
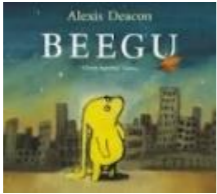

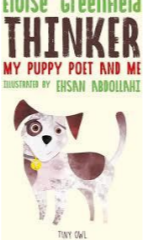
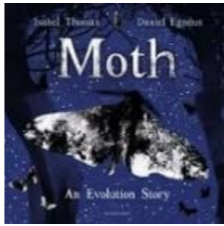
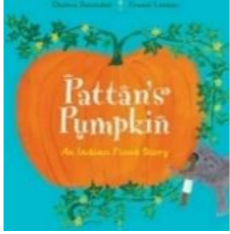





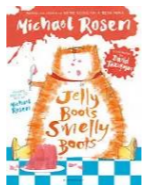





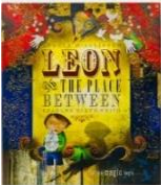
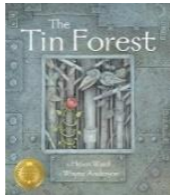

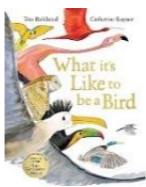
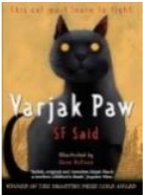

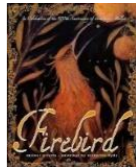


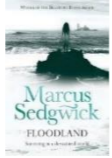

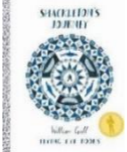
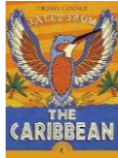





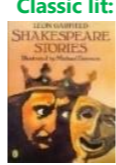

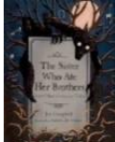



YEAR 2	Autumn Term Whole school transition unit (2 weeks)		Poetry	Spring Term		Summer Term	
							
Core Texts	Contemporary fiction: 	Contemporary fiction: 	Eloise Greenfield THINKER MY PUPPY POET AND ME Illustrated by Ehsan Abouliari 	Non-fiction: 	Traditional tale: 	Classic lit: 	Novella: 
Writing Outcomes - Narrative	Writing to describe A character description for a friend for Beegu.	Writing to describe A setting description. Writing to narrate To write their own story based on friendship.	Children to read, respond and perform poetry.		Writing to narrate Write a flood story	Writing to narrate A short narrative sequel- what would happen if the Coopers shot a fox or a badger- what would the consequence be?	Writing to narrate Story map and retelling a chapter of the story.
Writing Outcomes – Non-Narrative	Writing to inform Writing in role – A postcard to say goodbye to Beegu. Writing to inform Guide to Earth- Non-chronological report.	Writing to inform An information poster about the problem of littering.	Children to write a character description for Thinker.	Writing to instruct How to make a moth trap. Writing to inform Lifecycle Writing to inform A non-chronological report about the peppered moth.	Writing to inform Signs and posters to help Pattan look after the pumpkin. Writing to inform A letter to Pattan giving him advice about what to do in the flood. Writing to recount Writing a diary entry as Kanni, recount the journey inside the pumpkin.	Writing to persuade Letter to the Greggs to persuade them to stop hunting. Writing to recount Diary entry as Philip recounting his experiences as a bird.	Writing to inform Writing in role- postcards. Writing to inform Create class books about Canada and Nigeria.
Grammar & Punctuation	<ul style="list-style-type: none"> - Combine words to make a sentence. (Y1) - Join words using and. (Y1) - Use the conjunction and to join sentences which are linked. (Y1) - Begin to use 1st and 3rd person consistently. (Y1) - Use simple past tense and simple present tense consistently. (Y1) - Use capital letters for names of people, places, days and months. (Y1) - Use noun phrases. - Use expanded noun phrases for description and specification. - Use conjunctions to join sentences. - Demarcate sentences with capital letters and full stops. 		<ul style="list-style-type: none"> - Use noun phrases. - Use expanded noun phrases for description and specification. - Use conjunctions to join sentences. - Demarcate sentences with capital letters and full stops. - Identify and use statements, questions, exclamations and commands. - Use consistent 1st or 3rd person. - Use question marks and exclamation marks when required. - Begin to identify and use apostrophes to mark where letters are missing (contractions) 		<ul style="list-style-type: none"> - Use noun phrases. - Use expanded noun phrases for description and specification. - Use conjunctions to join sentences. - Identify and use statements, questions, exclamations and commands. - Use consistent 1st or 3rd person. - Use question marks and exclamation marks when required. - Begin to identify and use apostrophes to mark contractions - Use the progressive form of verbs in the present and past tense to show an action in progress. - Use commas to separate items in a list - Begin to identify and use apostrophes to show singular possession. 		

