

Year 1 – Summer Term

Key Text	 <p>2 weeks</p>	 <p>1 week</p>	 <p>3 weeks</p>		
Written Outcome	<p>P: To entertain F: Narrative A: children</p>	<p>P: to inform F: diary entry A: children</p>	<p>P: to entertain F: narrative A: children</p>	<p>P: to entertain F: poem A: children</p>	<p>P: to inform F: fact file A: children</p>
Read aloud texts	<p>Yeh-Shen: A Cinderella Story from China by Ai-Ling Louie Cendrillon: A Caribbean Cinderella Mufaro's Beautiful Daughters: An African Tale - John Steptoe Into the Forest- Anthony Browne</p>	<p>Non-fiction text about dancing</p>	<p>The Extraordinary Gardener by Sam Boughton Secret Sky Garden by Linda Sarah Sunflower Shoots and Muddy Boots – A Child's Guide to Gardening by Katherine Halligan</p>	<p>Julian is a mermaid by Jessica Love Julian at the wedding by Jessica Love When Aidan Became A Brother by Kyle Lukoff I Am Jazz by Jessica Herthel</p>	<p>Iggy Peck, Architect by Andrea Beaty Charlie Cook's Favourite Book by Julia Donaldson I Am a Cat by Galia Bernstein</p>

Year 1

	Summer 1			Summer 2	
All year: *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					
Outcome Purpose Form Audience	Narrative – retelling To entertain	Diary entry	Narrative	Poem	Fact file
Key Skill Focus	Expanded noun phrases for description and specification Conjunctions exclamation marks -pre-fix un - -suffixes- er/est	Questions Recap of capital letters, finger spaces and full stops. Suffixes (ed) Conjunctions	Past tense words using ‘ed’ Adjectives Time connectives	Conjunctions Commands Interesting verbs	Expanded noun phrases Prepositions Questions


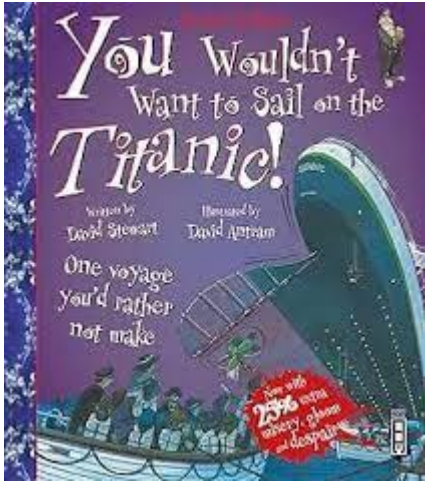
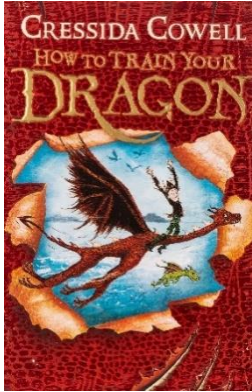
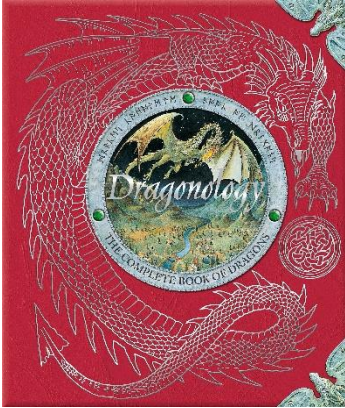
Year 2 – Summer Term

Key Text	 <p>5 weeks</p>		 <p>Little Wolf's Book of Badness – Ian Whybrow</p>	 <p>The owl and the pussy cat</p>
Written Outcome	P: to entertain F: character description A: children	P: to entertain F: Narrative A: children	P: To inform F: diary entry A: Year 3	P: to entertain F: poem A: children
Read aloud texts	The Minpins – Roald Dahl	Other Roald Dahl texts – following the children's interests	The Bad Guys Series -Aaron Blabey Little Wolf's Book of Badness – Ian Whybrow	The owl and the pussy cat – Edward Lear Other poetry: A Child's Garden of Verses by Robert Louis Stevenson

Year 2

	Summer 1		Summer 2	
All year: *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	The Minpins (2 weeks) Character description	The Minpins (3 weeks) Narrative	Little Book of Badness (3 weeks) Diary entry	The Owl and the pussycat (3 weeks) Poem
Purpose	To entertain	To entertain	To inform	To entertain
Form	Danger poster	Story	Diary	Poem
Audience	children	Children	Children Mini outcome: wanted poster	Children
Key Skill Focus	<ul style="list-style-type: none">• Present tense• Apostrophes for contraction• Expanded noun phrases	<ul style="list-style-type: none">• Past tense• Verbs• suffixes	<ul style="list-style-type: none">* Write commands and statements* Use of commas in a list*Use past and present tense correctly	<ul style="list-style-type: none">RhymingExpanded noun phrasesCommas

