guarded the king's treasures. Robbers came to steal them. Ferdinand terrified them away (leapt, roared, breathed fire, flashed razor sharp teeth). King rewarded him by giving him the ring.	*Dependent on experiment chosen Method Explanation Information in cartoon form Information in text form
Shared text	Who does the object belong to? Introduce your beastie. What job does the beastie have? Something terrible happens. The beastie saves the day or is saved. How does the beastie get the object?	Use an experiment that they completed recently. List the subject-specific vocabulary necessary for the experiment/investigation Method to explain how they did it. Explanation to say what happened. Causal conjunctions and time adverbs, to explain what they learnt in detail.
Independent Write	Children choose their own object and answer the same questions as above	Children choose another recent experiment that they have undertaken and decide what should be part of the cartoon and what should be included in the explanation.

Year 3 Autumn 2

Core Text

Writing



**Book of Bones: 10
Record-breaking
Animals by
Gabrielle Balkan
and Sam Brewster**

- Discussing similar writing in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas.
- Draft and write building a varied and rich vocabulary and an increasing range of sentence structures.
- Evaluate and edit
- Proposing changes to grammar and vocabulary
- Proofread for spelling and punctuation errors.



**Carry Me Away by
Matt Goodfellow**

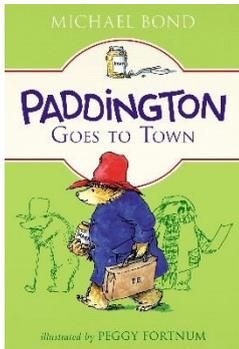
- Discussing similar writing in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas.
- Draft and write building a varied and rich vocabulary and an increasing range of sentence structures.
- Evaluate and edit
- Proposing changes to grammar and vocabulary
- Proofread for spelling and punctuation errors
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction Information Text / Riddle	Poetry
Learned text	<i>Book of Bones: 10 Record-breaking Animals</i>	The Poem – Polar Bear
Structural overview	'Guess who has' page What is special? How special – compare to other things Bullet points to help identify I am a Compare your specialness to others like you Final sentence that shows another special fact	Images they saw in their heads Words or patterns Impressions of the polar bear? e.g. power, aggression, size. Vocabulary - urges, patrolling, jack-hammer, blizzard Expression, pace and pausing
Shared text	Carry liquid building material 90 minutes = the length of a maths lesson 18,000 kg = 36 Honda Accord cars Long chute, Sharp blades, Mix one way, empty the other way I am a ...Cement mixer Very strong vehicle to carry the weight of the concrete and the lorry Each time it is used a little concrete gets left inside and so it gets heavier and heavier Could crash through a concrete barrier easily as it is so tough I played a Christmas carol on BBC3	Use the poem crocodile as a model for the shared write Use a non-fiction text to identify words and phrases Share ideas and start building parts of the poem collaboratively Use noun phrases with pre-modification and some using post-modification.
Independent Write	Children to collect facts and figures based on the subject they are going to write about. Generate comparisons around size, weight, length and time.	Children choose another animal to base their poem on and write using research to generate vocabulary.

Year 3 Spring 1

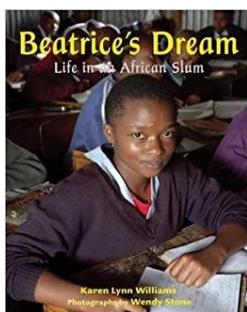
Core Text

Writing



Paddington Goes to Town by Michael Bond

- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Organise paragraphs around a theme.
- Proofread for spelling and punctuation errors.



Beatrice's Dream: Life in an African Slum by Karen Lynn Williams

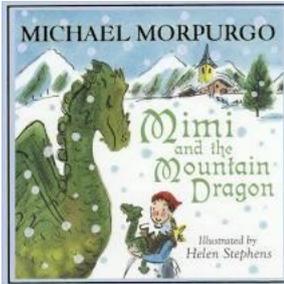
- Plan writing by discussing similar writing to their own, in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions.
- Organise paragraphs around a theme.
- Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction	Non-Fiction
Learned text	<i>Paddington Finds A Cure</i>	<i>Beatrice's Dream</i>
Structural overview	<p>While still searching for Mr. Curry, Paddington is mistaken for a foreign medical student.</p> <p>He finds himself on a ward round with Mr. Curry's consultant who has been looking for a way to prove the Browns' neighbour is a malingerer.</p> <p>Paddington finds the perfect solution when he accidentally spills hot cocoa onto Mr. Curry's foot, causing him to leap around the ward in pain.</p>	<p>Introduction: age, where lives</p> <p>Opinions school/ morning routine.</p> <p>Rainy and dry seasons/ Journey to school.</p> <p>School description</p> <p>Teacher asks Beatrice to stop daydreaming.</p> <p>Favourite subjects</p> <p>Lunch time games and routines.</p> <p>Afternoon discussing what work boys and girls can do.</p> <p>Homes routines.</p> <p>New school day –discuss dreams</p> <p>My dream is to pass exams, go to secondary school and study nursing to help people.</p>
Shared text	<p><i>A Spot of Decorating.</i> Mr. Brown decided to decorate the attic so that Paddington can have a room of his own, but it was half done.</p> <p>Paddington decides to complete the job, painting and papering.</p> <p>He papers over the window and door.</p>	<p>Red Riding Hood's Dream</p> <p>Introduction: age, where lives</p> <p>Rainy/ dry activities. Journey to Gran's Woods description. Woodcutter says stop daydreaming. Favourite activities. Meets Prince and states dreams.</p>
Independent Write	Children choose another Paddington story to write.	Children choose a new character to write about what their dreams would be.

Year 3 Spring 2

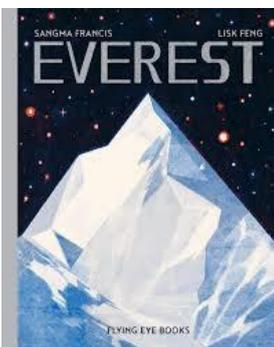
Core Text

Writing



Mimi and the Mountain Dragon by Michael Morpurgo

- Discuss writing similar to that which they are planning to write, to learn from its structure, vocabulary and grammar.
- Organise paragraphs around a theme.
- In narratives, create settings, characters and plot.
- Assess the effectiveness of their own and others' writing and suggest improvements.