YEAR 3	 Autumn Term Whole school transition unit (2 weeks)		Poetry	Spring Term		Summer Term	
Core Texts	Contemporary fiction: 	Traditional tale: 		Classic lit: 	Non-fiction: 	Adventure Fiction: 	Novella: 
Writing Outcomes - Narrative	Writing to narrate Retell the story of The King Who Banned The Dark.	Writing to narrate Write own creation story or myth.	Children to read, respond and perform poetry.	Writing to describe Write a setting description, for the storm scene. Writing to narrate To innovate own adventure story using the structure of The Green Ship.	Writing to describe Writing a setting description.	Writing to describe Writing setting descriptions for the different settings throughout the story. Writing to narrate Orally retell a Norse myth and then write (retelling) the myth.	Writing to describe Writing a character description.
Writing Outcomes – Non-Narrative	Writing to inform An information text explaining to the daughter why her father might risk fishing at during Spring Tide. Writing to inform A journalistic report for a TV broadcast. Writing to persuade Write a persuasive speech.	Writing to inform To research and produce an information text about the moon's orbit. Writing to recount Write in role as the girl, reflecting on her 'Impossible task.' Writing to explain Writing an information text called How The Stars Came To Be.	Children to recount an anecdote from their own lives based on 'The Dustbin.'	Writing to recount To write a diary entry in role as either Alice or her brother, recounting one of their adventures.	Writing to inform Research the properties of plastic and what makes it a useful material. Produce a poster or leaflet to answer the question. Writing to inform A set of instructions for how to make a plastic bag. Writing to persuade Create a persuasive poster to sell their plastic bags.	Writing to recount To recount the events of the attack on the village as an eyewitness.	Writing to recount To write in role as Shen recounting the night the Lucky Star sank. Writing to inform To create their own fact files about pugs.
Grammar & Punctuation	<ul style="list-style-type: none"> - Use expanded noun phrases for description and specification. (Y2) - Identify and use statements, questions, exclamations and commands. (Y2) - Use the progressive form of verbs in the present and past tense to show an action in progress. (Y2) - Use commas to separate items in a list. (Y2) - Begin to identify and use apostrophes to show singular possession. (Y2) - Use conjunctions in multi-clause sentences to show time and cause. - Identify and use apostrophes to mark where letters are missing (contractions). - Use a and an according to whether the next word begins with a consonant or a vowel sound. 			<ul style="list-style-type: none"> - Use conjunctions in multi-clause sentences to show time and cause. - Identify and use apostrophes to mark where letters are missing (contractions). -Use a and an according to whether the next word begins with a consonant or a vowel sound. - Use prepositions for time and place. - Use adverbs to show time and cause. - Identify and use apostrophes to show singular possession, - Use inverted commas to punctuate direct speech with the reporting clause at the end. 		<ul style="list-style-type: none"> - Use conjunctions in multi-clause sentences to show time and cause. - Identify and use apostrophes to mark where letters are missing (contractions). -Use a and an according to whether the next word begins with a consonant or a vowel sound. - Use prepositions for time and place. - Use adverbs to show time and cause. - Identify and use apostrophes to show singular possession, - Use inverted commas to punctuate direct speech with the reporting clause at the end. - Identify and use preposition phrases. - Identify and use simple and progressive past tense verb forms in sentences. - Identify and use simple and progressive present tense verb forms in sentences. 	

