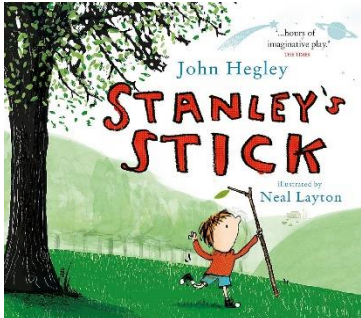
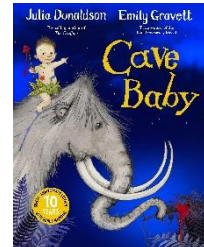
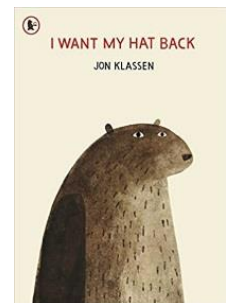
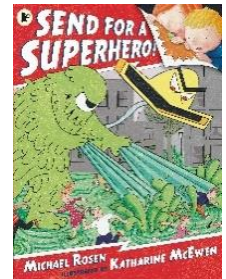

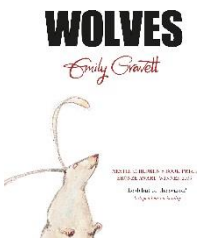
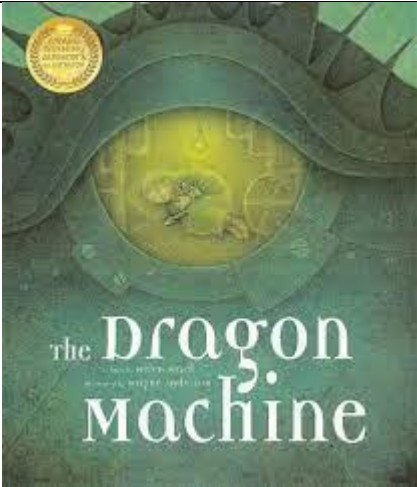

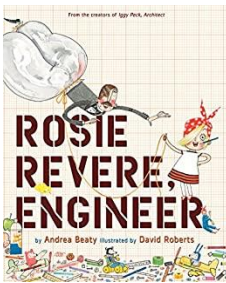
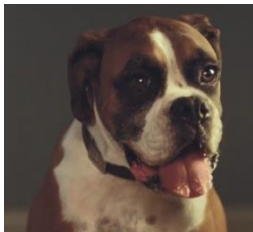


## Year 1 – Autumn Term

<b>Key Text</b>	 <p>Stanley's Stick – John Hegley</p>	 <p>Cave Baby – Julia Donaldson and Emily Gravett</p>	 <p>I Want My Hat Back – Jon Klassen</p>	 <p>Send for a Superhero – Michael Rosen</p>	 <p>Monty the Penguin – Literacy Shed (film)</p>
<b>Written Outcome</b>	<p>P: To entertain F: Narrative A: children</p>	<p>P: To entertain F: Narrative A: children</p>	<p>P: To find out more information F: Letter A: The Bear</p>	<p>P: To inform F: Fact file A: The public who may have seen the bad guy</p>	<p>P: To persuade F: Letter A: parents</p>
<b>Read aloud texts</b>	<p>Leaf man I am an artist - by Marta Altés Billy's Bucket by Kes Gray</p>	<p>The Lion inside- Rachel Bright I love you to the moon and back -Amelia Hepworth</p>	<p>The shapes trilogy – Mac Barnett Sam and Dave Dig a hole- Mac Barnett The day the crayons quit – Drew Daywalt This is not my hat by Jon Klassen</p>	<p>Traction man – Mini Grey Supertato – Sue Hendra Nat Fantastic – Giles Andreae SuperWorm – Julia Donaldson</p>	<p>My Penguin Year: Life Among the Emperors by Lindsay McCrae Monty's Christmas – Lucy Feather</p>

