

## Year 1 – Spring Term

|                        |   |   |  |  |
|------------------------|---|---|--|--|
| <b>Key Text</b>        |    |  <p>Astro Girl – Ken Wilson-Max</p>   |  <p>Lila and the Secret of the Rain</p>   |                     |
| <b>Written Outcome</b> | <p>P: To entertain<br/>F: Narrative<br/>A: adults</p>   | <p>P: To inform<br/>F: Fact file<br/>A: children</p>  | <p>P: To describe<br/>F: narrative<br/>A: Children</p>   | <p>P: To inform<br/>F: Diary<br/>A: children</p>   |
| <b>Read aloud text</b> | <p>The Suitcase – by Chris Naylor-Ballesteros<br/>The tiger who came to tea – Judith Kerr<br/>Gorilla by Anthony Browne<br/>Here We Are: Notes for Living on Planet Earth by Oliver Jeffers</p> | <p>Not Quite Narwhal by Jessie Sima<br/>Big Choo by Stephen Shaskan<br/>The Space Walk by Brian Biggs<br/><br/>Moon! Earth's Best Friend by Stacy McAnulty<br/>The Darkest Dark by Chris Hadfield</p> | <p>The Water Princess – by Susan Verde and Georgie Badiel.<br/>Too Small Tola by Atinuke<br/>Deep in the Sahara by Kelly Cunnane<br/>Non-fiction books which show the diversity of Africa including metropolitan cities.</p> | <p>Tiddler – By Julia Donaldson<br/>The Storm Whale -Benji Davies<br/>Owl Babies by Martin Waddell</p> |

## Year 1

|  | Spring 1  |   | Spring 2   |   |
|--|---|---|--|---|
| <b>All year:</b><br>*saying out loud what they are going to write about<br>*composing a sentence orally before writing it<br>*re-reading what they have written to check it makes sense<br>*discuss what they have written with the teacher or other pupils<br>*read their writing aloud clearly enough to be heard by their peers and the teacher |   |   |  |   |
| Written Outcome  | Beegu (LT) (3 weeks)<br><br>Retelling   | Astro Girl (3 weeks)<br><br>Fact file   | Lila and the secret of the rain<br><br>Narrative   | Lost and Found (3 weeks)<br><br>Diary entry               |
| Key Skill Focus  | * Consolidate Autumn skills<br>• Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)<br>*Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon<br>*Conjunctions: and, because, but<br>*Time connectives<br>*Common exception words suitable to text | *Introduction to question marks and exclamation marks to demarcate sentences<br>*Introduce editing<br>*Read aloud their writing clearly enough to be heard by their peers and the teacher | *Expanded noun phrases for description and specification<br>*Questions<br>*Recap of capital letters, finger spaces and full stops.<br>*Suffixes<br>*Conjunctions and connectives | *Capital letters for names and for the personal pronoun I |

## Year 2 – Spring Term

|                        |  |   |  |   |
|------------------------|--|---|--|---|
| <b>Key Text</b>        |   |   |   |    |
| <b>Written Outcome</b> | P: To inform<br>F: letter<br>A: adults   | P: To inform<br>F: leaflet<br>A: children   | P: To entertain<br>F: narrative<br>A: children   | P: To describe<br>F: Diary<br>A: adults   |
| <b>Read aloud text</b> | Dear Dinosaur – Nicola O’Byrne<br>Pirates Go to School by Corinne Demas<br>Jolly Rodger – Colin McNaughton<br>Pirates love Underpants -Claire Freedman | Giraffe’s can’t Dance – Giles Andrea<br>Strictly no Elephants - Lisa Mantchev<br>We’re all wonders – R J Palacio<br>The Pirate of Kindergarten – Geogre Ella Lyon | The Squirrels Who Squabbled by Rachel Bright<br>Perfectly Norman by Tom Percival<br>This Moose Belongs to Me by Oliver Jeffers | The Antlered Ship by Dashka Slater<br>The Barnabus Project by Eric Fan<br><br>What We'll Build: Plans for Our Together Future by Oliver Jeffers |