YEAR 4	 Autumn Term Whole school transition unit (2 weeks)		Spring Term		Summer Term		
Core Texts	Contemporary fiction: 	Contemporary fiction: 	Classic lit: 	Non-fiction: 	Novel: 		Traditional tale: 
Writing Outcomes - Narrative	Writing to describe: -Character description of the children in the story. -Setting description of the circus. Children could recall their experiences of the circus from Summer 2's Enrichment week. -Descriptive poetry about the circus setting and atmosphere. Writing to recount: Playscript of the children's experience of the circus or Reader's Theatre script. Diary entry recalling the experience of the circus. Writing to persuade: Persuasive poster advertising the poster. Writing to narrate: Parallel narrative – story of the lonely rabbit. Picture book spread	Writing to describe: Settings and characters in the story. Poetry to describe the 'Jungle of his Dreams' Writing to recount: Diary entry in role as the old man. Re-tell the story of the man's emotional journey. Writing to narrate Respond to images and create text to describe the action in these, Write the next part of the story based on their predictions.	Writing to describe: Setting description Character description/Kenning Descriptive poetry Writing to recount: Letter writing to inform the parents where he has gone. Writing in role – farewell note, Diary entry – recount story so far. Orally telling the story to a partner. Writing to narrate: Wintry adventure story using knowledge of the text and previously studied texts (Pugs of the Frozen North) Picture book spread	Writing to describe: Collaborative poem to describe a bird. Describe a bird using images for inspiration. Describing birds using adverbials of time, manner & place and comparatives & superlatives. Writing to narrate: Narrate a short section of the video about a bird.	Writing to describe: Describe characters and settings in the story. Writing to recount: Diary entry in the role of Varjak to recount the events in the story. Retell the story at key points in the narrative. Writing to narrate Narrative of the fight scene between characters in the story.	Children to take part in the CLIPPA/ CLPE poetry awards. Text to be announced in the Spring Term.	Writing to describe: Make predictions and describe the character of Ivan, Describe other characters and settings in the story. Writing to recount: Write a note in role as Ivan to his father to recount the events in the story so far. Retell the story in the role of Ivan. Write a diary entry on role to support this. Writing to narrate Poetry: List poem as a class using the words and phrases inspired by the picture. Writing to inform Give advice to Ivan, inform him of his best options. Write a letter in role as the wolf to give advice.
Writing Outcomes - Non-Narrative	Writing to inform: Newspaper report Picture book spread Persuasive poster to promote the circus.	Writing to inform Book review of the story. Writing to persuade Persuade others to read the book. Writing to explain: Compare the difference in the real and the children's interpretations of the text using conjunctions. Life cycles of plants	Writing to inform: Newspaper report Book review – The Ice Palace Writing to instruct: Poster – How to Survive in the cold.	Writing to explain: How birds search for food. How birds hunt. Writing to persuade: Do people need birds more than birds need people? Plan persuasive speech, and debate.	Writing to inform Newspaper report to inform the audience of the key events in the story. Writing to persuade Persuasive letter in the role of Varjak. Writing to explain: Explain the decisions made by characters in note form.		Writing to persuade Solicitor's statement for the defence or prosecution. Writing to explain: What is friendship? Explain using their own ideas and inspiration from the text. Balanced argument: should animals be kept in cages?
Grammar & Punctuation	<ul style="list-style-type: none"> - Use conjunctions in multi-clause sentences to show time and cause. (Y3) - Use prepositions for time and place. (Y3) - Use adverbs to show time and cause. (Y3) - Identify and use simple and progressive past tense verb forms in sentences. (Y3) - Identify and use simple and progressive present tense verb forms in sentences. (Y3) - Use subordinate clauses at the start of sentences. - Use a comma to demarcate sentences starting with a subordinate clause. - Homophones - Contractions - Sentence types: command statements, questions and exclamations. - Fronted adverbials. - Figurative language to describe setting and characters. 		<ul style="list-style-type: none"> - Use subordinate clauses with commas to open sentences. - Comma to demarcate sentences starting with a subordinate clause. - Multi-clause sentences using a range of conjunctions. - Fronted adverbials for time, manner and place. - Expanded noun phrases. - Use commas after fronted adverbials. - Use inverted commas and other punctuation to indicate direct speech. 		<ul style="list-style-type: none"> - Use subordinate clauses at the start of sentences. - Use a comma to demarcate sentences starting with a subordinate clause. - Extend the range of sentences with more than one clause (multi-clause sentences) by using a range of conjunctions. - Use fronted adverbials for time, manner and place. - Use a range of expanded noun phrases. - Use commas after fronted adverbials. - Use inverted commas and other punctuation to indicate direct speech. - Use the present perfect form of verbs instead of the simple past. - Vary the position of the reporting clause in direct speech. - Begin to use apostrophes to mark plural possession. 		