	Autumn 1		Autumn 2		
<b>All year:</b> *saying out loud what they are going to write about *composing a sentence orally before writing it *re-reading what they have written to check it makes sense *discuss what they have written with the teacher or other pupils *read their writing aloud clearly enough to be heard by their peers and the teacher					
Written Outcome	Stanley’s Stick  Captioning images	Cave Baby  Retelling	I Want My Hat Back (3 wk) (LT)  Narrative	Send For A Superhero (3 wk) (LT)  Narrative	Monty the Penguin (1 wk)  Persuasive letter to Santa
Key Skill Focus	<ul style="list-style-type: none"><li>capital letters, full stops, finger spaces and writing on the line.</li><li>conjunction- ‘and’</li></ul>	<ul style="list-style-type: none"><li>* How words can combine to make sentences</li><li>• Use of capital letters, full stops to demarcate sentences</li><li>• Sequencing sentences to form short narratives</li><li>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li></ul>	<ul style="list-style-type: none"><li>• Using a capital letter for a noun</li><li>• Questions – orally compose a question, purpose of questions and the intonation used when asking a question</li><li>• Prefix un – unhelpful, unkind, untrue, unhappy</li></ul>	<ul style="list-style-type: none"><li>• The differences between non-fiction and fiction</li><li>• Plural s/ es</li></ul> Suffixes ing/ ed/ er/ est	<ul style="list-style-type: none"><li>* Using powerful adjectives</li><li>* Persuasive vocabulary</li></ul>

## Year 2 – Autumn Term

<b>Key Text</b>	 <p>Wolves</p>	 <p>The Dragon Machine</p>	 <p>Bubbles – Literacy Shed (film)</p>	 <p>Rosie Revere Engineer – Andrea Beaty</p>	 <p>Buster – Literacy Shed (film)</p>
<b>Written Outcome</b>	<p>P: To inform F: non-chronological report A: Little Red Riding Hood</p>	<p>P: To describe F: Narrative A: Year R/ Year 1</p>	<p>P: To entertain F: story adaptation A: children</p>	<p>P: To inform F: Fact File A: Parents</p>	<p>P: To entertain F: Retelling A: children</p>
<b>Read aloud texts</b>	<p>Little Red – howlingly good fairy tale with a twist Badness for Beginners – Ian Whybrow What's the time Mr Wolf? – Ian Whybrow Honestly, Red Riding Hood was Rotten. Fact and Fiction – wolves</p>	<p>The Dragon Machine – Helen Ward A child of Books – Oliver Jeffers Milo's Hat Trick – Jon Agee</p>	<p>Poles apart Rapunzel Hansel and Gretel</p>	<p>The Most Magnificent Thing by Ashley Spires Brave Irene by William Steig ABD's of Engineering – Chris Ferrie Enemy Pie by Derek Munson</p>	<p>Butser's Christmas – Lucy Feather</p>

	Autumn 1		Autumn 2		
<b>All year:</b> *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 *proofreading to check for errors in spelling, grammar and punctuation *evaluating their writing with the teacher and other pupils *read aloud what they have written with the appropriate intonation to make the meaning clear					
Written Outcome Purpose Form Audience	Wolves (4 weeks ) To inform: non-chronological report	The Dragon Machine (3 weeks) Their own dragon machine story	Bubbles (3 wks)  Mini outcome: setting description	Rosie Revere the Engineer (3 wks) To inform  Mini outcome: leaflet	Buster the dog (1 week)  To entertain Retelling
Key Skill Focus	* Subordination (using when, if, that, because) and co-ordination (using or, and, but) * Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] * Use of capital letters, full stops and question marks to demarcate sentences	<ul style="list-style-type: none"><li>• Sentences with different forms</li><li>• Prefix: un</li><li>• Suffix: ly</li><li>• Adjectives</li></ul>	* Suffixes to form new words (ful, er, ness, ly, ment, less) * Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	* How the grammatical patterns in a sentence indicate its function as an, exclamation * Use apostrophes for contraction and singular possession * Use progressive form consistently and correctly * Subordination (using when, if, that, because) and co-ordination (using or, and, but)	* Evaluating their writing with the teacher and other pupils * Rereading to check their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form