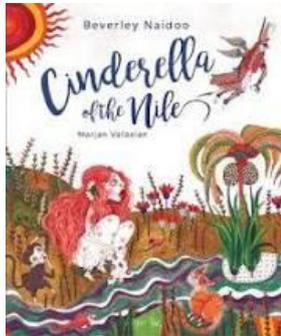
Everest by Sangma Francis and Lisk Feng

- Plan writing by discussing structure, vocabulary and grammar
- Discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions.
- Organise paragraphs around a theme.
- Use simple organisational devices
- Evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction	Non-Fiction
Learned text	<i>Mimi and the Mountain Dragon</i>	<i>Everest- Introduction and If Everest Could Tell a Story, Which One Would It Tell? p8, p73</i>
Structural overview	<p>What the villagers do all year and what the village is like– fear of natural disasters and how they tried to stop them.</p> <p>Mimi finds a baby dragon in her woodshed.</p> <p>Looks after it and decides to return it.</p> <p>Finds a way to return the baby dragon and sets off up the hill.</p> <p>Meets the mother dragon who scares her.</p> <p>Offers her the baby dragon.</p> <p>Avalanche happens, but the mother dragon melts the snow and saves everyone. From that day on, no one is scared of the dragon and they protect the village.</p>	<p>Title – Gives nothing away describing (poetically) the location of Everest</p> <p>Mount Everest as a title</p> <p>'Title' asks a question to emphasise all the different aspects of the mountain in the whole book. (Personifies the mountain to encourage us to care even more about its experience.)</p> <p>Lists information from different sections, again using poetic and emotive language, e.g. calling them 'stories'.</p> <p>Explains Everest is part of this planet, same as us, and that we have an impact on it.</p>
Shared text	<p>New problem and place. A monster loses something very dear to it. Main character looks after it.</p> <p>Main character thinks of a way to return the treasure to the monster and sets off. Main character meets the monster and offers the treasure. Natural disaster happens and the monster saves the place.</p> <p>Looks after the place where the main character lives.</p>	<p>The Amazon - Introduction to whole book and concluding comments...</p> <p>Title- without naming/ description/ Personifies river/ Lists information different sections</p> <p>Explains the reader's link with the place and potential impact on its sustainability/future.</p>
Independent Write	New character/place/problem/ monster. Different natural disaster.	Children research a new place and write text following structural overview.

Year 3 Summer 1

Core Text



Cinderella of the Nile by Beverley Naidoo



A River by Marc Martin

Writing

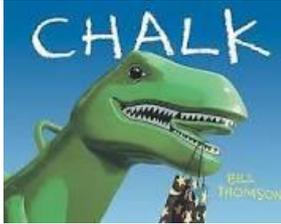
- Plan by discussing similar writing to learn from its structure, vocabulary and grammar and by discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot.
- Evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency and proofread for spelling and punctuation errors.

- Plan by discussing similar writing to learn from its structure, vocabulary and grammar and by discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- Evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to grammar and vocabulary and proofreading for spelling and punctuation errors.
- Reading aloud their own writing to a group or whole

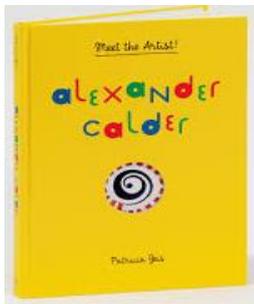
	Writing Information	
	Unit 1	Unit 2
Genre	Fiction	Poetry
Learned text	<i>Cinderella of the Nile</i> (Bare bones)	<i>A River</i>
Structural overview	C loved by parents, has a talent /beauty. C is lost/stolen or parent(s) die. New home but is badly treated. Still has talent/beauty. She is comforted and given a gift (slippers). An important person is looking for a wife and everyone wants to be considered. C is overlooked but finds a way to be included. The gift is lost or stolen and found by the king/prince. A search is started C is noticed by the important person because of her beauty/talent and the gift is tried on. They get married and the story ends happily.	A girl looks out of a window to a river and imagines herself travelling along it in a silver boat. It goes through a city by factories- busy. It goes past farms and animals, patchwork fields and hills and valleys. Down a waterfall, Into a jungle, Out into the ocean. It begins to rain and the girl sees/ hears rain on a windowpane, which brings her back to reality.
Shared text	Cinderella of the Snow. Cold country; skating. Home destroyed by snowstorm; Travels across the mountains/woods. Taken in by family. Given hard jobs. Given skates snow fairy. The King of Winter wants a wife. Has ice-skating competition. Cinderella's skate stolen by wolf, captured by the King's huntsmen. Cinderella is found by the King.	An imaginary journey. Change the mode of travel, change the route and what is seen.
Independent Write	Cinderella of the Change talent, change gift, change important person, change living situation, change villain.	Children collect a range of images of scenes through which they would like to travel, order them. Write the journey they take.

Year 3 Summer 2

Core Text



Chalk by Bill Thomson



Alexander Calder by Patricia Geis

Writing

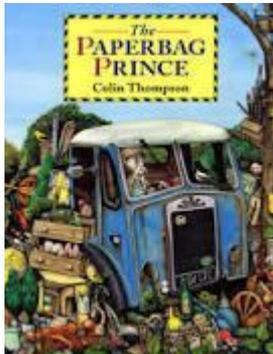
- Plan their writing by discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot.
- Proofread for spelling and punctuation errors.

- Discuss writing similar to that which they are planning to write to learn from its structure, vocabulary and grammar.
- Organise paragraphs around a theme.
- Proofread for spelling and punctuation errors.
- Read aloud their writing to a group, using appropriate intonation and controlling the tone and volume so that meaning is clear.

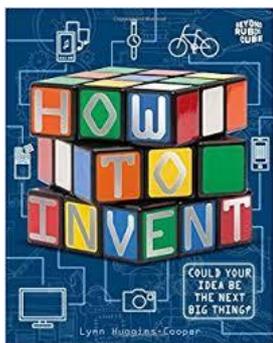
	Writing Information	
	Unit 1	Unit 2
Genre	Fiction	Biography
Learned text	<i>Typewriter and Fossil</i>	<i>Alexander Calder</i>
Structural overview	Three children in raincoats who discover a bag full of chalk hanging from the mouth of a playground dinosaur. As raindrops splash, one girl draws a sun on the pavement. When a sun promptly bursts forth and drives the clouds away, the second girl draws chalk butterflies, whereupon monarchs emerge from the pavement. But the boy's hand-drawn dinosaur is a little too real, and the frightening creature pursues them across the playground.	Speech bubbles with main info about Calder Young Calder First toys that move Living in Paris and making toys The circus What was in his circus? Wire portraits of friends Representing abstract in 3D Kinetic sculptures Static sculptures – stables Making toys out of found objects Painting
Shared text	Pupils will write just one page of the story during this phase. Generate a list of items that pupils could use to create different things, e.g. paints, clay, comic with characters that come to life when a torch is shone on them. Change the setting and choose one idea, e.g. in the art room with clay.	Create a list of people that pupils are interested in writing about. Ideally select someone who could be invited to the school to talk to pupils. Children create questions to ask this person, interview them and record the important information about their life. Create speech bubbles, flaps, captions and questions. Write in paragraphs.
Independent Write	Change object. Change what each child creates. Change something that scares them. Change way to get rid of the 'scary' thing. Leave the object and play.	Children choose who they want to write about, then carry out research and write paragraphs.

Year 4 Autumn 1

Core Text



*The
Paperbag
Prince* by
Colin
Thompson



*How to
Invent* by
Lynn
Huggins-
Cooper

Writing

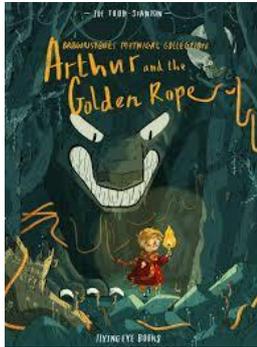
- Discuss similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- In narratives, create settings, characters and plot.
- Assess the effectiveness of their own and other's writing and suggest improvements.