YEAR 5	 Autumn Term Whole school transition unit (2 weeks)		Poetry	Spring Term		Summer Term	
Core Texts	Contemporary fiction: 	Novel: 		Non-fiction: 	Traditional tale: 	Novel: 	Classic lit: 
Writing Outcomes – Narrative	Writing to recount: Letter Diary entry Writing to describe: Poetry Narrative Writing to persuade: Balanced argument	Writing to describe: Setting description Character description Writing to recount: Diary entry – ongoing entries into Zoe’s diary. Writing to persuade: Persuasive speech by Dooby to convince the inhabitants of Eel’s Island to fight for him. Writing to narrate: Narrative – write the ending to the story.	Writing to perform Composition of own poems using poets’ styles for inspiration. Writing to recount: Using poetic form to recount events. Writing to persuade: Persuade others of the value of poetry to convey feelings and tell stories. Writing to narrate: Using poetic form to narrate.	Writing to describe: Setting description. Writing to persuade: Persuasive letter to request funding for the expedition. Motivational speech to raise morale. Writing to recount: Diary entry in role as a crew member. Letter home Logbook – frequent additions throughout the unit.	Writing to describe: Character description of Anansi or another character from the tales. Writing to narrate: Narrative – Traditional tales Writing to recount: Diary entry from Anansi. Letter from Anansi’s sons.	Writing to describe: Character description Setting description Writing to persuade: Balanced argument - are pigeons vermin? Writing to narrate: Extended narrative Mystery story Writing to recount: Diary entry by Twitch.	Writing to recount: Diary entry Writing to describe: List poetry Writing to persuade: Persuasive note/letter Writing to narrate: Narrative telling the story from a different character’s perspective (parallel text).
Writing Outcomes – Non-Narrative	Writing to inform: Newspaper report Writing to recount: Autobiography Writing to inform: Information text	Writing to inform: Information text Writing to instruct: Instructions	Writing to describe: Purpose and structure of poetry. How poets use poetry as a voice to express their own feelings and views. Writing to instruct: Instructions on how to write poetry in the style of the poet.	Writing to describe: Character description of crewmember. Job description Writing to inform: Reporting the events of the expedition. Newspaper article to describe the rescue and return of the crew.	Writing to inform: Information text on Caribbean islands. Writing to explain: Explanation text.	Writing to explain: Explanation text Writing to inform: Observation records Newspaper report	Writing to inform: Race commentary Documentary script Information booklet/poster Newspaper report Writing to recount: Biography Writing to instruct: Instructions/recipes
Grammar & Punctuation	<ul style="list-style-type: none"> - Use fronted adverbials for time, manner and place. (Y4) - Use a range of expanded noun phrases. (Y4) - Use commas after fronted adverbials. (Y4) - Use inverted commas and other punctuation to indicate direct speech. (Y4) - Use subordinate clauses in a variety of positions in sentences. - Indicate degrees of possibility using adverbs or modal verbs. - Use commas to mark clauses in sentences. - Perfect form of verbs to mark relationships of time and cause. - Figurative language - Contrasting and comparative conjunctions to link clauses - Relative clauses beginning with who, which, where, when, whose, that. - Poetic devices: Assonance, Alliteration, Rhythm, Rhyme, Personification, Enjambment, Opposition, Free verse, List poems. 			<ul style="list-style-type: none"> - Use subordinate clauses in a variety of positions in sentences. - Indicate degrees of possibility using adverbs or modal verbs. - Use commas to mark clauses in sentences. - Relative clauses beginning with who, which, where, when, whose, that. - Perfect form of verbs to mark relationships of time and cause. - Use apostrophes to mark plural possession. 		<ul style="list-style-type: none"> - Use subordinate clauses in a variety of positions in sentences. - Indicate degrees of possibility using adverbs or modal verbs. - Use commas to mark clauses in sentences. - Use relative clauses beginning with who, which, where, when, whose, that. - Use the perfect form of verbs to mark relationships of time and cause. - Use apostrophes to mark plural possession. - Indicate parenthesis using brackets, dashes or commas. - Use commas to clarify meaning. - Punctuated direct speech. 	