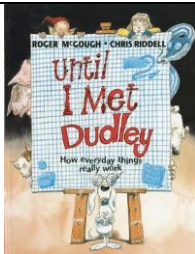


## Year 3 – Autumn Term

Key Text					
	The New Vestements – Edward Lear (extract)	The Lost Thing – Shaun Tan	Flotsam – David Wiesner	Fortunately, the Milk – Neil Gaiman	Coming Home – Literacy Shed (film)
Written Outcome	P: To describe F: Poem A: peers	P: To entertain F: Narrative A: The boy who found the original lost thing	P: To intrigue and entertain F: Mystery story A: Another child who has found the camera	P: To inform F: report A: people who are interested in adventures.	P: To entertain F: Poem A: children
Read aloud text	Alice in Wonderland Little Manford – Michael Morpurgo The New Vestments – Edward Lear	The Creekers – Tom Fletcher The Lost Thing – Shaun Tan	The Man Who Walked Between the Towers by Mordicai Gerstein Hello Lighthouse -by Sophie Blackall	Fortunately, the Milk – Neil Gaiman Pirate Stew – Neil Gaiman Cinnamon – Neil Gaiman Fantastically Great Women who changed the world! – Pankhurst	Coming Home – Michael Morpurgo Christmasaurus -Tom Fletcher

### Year 3

	Autumn 1		Autumn 2		
Written Outcome	The New Vestements	The Lost Thing (4 weeks)	Flotsam (3 wks)	Fortunately, the milk	Coming home
Purpose					
Form	poem	Narrative	Mystery story	report	Poem
Audience					
<b>All year:</b> *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 *assessing the effectiveness of their own and other's writing and suggesting improvements *proof read for spelling and punctuation errors *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					
Key Skill Focus	* Using correct form of a or an * adjectives * Using conjunctions (but, because, so, and, or, when, if), adverbs and prepositions to express time and cause (and place) e.g. after, while, suddenly, later that day, all of a sudden, then, next, before that, that morning *correctly spelling past tense words	* Choosing nouns or pronouns appropriately for clarity and cohesion to avoid repetition * Use of fronted adverbials with commas after * Using present perfect tense in contrast to the past tense * Using conjunctions (but, because, so, and, or, when, if), adverbs and prepositions to express time and cause (and place) e.g. after, while, suddenly, later that day, all of a sudden, then, next, before that, that morning	*prepositional phrases *expanded noun phrases with prepositions * Organise paragraphs around a theme	* Organise paragraphs around a theme * Using and punctuating direct speech * Using present perfect tense in contrast to the past tense *fronted adverbials * in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	* Progressively building a rich and varied vocabulary (adjectives and verbs for effect)

## Year 4 – Autumn Term


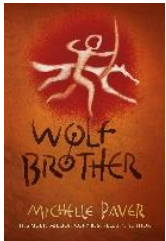
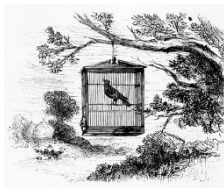
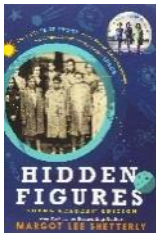

Key Text	 <p>The Iron Man – Ted Hughes</p>	 <p>Spy Fox – Literacy Shed (film)</p>	 <p>Until I Met Dudley – Roger McGough and Chris Riddell</p>	 <p>Winter's Child – Angela McAllister</p>	 <p>Mog's Christmas Calamity – Literacy Shed (film)</p>
Written Outcome	<p>P: To entertain F: Mystery Narrative A: Year 3</p>	<p>P: To inform F: Newspaper report A: people who read the newspaper</p>	<p>P: To explain F: Explanation text A: people who are curious about machines</p>	<p>P: To describe F: Poem A: children</p>	<p>P: To entertain F: Retelling A: children</p>
Read aloud text	<p>The Iron Man – Ted Hughes The Iron Woman – Ted Hughes Proud shades of Blue</p>	<p>Krindlekrax – Philip Ridley</p>	<p>How Santa really works How an orchestra works (Orchestra by Avalon, interview with violinist, encyclopedia pages, How a dinosaur works by Alan Snow, Just so stories</p>	<p>Odd and the Frost Giants – Neil Gaiman Winter's Child – Angela McAllister Mog's Christmas Calamity – Judith Kerr</p>	