- Use paragraphs to group related material.
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organise paragraphs around a theme.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction story	Non-Fiction
Learned Text	<i>The Paperbag Prince</i> – bare bones	<i>How to Invent</i> 'Young Inventor's Portfolio' page about Louis Braille
Structural overview	<p>Setting (rubbish dump): where and who visits; what is there (rubbish, nature, animals); poison pool; railway carriage</p> <p>Paperbag Prince: description; what he does; daily activity: what happens; clue for name</p> <p>Particular day: lorries stop coming; peace and quiet; visitor bringing good news; Paperbag Prince celebrates</p> <p>Life goes on: arrival of new carriages; nature reclaims the dump; rescues the dog; feel-good ending</p>	<p>Introduction: Background to Louis Braille's life which led to his invention: Blinded in an accident; frustration that he couldn't read; age 15; inspired by night writing; used an awl to make holes in leather; published a book in 1829; Modern use: devices to emboss braille; special typewriters; Bicycle; when?; how used today?; first version?</p> <p>Uncomfortable: by the 1860s; penny farthings; Comfort: 1885; invented by John Kemp Stanley; two wheels, driven by chain; hollow steel frame; steerable front wheel</p> <p>1888 John Dunlop; pneumatic tyre</p>
Shared text	Re-cycling centre, man-made and natural objects; New character; tins/bottles/ binbags	<p>New invention or inventor</p> <ul style="list-style-type: none"> • Identify key facts/events. • Sequence ideas on a timeline. • Use the Text structure chart to plan the detail of each paragraph.
Independent Write	Change settings e.g. deserted farm buildings, an abandoned building site, a disused fairground or theme park	Change inventor or invention

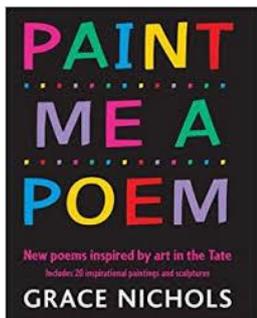
Year 4 Autumn 2

Core Text



**Arthur and
the Golden
Rope by Joe
Todd Stanton**

- Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas.
- Composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- Creating settings, characters and plot in narratives
- Proposing changes to grammar and vocabulary to improve consistency
- Proofreading for spelling and punctuation errors.



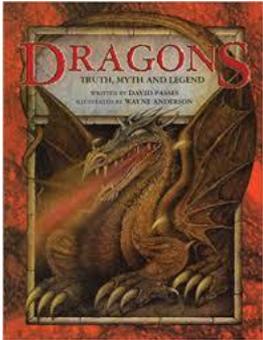
**Paint me a
Poem by
Grace Nichols**

- Draft and write by composing and rehearsing sentences orally,
- Progressively building a varied and rich vocabulary.
- Propose changes to vocabulary, grammar and punctuation to improve it.
- Read aloud their own writing to a group or whole class, using appropriate intonation and
- Controlling the tone and volume so that meaning is clear

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction - Quest	Poetry
Learned text	<i>Arthur and the Golden Rope</i>	<i>Paint Me a Poem</i> (2 poems)
Structural overview	Arthur releases the town from the cold and ice that is encroaching because the fire has been put out. Atrix, Thor, Wind Weaver and Odin help. Obstacles are Arthur's lack of confidence and a wolf climbing to the top of the World Tree. Lightning bursts fire into life and the ice circling the town melts.	Poem alongside the artwork Observation activity Explore similes and metaphors as a way of describing feelings or things children see in the art
Shared text	Character is introduced and is a bit lowly. There is a problem in the town and only one person who can solve it. Sets off on a journey but meets a problem. Someone helps them solve it. Has another problem that someone helps them solve. Overcomes the monster. Problem is resolved and character is a hero.	Visit an Art gallery or museum with paintings for children to observe and generate ideas.
Independent Write	Change character, change who helps, change problem, change 'monster', change obstacles and change solution.	Children choose another piece of art and draw what they think the poem might look like on the page

Year 4 Spring 1

Core Text



Dragons by David Passes

Draft and write by:

- Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions
- In narratives, create settings, characters and plot

Writing



Persuasive Letter by RSPB

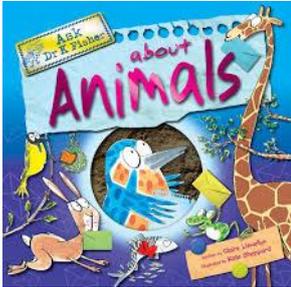
- Plan writing by discussing that which is similar
- Use simple organisational devices
- Propose changes to grammar and vocabulary to improve consistency

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction: story, information and poem	Non-Fiction persuasive letter
Learned text	<i>Dragons: Truth, Myth and Legend</i>	RSPB letter
Structural overview	Story – 'blueprint' We meet the monster and the hero. Hero moves towards the monster but still feels safe and comfortable. Hero and monster meet. They battle and it looks like the hero might fail. Big battle where all seems lost but is finally won. The monster is dealt a fatal blow and its dark power is overthrown. The hero enjoys the prize.	Call to action Painting a picture of what it is like with and without birds Data about numbers of birds falling and where What you need to do to join the RSPB and how much What will this do?
Shared text	Choose one story and one non-fiction section. Map it onto the blueprint above	Ride your bike to school. To increase fitness, reduce obesity; ready for learning. as blood is fully oxygenated; speak to friends; Feel good. No petrol costs; reduce traffic; parking; no traffic warden; Lose 6 kgs of weight per year; 20 bikes can park in the same space as a car; Reduce cars as 15% of all asthma is linked to living close to main roads; Bikes 50% faster than cars in the rush hour.
Independent Write	Change characters, setting, problem, resolution and ending	Write own persuasive letter about an issue of importance to each child

Year 4 Spring 2

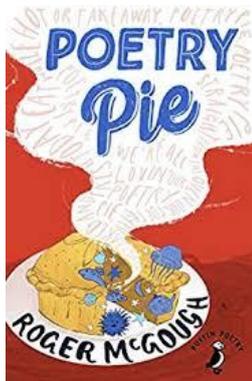
Core Text

Writing



*Ask Dr K Fisher
about Animals*
by Claire
Llewellyn

- Plan writing by discussing similar writing to their own, in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence constructions.
- Evaluate and edit by assessing the effectiveness of their own writing and suggesting improvements.