YEAR 6	 Autumn Term Whole school transition unit (2 weeks)		Spring Term (Spring 1 and part of Spring 2)	Poetry	Summer Term	
Core Texts	Novel: 	Non-fiction: 	Classic lit: 		Traditional tale: 	Contemporary fiction: 
Writing Outcomes - Narrative	<p>Writing to describe Describe the music that Frank hears.</p> <p>Writing to describe Write a character description of a troll.</p> <p>Writing to narrate Write Nick's mother's story.</p> <p>Writing to narrate Children to write their own portal story.</p>	<p>Writing to narrate Research The Bingham Hall Brouhaha, Muriel Matters and her Magnificent Flying Machine or Capturing the Monument and retell the events as a narrative.</p>	<p>Writing to narrate Retell the Banquet Scene as a narrative.</p> <p>Writing to describe Setting description of Birnham Wood.</p>	<p>Children to read, respond and perform poetry.</p>	<p>Writing to describe Character description of either The Wife Who Could Remove Her Head or The Boy Who Tricked A Troll.</p> <p>Writing to narrate Retell the story of 'The Sister Who Ate Her Brothers.'</p> <p>Writing to describe Setting description of the house from 'The House That Was Filled With Ghosts.'</p> <p>Writing to narrate Writing the story of the night the north wind visited based on 'The House That Was Filled With Ghosts.'</p> <p>Writing to narrate Children to write their own story that would fit in with the collection of twisted fairy tales.</p>	<p>Writing to narrate Retell the part of the start where the family encounter the border guard (focus on dialogue).</p> <p>Writing to describe Setting description of the forest.</p>
Writing Outcomes – Non-Narrative	<p>Writing to recount Keep a diary in role as either Frank or Nick throughout the story.</p> <p>Writing to persuade Children to consider the question 'Should Frank go down the stairs?' Children to create their arguments and debate.</p> <p>Writing to inform Children to write a newspaper report about the video online.</p>	<p>Writing to persuade A letter to the Governors.</p> <p>Writing to persuade A letter of application to either the Suffragist or Suffragette movement.</p> <p>Writing to inform Create a biography about one of the Suffragettes or Suffragists.</p> <p>Writing to inform A balanced argument in response to the question 'Were the Suffragettes more significant than the Suffragists?'</p>	<p>Writing to inform Writing in role as MacBeth to tell Lady Macbeth about his encounter with the witches and their prophecies.</p> <p>Writing to persuade Writing in role as Lady Macbeth to advise/ persuade Macbeth on what he should do about the prophecies.</p> <p>Writing to inform Medical report for Lady Macbeth</p>	<p><i>Write their own free verse poem based on their own experiences at school.</i></p>		<p>Writing to persuade A letter in role to the mother advising her what to do.</p> <p>Writing to persuade Balanced argument- Should the border guard let the family cross the border?</p>
Grammar & Punctuation	<ul style="list-style-type: none"> - Use commas to mark clauses in sentences. (Y5) - Use relative clauses beginning with who, which, where, when, whose, that. (Y5) - Use the perfect form of verbs to mark relationships of time and cause. (Y5) - Indicate parenthesis using brackets, dashes or commas. (Y5) - Identify and use active and passive voice in sentences. - Punctuate bullet points accurately. 		<ul style="list-style-type: none"> - Identify and use active and passive voice in sentences. - Punctuate bullet points accurately. - Use semi-colons, colons and dashes to mark the boundary between independent clauses. - Use colons to introduce a list. - Use semi-colons within lists. - Use hyphens to avoid ambiguity. 		<ul style="list-style-type: none"> - Identify and use active and passive voice in sentences. - Punctuate bullet points accurately. - Use semi-colons, colons and dashes to mark the boundary between independent clauses. - Use colons to introduce a list. - Use semi-colons within lists. - Use hyphens to avoid ambiguity. 	