## Year 2

|  | Spring 1  |  | Spring 2   |   |
|--|---|--|--|---|
| <b>All year:</b><br>*planning or saying out loud what they are going to write about<br>*writing down ideas and/or key words, including new vocabulary<br>*encapsulating what they want to say, sentence by sentence<br>*proofreading to check for errors in spelling, grammar and punctuation<br>*evaluating their writing with the teacher and other pupils<br>*read aloud what they have written with the appropriate intonation to make the meaning clear |   |  |  |   |
| Written Outcome Purpose Form Audience  | Captain Abdul’s Pirate School (3 weeks )<br><br>To inform Letter<br><br>Mini outcome: postcard  | The Pirates Next Door (3 weeks )<br><br>To inform Leaflet<br><br>Mini outcome: poster  | The Bear and the Piano (LT) (3 weeks)<br><br>To entertain Narrative<br><br>Mini outcome: character description   | Ocean Meets Sky (LT) (3 weeks)<br><br>To describe Diary entry<br><br>Mini outcome: setting description  |
| Key Skill Focus  | * Use of capital letters, full stops, question marks and exclamation marks to demarcate sentence<br>* Subordination (using when, if, that, because) and co-ordination (using or, and, but)<br>* Suffixes to form new words (ful, er, ness, ly, ment, less)<br>* Proofreading to check for errors in spelling, grammar and punctuation | * Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]<br>* Use of commas in a list<br>* Planning or saying out loud what they are going to write about | * Correct choice and consistent use of present tense and past tense throughout writing<br>* Use progressive form consistently and correctly<br>* Suffixes to form new words (ful, er, ness, ly, ment, less)<br>* How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command | * Evaluating their writing with the teacher and other pupils<br>* Rereading to check their writing makes sense and that verbs to indicate time are used correctly and consistently including verbs in the continuous form |


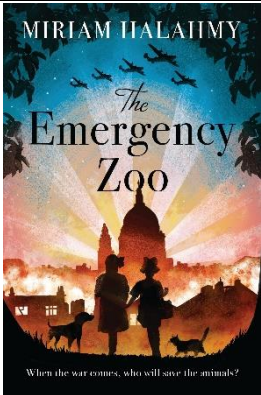

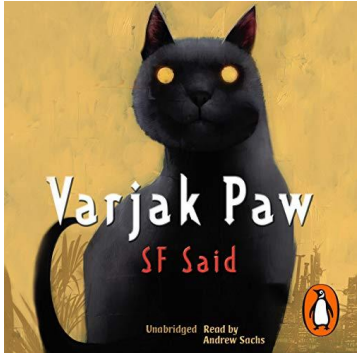
## Year 3 – Spring Term

|                 |   |  |   |   |
|-----------------|---|--|---|---|
| Key Text        |  |  |  |  |
| Written Outcome | P: To argue/ persuade<br>F: letter<br>A: adults                                   | P: To inform<br>F: Eyewitness account<br>A: adults                                 | P: To entertain<br>F: Narrative<br>A: Children                                      | P: To describe<br>F: Diary<br>A: children   |
| Read aloud text | The Firework Maker's Daughter – Philip Pullman                                    | The Red Tree – Shaun Tan<br>Non-fiction texts about Volcanoes                      | The BFG – Roald Dahl  | Diary of a killer cat- Anne Fine  |

### Year 3

|   | <b>Spring 1</b>   |  | <b>Spring 2</b>   |   |
|---|---|--|---|---|
| Written Outcome Purpose Form Audience   | Cloud Tea Monkeys (3 weeks)<br><br>Letter   | The Firework Maker's Daughter (3 weeks)<br><br>Eyewitness account  | The BFG (3 weeks)<br>Narrative – opening of their own mystery story for children                    | The Dreamcatcher (2 weeks)<br><br>Diary<br>Children |
| <b>All year:</b><br>*discussing and recording ideas<br>*composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures<br>*assessing the effectiveness of their own and other's writing and suggesting improvements<br>*proof read for spelling and punctuation errors<br>*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   | <ul style="list-style-type: none"> <li>• Sub headings</li> <li>• Conjunctions</li> <li>• Prepositions</li> <li>• a or an</li> </ul> Present perfect tense | <ul style="list-style-type: none"> <li>• First person</li> <li>• Past tense</li> <li>• Descriptive language</li> </ul> | <ul style="list-style-type: none"> <li>• Prepositions</li> <li>• Past tense</li> </ul> First person | Speech punctuation                                  |