## Year 4

	Autumn 1		Autumn 2		
Written Outcome Purpose Form Audience	The Iron Man (3 wks) Story	Spy Fox (3 weeks) Newspaper Report	Until I Met Dudley...(3 Weeks) Explanation	Winter's Child (3 Weeks) Poem	Mog's Christmas Calamity Retelling
<b>All year:</b> *discussing writing similar 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 (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures *assessing the effectiveness of their own and others' writing and suggesting improvements *proofread for spelling and punctuation errors *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					
Key Skill Focus	* Add clarity and detail to sentences by adding fronted adverbials * using commas for fronted adverbials * Inverted commas for direct speech and using a comma after the reporting clause * Expand noun phrases by the addition of modifying adjectives, nouns and prepositions * progressively building a varied and rich vocabulary and an increasing range of sentence structures	* using the present perfect form of verbs in contrast to the past tense * Add clarity and detail to sentences by adding fronted adverbials (how). * Inverted commas for direct speech and using a comma after the reporting clause (expanding the reported clause) – GD –split speech	* extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using conjunctions, adverbs and prepositions to express time and cause *use simple organisational devices in non-fiction (headings, sub-headings, bullet points – always punctuated in the same way, diagrams, captions, glossary) *organise paragraphs around a theme	* Expand noun phrases by the addition of modifying adjectives, nouns and prepositions *indicating possession by using the possessive apostrophe with plural nouns * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	* progressively building a rich and varied vocabulary (simile) *place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals



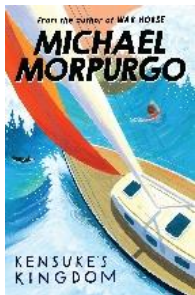




## Year 5 – Autumn Term

Key Text	 <p>The Lighthouse – Literacy Shed (film)</p>	 <p>Wolf Brother – Michelle Paver</p>	 <p>Sympathy – Paul Lawrence Dunbar</p>	 <p>Hidden Figures – Margot Lee Shetterly</p>	 <p>The Piano – Literacy Shed (film)</p>
Written Outcome	<p>P: To describe F: diary in role A: personal record of a significant event</p>	<p>P: To entertain F: adventure story A: peers</p>	<p>P: Educate or inspire F: Symbolic Poem A: peers</p>	<p>P: To persuade &amp; emote F: Speech with Purpose <i>‘Why should KJ be named a fearless, scientific pioneer?’</i> A: Important ‘Panel’ of Judges</p>	<p>P: To entertain F: Flashback narrative A: children</p>
Read aloud text	<p>Wolf Brother – Michelle Paver</p>	<p>Leonora Bolt, Fear Ground, Spark, Dream Robbery, Green River, Loki</p>	<p>Sympathy – Paul Lawrence Dunbar There’s a Boy in the Girl’s Bathroom – Louis Sachar Maya Angelou – I know why the caged bird sings, Harriet Tubman information text, Rosa Parks information text, Martin Luther King picture book and I have a dream speech</p>	<p>Little People, Big Dreams (Black Voices) Counting on Katherine, Women in Science Speak Up – powerful speeches by young people Hidden Figures – Margot Lee Shetterly</p>	

## Year 5

	Autumn 1		Autumn 2		
Written Outcome Purpose Form Audience	The Lighthouse (3 weeks) P: describe F: Diary in role	Wolf Brother (4 weeks)	Sympathy - Poetry (2 Weeks) P: Educate or inspire F: Symbolic Poem	Hidden Figures (3 Weeks) P: To persuade & inspire F: Speech with Purpose A: Important 'Panel' of Judges	The Piano (2 Weeks) P: to entertain F: Short flashback narrative
<b>All year:</b> *noting and developing initial ideas, drawing on reading and research where necessary *assessing the effectiveness of their own and others' writing and suggesting improvements *proofread for spelling and punctuation errors *use a dictionary and thesaurus *perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear					
Key Skill Focus	* using a wide range of devices to build cohesion within and across paragraphs (adverbials, conjunctions) * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning * using expanded noun phrases to convey complicated information concisely  *using modal verbs or adverbs to indicate degrees of possibility	*describing characters and atmosphere and integrating dialogue to convey character and advance the action *use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun *use commas to clarify meaning or avoid ambiguity in writing	* using expanded noun phrases to convey complicated information concisely * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (incl. descriptive sentence starters) * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	* recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms (incl. descriptive sentence starters) *use the perfect form of verbs to mark relationships of time and cause	*describing settings and atmosphere * using a wide range of devices to build cohesion within and across paragraphs (adverbials, conjunctions) * using brackets, dashes or commas to indicate parenthesis *describing characters and atmosphere and integrating dialogue to convey character and advance the action