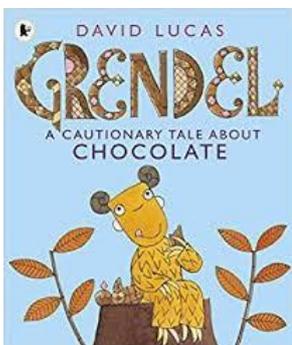
Poetry Pie by
Roger
McGough

- Discussing similar writing to that which they are planning to write
- Discussing and recording ideas.
- Composing and rehearsing sentences orally
- Assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency.
- Proofread for spelling and punctuation errors. Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction- Letter	Poetry
Learned text	Letter from Mackerel in <i>Ask Dr K Fisher about Animals</i>	<i>Poetry Pie</i>
Structural overview	Letter to agony aunt Mackerel that is fed up with swimming with the shoal; Too many mackerel together; Have to follow the others; Want a new life on my own; Want to be alone in the sea Reply: You are safer in the shoal; Few places to hide; Target for sharks, etc; Safety in numbers; If a shark approaches; If it... Unless you want a short life,...	Poems that tickle and trip off the tongue. to be whispered, shouted and sung. chuckle and bite. moan and go bump in the night. meow and bark and roar. Here comes a dinosaur...Poems that stand apart from the crowd. will make you laugh out loud. go 'Wheee!' and jump off the shelf. you'll want to keep to yourself. you'll want to share with a friend. you wish would never end.
Shared text	Rockhopper that needs to get to the top of the cliffs; Sea keeps crashing on us and pulling me down; Cliffs are slippery Haven't been on land for five months Bruised and battered; Reply: You need to get to the top to lay your eggs; The sea is rough. Cliffs are slippery. Don't get disheartened. If you are knocked down, try again.; If you wait for a trough in the waves, If you keep a flipper's distance between yourself and the next rockhopper,	Jellyfish Pie' on page 58. Made up of children from the class List the names and come up with a verb for eating for each person List foods and try and pair them up as rhymes
Independent Write	Change animal, Change issue	Write a 'Clerihew' 4 lines long and have an AABB rhyme pattern about a person

Year 4 Summer 1

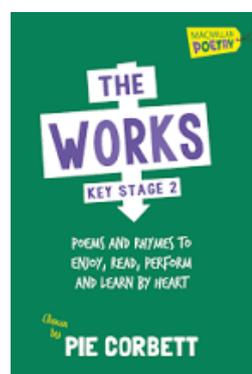
Core Text



Grendel: A Cautionary Tale About Chocolate
by David Lucas

Writing

- Discussing similar writing to that they are planning to write, in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Creating settings, characters and plot in narratives.
- Evaluate and edit by proofreading for spelling and punctuation errors.



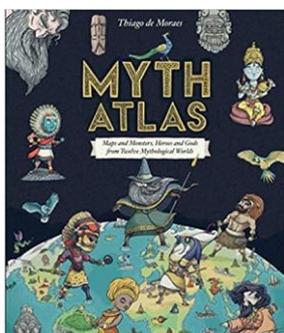
The Works Key Stage 2
by Pie Corbett

- Plan writing by discussing writing similar to that which they are planning to write.
- Discuss and record ideas.
- Draft and write by progressively building a varied and rich vocabulary.
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Proofread for spelling and punctuation errors.
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

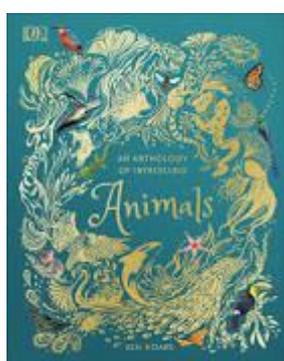
	Writing Information	
	Unit 1	Unit 2
Genre	Fiction: a wishing-type story	Poetry: write a presentation and perform a poem as a group
Learned text	<i>Grendel: A Cautionary Tale About Chocolate</i>	Structure of Presentation and chosen poem
Structural overview	Grendel loves his mum but loves chocolate Egg gives him three wishes. Wishes that everything he touches turns to chocolate. Wish is granted. He enjoys eating them. Grendel touches his Mum, she turns to chocolate. He starts to hate chocolate. One wish left. Wishes it was yesterday and normal. He doesn't want chocolate. Gives to Mum. She gets three wishes but chooses carefully.	Introduction: Include the title and poet Some background information about the poet Information about the group Performance What sort of poem this is. Why you chose it. What features does the poem have? What is special about this poem? What it reminds you of or makes you think about. Closing comments.
Shared text	Choose one thing that pupils want (e.g. a football). Work your way through the Text structure chart, deciding what will happen at each stage of the story.	'This Is Just To Say' by William Carlos Williams (poetry as letter/note) 'I'm the Youngest in Our House' by Michael Rosen (poetry as conversation) 'Top Ten' by John Rice or 'Ten Little School Children' by Trevor Millum (poetry as rap/chant)
Independent Write	Children choose their own item to write about	Children choose a subject to write a poem about, present and perform

Year 4 Summer 2

Core Text



Myth Atlas by
Thiago Di
Moraes



*An Anthology
of Intriguing
Animals* by
Ben Hoare

Writing

- Discussing similar writing to that which they are planning to write in order to understand and learn from it
- Discussing and recording ideas.
- Composing and rehearsing sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures
- In narratives, creating settings, characters and plot.
- Assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to grammar, vocabulary and improve consistency.
- Proofread for spelling and punctuation errors.

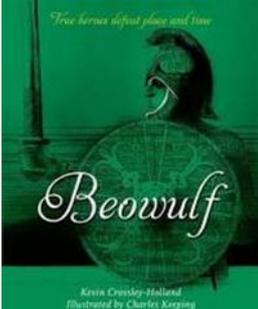
- Discussing similar writing to what they are planning
- Discussing and recording ideas.
- Composing and rehearsing sentences orally building varied vocabulary and a range of sentence structures
- Organising paragraphs around a theme
- Using simple organisational devices
- Assessing the effectiveness of their own writing and suggesting improvements
- Proposing changes to to improve consistency.
- Proofread for spelling and punctuation errors.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction: Myth	Non-Fiction
Learned text	<i>Myth Atlas</i> - Maui	Anthology of Intriguing Animals p.6-7: Orca.
Structural overview	Maui is introduced and is given powers by the gods. He gets a special object (jawbone) Problem was to prove he was a better fisherman. Using his powers, he catches the biggest fish, which they fight over The cut-up fish becomes different parts of New Zealand. He goes on to have other adventures and create other natural features.	Title: Orca (large font) Intriguing information: – larger font. Two paragraphs – information linked between the sentences. 1.Orcas-dolphins, not whales; live in pods; some catch fish; others catch seals, etc.; 2.Orcas are chatty; different orcas sound different; some learned to copy humans in a marine park; many people think orcas should be in the sea, not zoos Background paper with drawing – blue with waves. Photograph
Shared text	The hero is introduced along with his or her special power The hero collects magical objects The hero faces a problem or series of problems The hero uses his special power to overcome the problem The resolution of the problem creates a place/concept/idea	Use the information gathered in topic time to plan the structure for one other animal. Title Intriguing Information Background with drawing Photograph
Independent Write	Children choose a character from one of the maps and write a myth following the structure.	Children change the animal and follow the same structure and organisational devices

Year 5 Autumn 1

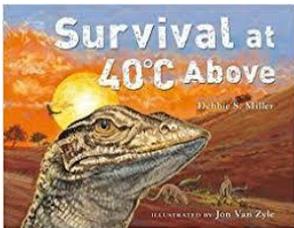
Core Text

Writing



Beowulf by
Kevin
Crossley-
Holland

- Plan writing by identifying audience and purpose, selecting appropriate form and using similar writing as models for their own.
- Note and develop initial ideas, drawing on reading and research where necessary.
- In narratives, consider how authors have developed characters and settings in what they have read.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance. Use a wide range of devices to build cohesion within and across paragraphs.