## Year 4 – Spring Term

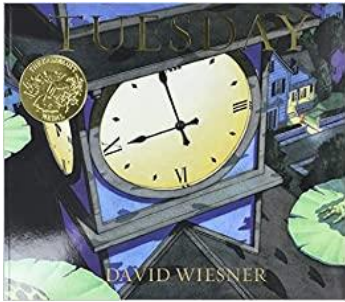
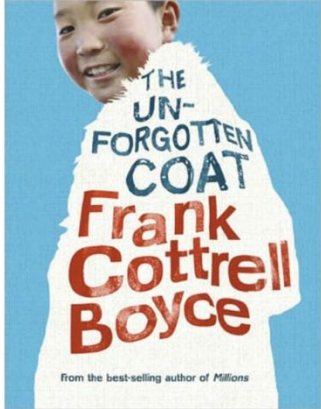
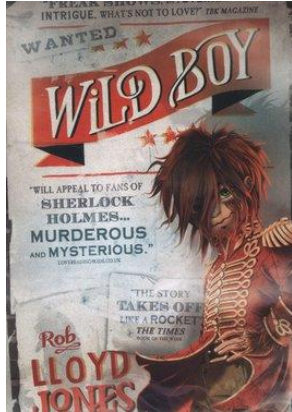

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|-----------------|---|--|---|---|
| Key Text        |  |  |  |  |
|                 | The secret Garden extract   |  | The Jabberwocky – Lewis Carroll   |   |
| Written Outcome | P: To entertain<br>F: setting description<br>A: adults                            | P: To persuade<br>F: Persuasive Letter<br>A: adults                                | P: To entertain<br>F: Nonsense poem<br>A: children                                  | P: To inform<br>F: Non-fiction<br>A: adults   |
| Read aloud text | The Secret Garden<br>Leo and the place between<br>Clockwork Crow.                 | The Emergency Zoo – Miriam H   | The Jabberwocky – Lewis Carroll<br>The Tyger by William Blake                       | Varjak Paw – SF Said  |

## Year 4

|  | <b>Spring 1</b>  |  | <b>Spring 2</b>                                     |  |
|--|--|--|---|--|
| Written Outcome<br>Purpose<br>Form<br>Audience   | The secret Garden (2 weeks)  | Emergency Zoo (4 weeks)  | The Jabberwocky (2 weeks)<br><br>Nonsense Poem      | Varjak Paw (4 weeks)<br><br>Non-fiction  |
| <b>All year:</b><br>*discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar<br>*discussing and recording ideas<br>*composing and rehearsing sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures<br>*assessing the effectiveness of their own and others' writing and suggesting improvements<br>*proofread for spelling and punctuation errors<br>*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  | •Adverbs and prepositions (to express time and cause)<br><br>progressively building a rich and varied vocabulary | extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although<br><br>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals | progressively building a rich and varied vocabulary | use simple organisational devices in non-fiction (headings, sub-headings, bullet points – always punctuated in the same way, diagrams, captions, glossary) |



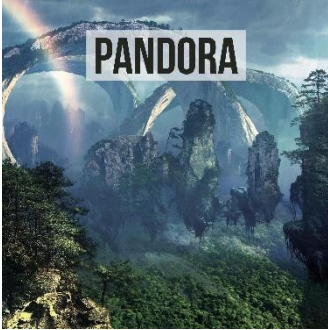

## Year 5 – Spring Term

|                 |   |  |   |   |
|-----------------|---|--|---|---|
| Key Text        |  |                          |  |  |
| Written Outcome | P: To inform<br>F: Newspaper article<br>A: adults                                 | P: To entertain<br>F: memoir<br>A: adults  | P: To persuade<br>F: a balanced argument<br>A: adults                               | P: To entertain<br>F: Poem<br>A: Year 5   |
| Read aloud text | Tuesday – David Wiesner<br>Jumanji by Chris Van Allsburg                          | The Unforgotten Coat – Frank Cottrell Boyce<br>The Refugee (poem)<br>The Butterfly Lion – Michael Morpurgo | Wild Boy<br>5 children and IT   | 5 Children and IT   |