## Year 6 – Autumn Term

Key Text				 Between the Lines – Literacy Shed (film)	 The Christmas Truce - Literacy Shed (film)
Written Outcome	P: To describe/share what has been learnt in an experience F: Memoir A: A reader wanting to connect to and learn from that memory Thread for skills application/genre familiarisation: 'Inspired Memoir' from a Characters Perspective (choice of event)	P: To describe and explain F: Journey Narrative A: People who have read this book (peers, children, adults)  Thread for skills application/genre familiarisation – Narrative Companion to Opening Section	P: To communicate information F: formal and informal letters A: Characters in the story  Thread for skills application/genre familiarisation – Sgt Hanley back story	<u>Between the Lines</u> P: To entertain F: emotive poem A: a reader wanting to learn about war  <u>WWI Poetry</u> P: To persuade F: persuasive speech A: someone deciding whether to join the army	P: to inform F: Soldier's Handbook/Guide to the Trenches A: a loved one at home
Read aloud texts	The Lost Book of Adventure by the Unknown Adventurer (L6 & L7); Malala: My Story of Standing up for Girls Rights by Malala Yousafzai (L7); The Missing by Michael Rosen (L9 & Reading). Further extracts to also be used within independent reading time (e.g. Marcus Rashford and Judith Kerr)	Boy 87 by Elle Fountain, Who Are Refugees and Migrants by Michael Rosen, On the Move (Poems) by Michael Rosen, When Stars are Scattered by Victoria Jamieson	Private Peaceful – Michael Morpurgo Reading Session focus in weeks 1 & 2 Private Peaceful, Armistice Runner, DK Find Out, WWI Visual Guide, Newspapers (Wipers Times)		War Poetry (Dulce et Decorum Est, etc.), Soldiers Letters, The Enemy

## Year 6

	Autumn 1		Autumn 2		
Written Outcome Purpose Form Audience	Kensuke's Kingdom (3 weeks) 'Inspired Memoir'	The Arrival (2 Weeks) Journey Narrative	Private Peaceful (3 Weeks) Letters	WWI Poetry (2 Week) Persuasive speech	The Christmas Truce (1 Week) Soldier's handbook/Guide to the trenches
<b>All year:</b> *assessing the effectiveness of their own and others' writing *use a dictionary and thesaurus *perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear *proofread for spelling and punctuation errors					
Key Skill Focus	*To improve our sentences by considering the effect of alternative adjectives *To identify how both adjectives and verbs can be used to depict an atmosphere *To use verbs to add detail to narrative about action and character *to use expanded noun phrases to convey complicated information concisely	* In narratives, describing settings, characters and atmosphere *use semicolons, colons or dashes to mark boundaries between independent clauses *use a wide range of devices to build cohesion within and across paragraphs *ensuring the consistent and correct use of tense throughout a piece of writing	* using commas to clarify meaning or avoid ambiguity in writing * using modal verbs or adverbs to indicate degrees of possibility *using the perfect form of verbs to mark relationships of time and cause *differences in formal and informal language	* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *further cohesive devices such as grammatical connections (pronouns linking back to previous sentences) and adverbials *recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	*use of hyphens to avoid ambiguity * punctuating bullet points consistently * using a colon to introduce a list *using further organisational and presentational devices to structure text and to guide the reader *using passive verbs to affect the presentation of information concisely