*Survival at 40 °C
Above* by
Debbie S. Miller

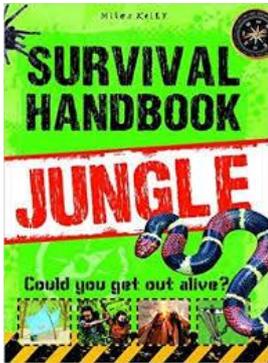
- Identifying the audience for and purpose selecting the appropriate form and using other similar writing as models for their own
- Noting/ developing initial ideas, drawing on reading and research.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices, including adverbials, to build cohesion within and across paragraphs.
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction Overcoming the monster story	Non-Fiction Chronological Report
Learned text	<i>Beowulf</i> - first half of the book	One page from <i>Survival at 40 °C Above</i>
Structural overview	Storyteller tells Grendl story and that he is still terrorising the people. Beowulf goes to Great Hall in Denmark. Grendl fights Beowulf and rips his arm off. Beowulf meets and fights Grendl's mother in an underwater hall. She stabs at his heart. Beowulf uses a giant's sword to cut her head off. They all are at peace and share the treasure.	Dawn in the Simpson Desert. Sounds, colours, description of the place. Animals that can be seen in the early part of the morning. Noon —temperature and what this looks and feels like. How animals keep themselves cool. Afternoon —some rain and now the plants and land respond to it. The animals in search of water. Sunset —animals that come out at dusk and how they are adapted to the time of day. Night-time —the animals that come out at night. Dawn.
Shared text	Monster polluting the environment. Charlie goes with friends to forest. Monster fights Charlie and rips his arm off. Charlie meets and fights monster's mother in a cave in the mountains. She slashes at his arms and legs. Charlie pours a chemical on the monster and he dissolves. They all share the treasure.	Early morning – faint sounds of traffic, dew on the grass, grey light, pond as smooth as a mirror, forever grey sky. Snails crawl. Blackbirds... Noon – blue sky with white cotton-wool clouds, near the pond dragonflies flit and dart, their bodies lit up like neon signs.
Independent Write	Change hero, monster, problem and resolution.	Children collect ideas for an environment they would like to write about.

Year 5 Autumn 2

Core Text

Writing



Jungle Survival Handbook by Jen Green

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
- Evaluate and edit by assessing the effectiveness of their own and others' writing.



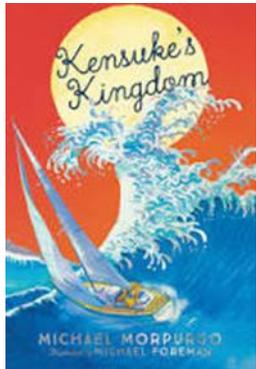
The Call by Charlotte Mew

- Identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using further organisational and presentational devices to structure text and to guide the reader
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofreading for spelling and punctuation errors.

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction Instructions	Poetry
Learned Text	Page 37 of <i>Jungle Survival Handbook</i> as three paragraphs	Poem - <i>The Call</i>
Structural overview	<p>First Things First Introduction:</p> <ul style="list-style-type: none"> • basic needs and priorities • decide what to do next <p>Organise rations:</p> <ul style="list-style-type: none"> • how long will it last? • plan a menu • living off the land <p>Mosquito protection:</p> <ul style="list-style-type: none"> • mosquitos transmit disease • netting • repellent – avoid eyes • mud as alternative <p>Other aspects: tips;instructions for how to make...; wow; dos and don'ts</p>	<p>In this sequence, children discuss the text rather than learn its structure.</p> <p>They share a personal response with a partner and create a likes/ dislikes/patterns/puzzles chart for the poem.</p> <p>Discuss what type of shot/angle/movement could be used if this were to be made into a film. Then children make notes about the images pupils imagine from the lines.</p>
Shared text	<p>Surviving Christmas:</p> <p>Introduction; Organise rations; Avoiding over-indulgence</p>	<p>In this phase, children write a poem based on the words within 'The Call', rather than following the typical Innovate form where they keep the pattern but change the words.</p>
Independent Write	Children link their writing to wider learning	Children write a poem based on a film

Year 5 Spring 1

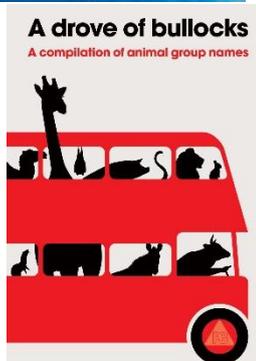
Core Text



Kensuke's Kingdom by Michael Morpurgo

Writing

- Identifying the audience and using other similar writing as models
- Noting and developing initial ideas, drawing on reading/research
- Considering how authors have developed characters and settings in writing or performance
- Selecting appropriate grammar and vocabulary
- Describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation
- Ensuring the consistent and correct use of tense
- Proofreading for spelling and punctuation errors.



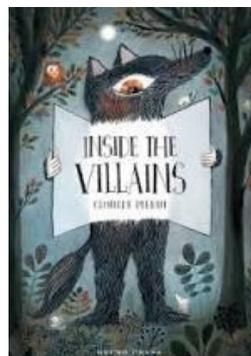
A Drove of Bullocks by Patrick George

- Plan writing by identifying audience and purpose, select appropriate form, and use similar writing as models for their own writing.
- Note and develop initial ideas, drawing on reading and research where necessary.
- Assess the effectiveness of their own and others' writing.

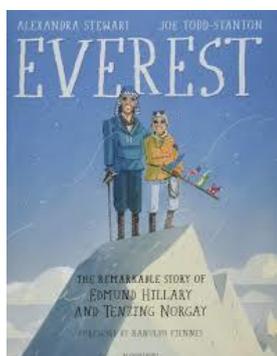
Writing Information		
	Unit 1	Unit 2
Genre	Fiction extended story	Non-Fiction Collective Nouns
Learned Text	Bare bones of Chapter 4 <i>Kensuke's Kingdom</i>	A page from <i>A Drove of Bullocks</i>
Structural overview	Main character wakes up on the island – First impressions of immediate surroundings at eye level. Describes what he can see. Realises that he is alone and expresses his feelings. Sets off to explore the island and gets to a viewpoint. Describes the island from above. Expresses feelings at seeing the island from a new angle.	Collective nouns for groups of animals 1 page/ 1 animal interesting facts about the animal Accompanied by a bold and colourful illustration parcel of hogs a kaleidoscope of butterflies a business of ferret, a flamboyance of flamingos a smack of jellyfish
Shared text	I sat up. On a beach, a broad white sweep of sand, trees growing thick and lush behind me down to the beach. The wide blue sea was as empty as the cloudless sky above. No Peggy Sue. No boat. Nothing. No one. I called; tears came; I knew there was no point. I set off at a run; found myself in forest. Long swathe of beach on both sides; another hill, the slopes; How wonderful	An animal from a website explored during the 'imitate' phase. summarise characteristics (using sentence openers)
Independent Write	Children extend the story of chapter 4	Children choose their own animal to write about

Year 5 Spring 2

Core Text



Inside the Villains
by
Clotilde Perrin



Everest
by
Alexandra Stewart

Writing

- Identifying the audience and purpose
- Noting and developing initial ideas
- Selecting appropriate grammar and vocabulary
- Describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs and other organisational and presentational devices
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation
- Distinguishing between the language of speech and writing and choosing the appropriate register.
- Proofread for spelling and punctuation errors.