## Year 5

|  | Spring 1   |  | Spring 2   |  |
|--|--|--|--|--|
| Written Outcome<br>Purpose<br>Form<br>Audience   | Tuesday (3 weeks)<br>Poem  | The Unforgotten Coat   | Wild Boy (4 weeks)   | Little Freak (2 weeks)   |
| <b>All year:</b><br>*noting and developing initial ideas, drawing on reading and research where necessary<br>*assessing the effectiveness of their own and others' writing and suggesting improvements<br>*proofread for spelling and punctuation errors<br>*use a dictionary and thesaurus<br>*perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear |  |  |  |  |
| Key Skill<br>Focus   | * selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning<br>*describing settings and atmosphere<br>*using modal verbs or adverbs to indicate degrees of possibility<br>*proofread for spelling and punctuation errors | * using a wide range of devices to build cohesion within and across paragraphs (adverbials, conjunctions)<br>* using expanded noun phrases to convey complicated information concisely<br>*use commas to clarify meaning or avoid ambiguity in writing | * using a wide range of devices to build cohesion within and across paragraphs (adverbials, conjunctions)<br>* using brackets, dashes or commas to indicate parenthesis<br>* recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms<br>*use the perfect form of verbs to mark relationships of time and cause | *describing characters and atmosphere and integrating dialogue to convey character and advance the action<br>* using expanded noun phrases to convey complicated information concisely<br>*use commas to clarify meaning or avoid ambiguity in writing |

## Year 6 – Spring Term

|                 |   |  |  |   |
|-----------------|---|--|--|---|
| Key Text        |  |  |                             |  <p>The Dreadful Menace –<br/>Literacy Shed Film</p> |
| Written Outcome | <p>P: To entertain<br/>F: Suspense Poem<br/>A: children</p>                       | <p>P: To inform<br/>F: Survival guide<br/>A: children</p>                          | <p>P: To entertain<br/>F: back story (thread from Sgt Hanley (Private Peaceful) and Kensuke)<br/>A: adults</p> | <p>P: To entertain<br/>F: Missing chapter<br/>A: oneself</p>  |
| Read aloud text | <p>Clockwork – Philip Pullman<br/>Small change for Stuart</p>                     | <p>The Boy in the Tower – Polly Ho-Yen</p>   | <p>The Savage – David Almond</p>   | <p>The Graveyard Girl – Neil Gaiman</p>   |

## Year 6

|   | Spring 1  |  |  | Spring 2   |
|---|---|--|--|--|
| Written Outcome<br>Purpose<br>Form<br>Audience  | Clockwork<br>Suspense poem  | Pandora<br>Survival Guide  | The Savage<br>Backstory  | The Dreadful Menace<br>Missing chapter   |
| <b>All year:</b><br>*assessing the effectiveness of their own and others' writing<br>*use a dictionary and thesaurus<br>*perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear<br>*proofread for spelling and punctuation errors |   |  |  |  |
| Key Skill<br>Focus  | *To identify how both adjectives and verbs can be used to depict an atmosphere<br>* proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning | *to use expanded noun phrases to convey complicated information concisely<br>*use semicolons, colons or dashes to mark boundaries between independent clauses<br>* using a colon to introduce a list<br>*using further organisational and presentational devices to structure text and to guide the reader<br>* punctuating bullet points consistently | Use of ( ) - , for parenthesis<br><br>Use ; : - to mark boundaries between ind clauses. A colon to introduce a list<br><br>Punctuating bullet points consistently<br><br>using further organisational and presentational devices to structure text and to guide the reader | Use of ( ) - , for parenthesis<br><br>Using modal verbs or adverbs to indicate degrees of possibility<br><br>Further cohesive devices such as grammatical connections (pronouns linking back to previous sentences) and adverbials<br><br>Recognising vocab and structures that are appropriate for formal speech and writing, including subjunctive forms<br>using commas to clarify meaning or avoid ambiguity in writing<br><br>using the perfect form of verbs to mark relationships of time and cause<br>Punctuating bullet points consistently |