- Identifying the audience and purpose
- Noting and developing initial ideas
- Selecting appropriate grammar and vocabulary
- Using a wide range of devices to build cohesion within and across paragraphs and further organisational and presentational devices
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation
- Distinguishing between the language of speech and writing
- Proofread for spelling and punctuation errors.

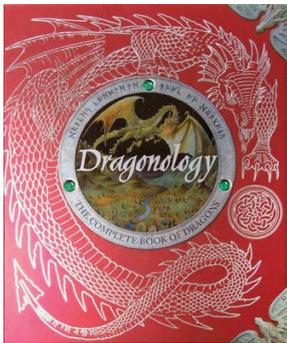
Writing Information		
	Unit 1	Unit 2
Genre	Fiction Re-write a Traditional Tale	Non-Fiction Recount
Learned text	The Wolf page from <i>Inside the Villains</i>	<i>Everest</i>
Structural overview	<p>Wolf and the Seven Little Goats Introduction to Mother and little goats. She goes out, they must keep door locked. Wolf knocks at door but deep voice so stays locked. Chalk to smooth voice but dark, furry paws. Wolf uses flour so goats let him in. He eats them except baby. Mum finds wolf asleep with tummy wriggling. She cuts him open and rescues little goats. She sews rocks into his tummy. Falls into well and drowns.</p>	<p>Part 1: Early life of Hillary and Tenzing; How they became involved in mountaineering and how they wanted to climb Everest Part 2: Everest before the attempt Timeline of previous attempts; How the 'race to the top' began; Detail about the Khumba Icefall; The Swiss attempt Part 3: the climb; Preparations and support team; Survival Guide; The journey up in summary; The first attempt; The successful climb; The view from the top; Reaction; Pyramid of human effort Part 4 Hillary and Tenzing's lives after the climb</p>
Shared text	<p>Hansel and Gretel. Abandoned in woods. Witch catches them and wants to fatten Hansel up. Tricks her. Tells Gretel to light oven. Gretel tricks her. Pushes her into oven. Goes home to Dad.</p>	<p>All children will do the same Independent Write so there is not a practice write</p>
Independent Write	Children choose another villain, a hero/protagonist, or a setting for their content	To write an account of another significant exploration

Year 5 Summer 1

Core Text



Flood by
Alvaro F. Villa



Dragonology
by Dugald
Steer

Writing

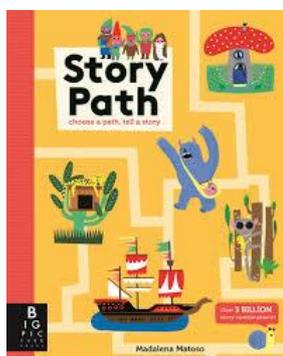
- Identifying the audience and purpose of the writing
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proofread for spelling and punctuation errors.

- Identify the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own.
- Note and develop initial ideas, drawing on research and reading where necessary.
- Select appropriate grammar and vocabulary, understanding how such choices can change and impact meaning.
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

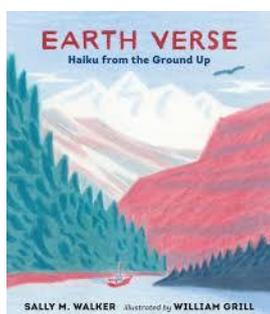
	Writing Information	
	Unit 1	Unit 2
Genre	Fiction story	Non-Fiction
Learned Text	<i>The Flood</i> – wordless told in images	<i>Dragonology</i>
Structural overview	Introduce the characters and the mood Explain what characters are doing Explain how characters are feeling Family loads the car Describe what they are taking with them Dad boards up the house with shutters Describe the house being flooded Impact and destruction Bird returns	Introduction: whether dragons are real or not; evolution of dragons; dragons in legends; 5 Fs of dragonology; dragons of the world; adverts; classification of dragons by habitat; Species of dragons – western, eastern and others: name; description; lair or nest; attack Dragon physiology: skin; muscle; bone; wings, scales, claws; sight; feeding and digestion; life cycle; behaviour Working with dragons: finding a dragon; essential equipment; dangers; taming; flying a dragon; useful spells / charms; Dragons in history: people who have fought/found dragons (e.g. Beowulf)
Shared text	Write one page in detail	Wizards: Introduction, Different Wizards, Working with Wizards' Wizards in literature
Independent Write	To write the story of Flood from a wordless book	Children write an '-ology' book about an area of personal interest

Year 5 Summer 2

Core Text



Storypath by
Kate Baker



Earth Verse by
Sally M.
Walker

Writing

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion within and across paragraphs.
- Assessing the effectiveness of their own and others' writing
- Proofreading for spelling and punctuation errors.

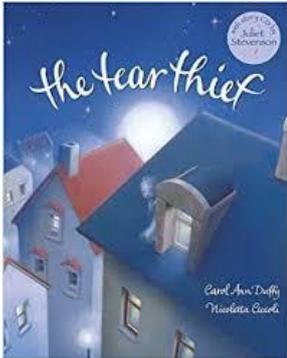
- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
- Noting and developing initial ideas, drawing on reading and research
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using a wide range of devices to build cohesion with paragraphs.
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proofread for spelling and punctuation errors.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction story based on voyage and return	Haiku poetry
Learned text	<i>Jonathan Swift's Gulliver</i> by Martin Jenkins	Volcanoes from <i>Earth Verse</i>
Structural overview	<p>1 We meet the main characters and they move into a strange world unlike anything they have experienced before.</p> <p>2 The new world seems exciting, but it can never feel like home.</p> <p>3 The mood changes to frustration and difficulty and a shadow begins to intrude which becomes increasingly alarming.</p> <p>4 The shadow starts to dominate and pose a threat.</p> <p>5 The hero escapes threat back to where they started. The question is asked – what did they gain or learn? Have they been fundamentally changed?</p>	<p>Syllables are 5/7/5</p> <p>1) First image</p> <p>2) Development of first image</p> <p>3) Second image (often linked to and either consolidating or contrasting with the first).</p>
Shared text	Children create a story path and whole class write it, using characters, reasons for voyaging, portal, what the new world is like and the characters that inhabit it, how they get trapped, how they escape and what happens once they get home.	<p><u>English Lessons</u></p> <p>books slumber in dreams (5)</p> <p>exhausted Year 6 writing (7)</p> <p>a green pen awakes (5)</p>
Independent Write	Children create own storypath possibly with another 'blueprint'.	Children create own haiku about natural event e.g. planets, types of weather, different features of coastal erosion

Year 6 Autumn 1

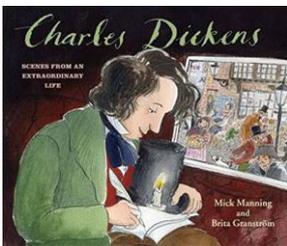
Core Text

Writing



The Tear Thief by Carol Ann Duffy

- Plan writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by composing and rehearsing sentences orally,
- Progressively building a varied and rich vocabulary and an increasing range of sentence constructions.
- In narratives, create settings, characters and plot and integrate dialogue to convey character and advance the actions.



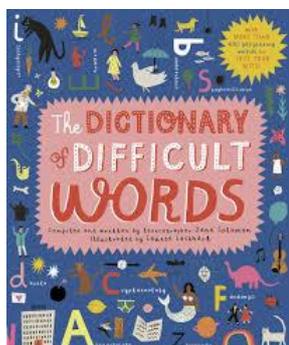
Charles Dickens by Mick Manning and Britta Granström

- Identify the audience for and the purpose of writing, selecting the appropriate form and using other similar writing as models for their own.
- Note and develop initial ideas, drawing on reading and research where necessary.
- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Précis longer passages, using organisational and presentational devices to structure text and to guide the reader.
- Assess the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensure the consistent and correct use of tense throughout writing.

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction story	Non-Fiction Hybrid text
Learned text	<i>The Tear Thief</i> (bare bones)	'Lost! 1823' or 'Sailing for America – 1842'.
Structural overview	Introduces the Tear Thief with description. Tear thief listens for crying Boy didn't want to use shampoo Girl tantrum for chocolate Boy trapped finger Baby having nappy changed Boy caught telling a lie Girl with real sadness make moonlight When girl went to bed, she saw moonlight Next door new-born baby cried	Diary section (Sailing for America – 1842; Vivid description; present tense; expanded noun phrases and emotive vocabulary Report section Past tense; background to the diary entry; complex sentences Graphic novel Present tense to tell the story Speech bubbles for key dialogue moments
Shared text	Introduces the blush thief with description Blush thief looks with a heat detector Boy embarrassed to kiss mum Girl broke Mum's favourite ornament Boy trousers slipped down Boyfriend and girlfriend holding hands Teacher told they will be missed Girl who blushed easily makes sunset When girl went to bed, she saw sunset Next door boy blushed when phone rang	A well-known children's writer is chosen. A timeline of this author's life is constructed, and one period selected for modelling. Children research other periods of the author's life and the background to the books written.
Independent Write	Children change the emotion.	Children choose another period of the author's life and the book related to this period

Year 6 Autumn 2

Core Text



*Dictionary of
Difficult Words
by Jane
Solomon*



*Spanish Lotto
Christmas
Advert 2015*

Writing

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Distinguishing between the language of speech and writing and choosing the appropriate register.
- Proofread for spelling and punctuation errors.

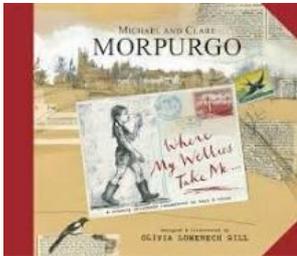
- Note and develop initial ideas, drawing on reading and research where necessary.
- In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.
- Assess the effectiveness of their own and others' writing.

	Writing Information	
	Unit 1	Unit 2
Genre	Non-Fiction Vocabulary	Fiction Write story of a short film (advert)
Learned text	<i>Dictionary of Difficult Words</i> (Strategies not learned text)	Spanish Lotto advert
Structural overview	<p>Strategies to be used for learning different new words: Put grammar in its place; Open with a cloze; Definitions and contexts</p> <p>Strategies to be used for practising new words: Frayer Model; Show me what you know; Mystery words; Synonym circles; Snowstorm; Sell your word</p> <p>Strategies to retrieve words taught: Vocabulary association triangles; I write you write</p>	<p>Part 1 10:pm every night Justino leaves for work as a security guard at a mannequin factory. Lonely. Uses mannequins to make people laugh group photo selfie; Plays football with mannequins; mannequin gives birthday cake; mannequin waters dead plant;</p>
Shared text	N/A	First half of advert
Independent Write	Children: A) Apply what has been learned about word-learning strategies in order to design and teach a mini vocabulary lesson to the class; B) Produce a short piece of writing in a text type best suited to including appropriate use of new words learned.	Children write second part Part 2 List for lottery on noticeboard; people add their names; mannequins copy man; dance on assembly line; have snowball fight; mannequin Xmas tree; All win lottery. Justino presented with ticket from mannequin.

Year 6 Spring 1

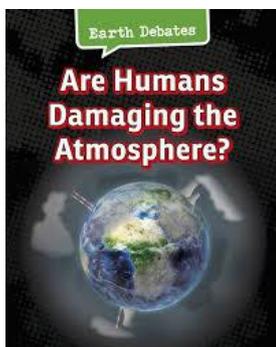
Core Text

Writing



Where My Wellies Take Me by Clare and Michael Morpurgo

- Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.



Are Humans Damaging the Atmosphere? by Catherine Chambers

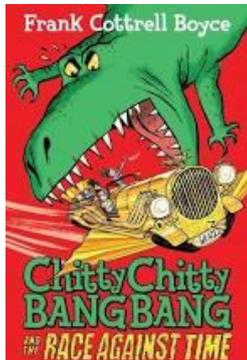
- Identifying the audience for and the purpose of the writing, selecting the appropriate
- Noting and developing initial ideas, drawing on reading and research where necessary.
- Selecting appropriate grammar and vocabulary
- Using a wide range of devices to build cohesion within and across paragraphs
- Using further organisational and presentational devices to structure text and to guide the reader
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofreading for spelling and punctuation errors.

	Writing Information	
	Unit 1	Unit 2
Genre	Poetry - performance	Non-Fiction
Learned text	Children choose a favourite poem from the book <i>Where My Wellies Take Me</i>	Children choose a paragraph from chapter 'Atmosphere' in <i>Are humans damaging the atmosphere?</i>
Structural overview	Journey with Pippa throughout a whole day's walk in the countryside. Following her illustrated map, the children are introduced to her favourite poems at every turn, bringing her discoveries, thoughts and reflections to life Maps, sketch work, pull out pages and tracing papers enhance and punctuate the story	Are humans damaging the atmosphere? What is the atmosphere? Did you know? How do we measure gases in the atmosphere? How do we know gas levels have changed? Does farming harm the atmosphere? Did you know? What are agrochemicals and what do they do to the atmosphere? Hero or Villain?
Shared text	Children walk around the local area. They draw a map to show the route for the walk. Create a timeline.	Are humans recycling enough waste? What is recycling? Did you know? Why is it important to recycle? Will recycling reduce greenhouse-gas emissions?
Independent Write	Children choose a route around the school grounds.	Children choose their own question related to recycling.

Year 6 Spring 2

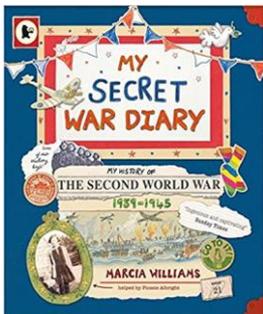
Core Text

Writing



Chitty Chitty Bang Bang and the Race Against Time
by Frank Cottrell Boyce

- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Building cohesion within and across paragraphs.
- Assessing the effectiveness of their own and others' writing
- Ensuring the consistent and correct use of tense
- Ensuring correct subject and verb agreement when distinguishing between the language of speech and writing, and choosing the appropriate register
- Proofread for spelling and punctuation errors.



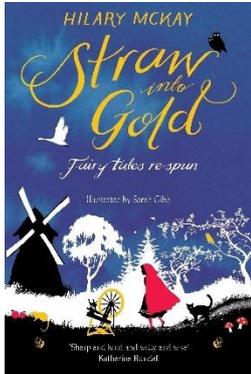
My Secret War Diary
by Marcia Williams

- Identify the audience and purpose of writing, selecting the appropriate form and using similar writing as models for their own.
- Note and develop initial ideas, drawing on reading and research where necessary.
- Use further organisational and presentational devices to structure text and to guide the reader.
- Assess the effectiveness of their own and others' writing.

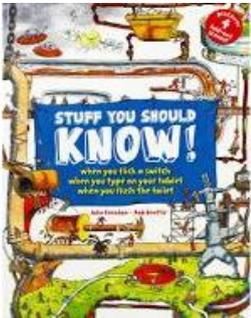
	Writing Information	
	Unit 1	Unit 2
Genre	Fiction – story	Non-Fiction diary entries
Learned text	Small parts of <i>Chitty Chitty Bang Bang and the Race Against Time</i>	Parts of <i>My Secret War Diary</i>
Structural overview	Land in a place and time in history and describe it: <ul style="list-style-type: none"> • What does it look like? • What does it sound like? • Dialogue to name the place and show how the characters feel. • Find or meet a problem. • Resolve the problem. • End by setting up the next chapter. 	Collage-style diary merging photos, postcards, and other memorabilia The year is 1939, and Britain is about to declare war on Germany. Flossie's father joins the army. Nine-year-old Flossie is left to care for both her baby brother and her great-uncle. Flossie relays events: the arrival of evacuees; the wrenching news that her cousin has been killed. Humour and a fighting spirit, many hardships. Welcomes her dad home at last.
Shared text	Use WW2 as the place to visit (children will study this in summer term)	Children identify the time in history in which their diary will be set
Independent Write	Children travel to Victorian era. This term's History topic.	Children choose character they would like to take the role of to write a diary and choose a section from the timeline to write about.

Year 6 Summer 1

Core Text



Straw Into Gold by Hilary McKay



Stuff You Should Know by John Farndon

Writing

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own
- Noting and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings
- Selecting appropriate grammar and vocabulary
- In narratives, describing settings, characters and atmosphere
- Using a wide range of devices to build cohesion across paragraphs
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation
- Proofread for spelling and punctuation errors

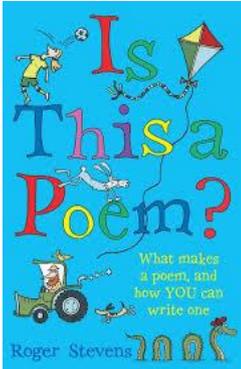
- Identifying the audience for and purpose of the writing
- Noting and developing initial ideas, drawing on reading and research where necessary
- Selecting appropriate grammar and vocabulary
- Using a wide range of devices to build cohesion within and across paragraphs and further organisational and presentational devices
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Proofreading for spelling and punctuation errors

	Writing Information	
	Unit 1	Unit 2
Genre	Fiction story	Non-Fiction Explanation
Learned text	First three pages(pp.21–23) of <i>Straw into Gold</i>	one section of the page about the vacuum cleaner from <i>Stuff You Should Know</i>
Structural overview	Salt marsh and introduces hob that lives there. Describes hob's life/ routine. Learns his name. Spins straw into gold. He wants a child. Hob is run out of the village. Finds Miller and his daughter. King arrives. Petal persuades her father to brag about her beauty and ability to spin gold. King demands proof. Hob is persuaded to spin the gold x3. Petal offers her first child. Miller's daughter becomes queen. Hob prepares for the child. Petal refuses to give up her child. Hob bargains with her for his name. Petal learns Rumpelstiltskin's name and beats the hob. Years pass. The grown child visits the hob bringing an apology from Petal and makes peace.	Vacuum cleaner: introduction What is a vacuum? 1. The big brush off 2. Portable power 3. Dust on the move 4. Cleaning by suction 5. Full of dirt? 6. A bagful of dust
Shared text	<i>The Pied Piper</i> . Describes Hamlin. Pied Piper agrees to solve rat problem. The Mayor cheats him so he takes children. Mayor prefers new children and is happy.	Write an explanation for an investigation or experiment that children have completed.
Independent Write	Children re-tell a traditional tale but from a viewpoint of different character.	Children write an explanation of how something works.

Year 6 Summer 2

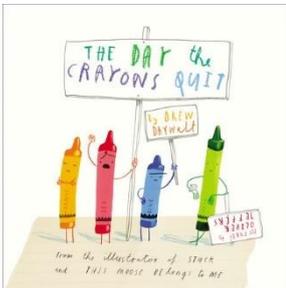
Core Text

Writing



Is this a Poem? by Roger Stevens

- Identifying the audience for and purpose of the writing, selecting the appropriate form
- Noting and developing initial ideas.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- Using further organisational and presentational devices to structure text and to guide the reader.
- Assessing the effectiveness of their own and others' writing
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation,



The Day the Crayons Quit by Drew Daywalt

- Plan writing by:
- Identifying audience and purpose, selecting appropriate form and using similar writing as models for their own writing
- Draft and write by:
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

Writing Information		
	Unit 1	Unit 2
Genre	Poetry	Fiction a story told through a series of letters
Learned text	A poem chosen from <i>Is this a Poem?</i>	A couple of letters from <i>The Day the Crayons Quit</i>
Structural overview	This sequence does not follow the usual structure. Children explore different types of poems and activities from: Playing with poems that delight the eyes and challenge the brain: Acrostics and mesostics Concrete poems and calligrams Riddles and kennings Playing with poems that interest the ears: Syllabic poetry Haiku	Duncan finds letters in his pencil case. Red crayon: fire engines; apples; strawberries; Santa; Christmas and Valentine's Day. Purple: grapes; dragons; wizard's hats; colouring inside the lines. Beige: all the bears, ponies and puppies; turkey dinners and wheat. Use me more! Grey: elephants; rhinos; humpback whales. Big animals – give me a break! White: snow; kittens Colour in the space ... Duncan sticker for colouring in/ creativity.
Shared text	Senryu Cinquain Tanka Playing with poems that paint interesting pictures: Extended metaphors Found poems	Joy – PE Equipment. letters under the mats. Vault a stool; comfy seat. Benches barriers around the puddle; seats for the choir; Balance and climb. Mats seat for naughty pupils; cover up for a hole in the carpet. Allow me to protect you from a fall. When Joy used the equipment in PE she got a gold gymnastics award.
Independent Write	Children use close observation and effective recording to write own poem.	Children change equipment and decide how each item might be misused.