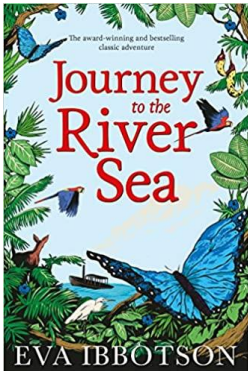
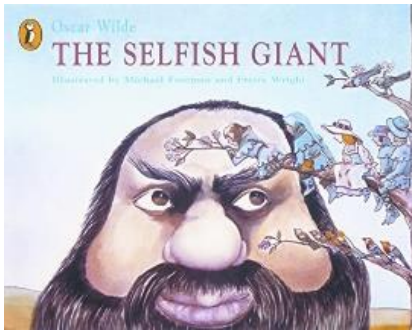
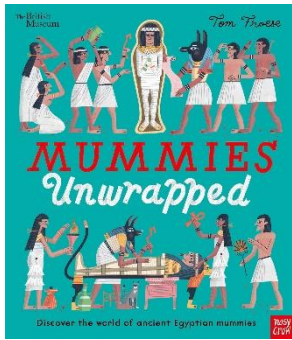
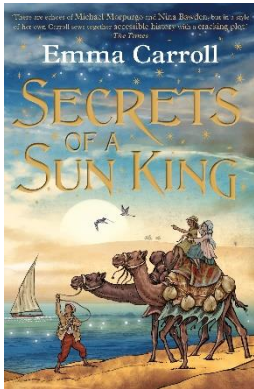
Year 3 – Summer Term

Key Text	 <p>Kasper Prince of Cats</p>	 <p>You wouldn't want to sail on the Titanic!</p>		
Written Outcome	<p>P: To entertain F: Narrative A: children</p>	<p>P: To inform F: non-chronological report A: children</p>	<p>P: To entertain F: Narrative A: Cressida Cowell</p>	<p>P: To inform F: Non-chronological report A: Children</p>
Read aloud texts	<p>Kasper Prince of Cats by Michael Morpurgo</p>	<p>You wouldn't want to sail on the Titanic! Non-fiction Titanic texts</p>	<p>Cressida Cowell – How to train your dragon</p>	<p>Dragonology Dragon detective</p>

Year 3

	Summer 1		Summer 2	
Written Outcome	The BFG (3 weeks)	The Dreamcatcher (2 weeks)	How to train your Dragon (6 weeks)	
Purpose	Narrative – opening of their own	Diary	NarrativeNon-chronological report	
Form	mystery story for children	Children		
Audience				
All year: *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	<ul style="list-style-type: none">• Conjunctions• Speech• Descriptive language• Fronted adverbials	<ul style="list-style-type: none">• First person• Past tense• a or an	<ul style="list-style-type: none">• Paragraphs• Third person• Speech• Fronted adverbials• conjunctions	<ul style="list-style-type: none">• Sub-headings• A and an• Prepositions

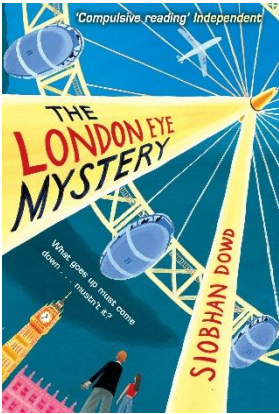
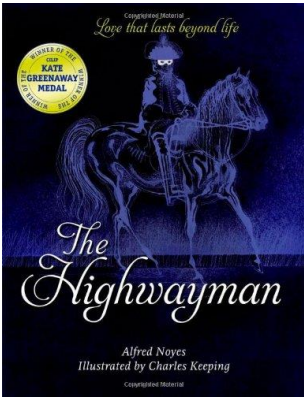

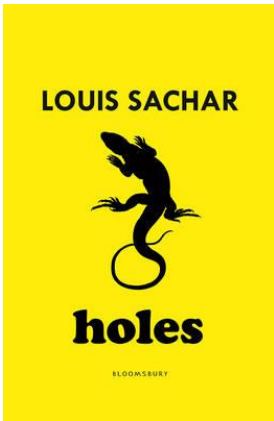
Year 4 – Summer Term

Key Text				
Written Outcome	P: To inform F: Letter A: Mr Murray/Maia's guardian	P: to entertain F: Narrative A: Peers	P: to inform F: NCR A: Peers	P: to entertain F: Diary A: Lil (person writing the diary)
Read aloud text	Journey to the River Sea – Eva Ibbotson	Journey to the River Sea – Eva Ibbotson The Selfish Giant	Egyptian non-fiction texts Mummies unwrapped – Tom Froese Secrets of a Sun King – Emma Carroll	Secrets of a Sun King – Emma Carroll

Year 4

	Summer 1		Summer 2	
Written Outcome	Journey to the River Sea (3 weeks)	The Selfish Giant (2 weeks)	Mummies, unwrapped	The Secrets of the Sun King (3 weeks)
Purpose			Non-fiction	Fiction
Form				
Audience				
All year: *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	organise paragraphs around a theme progressively building a rich and varied vocabulary (simile) Expand noun phrases by the addition of modifying adjectives, nouns and prepositions	* Expand noun phrases by the addition of modifying adjectives, nouns and prepositions * Inverted commas for direct speech and using a comma after the reporting clause	*use simple organisational devices in non-fiction (headings, sub-headings, bullet points – always punctuated in the same way, diagrams, captions, glossary) using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	* Add clarity and detail to sentences by adding fronted adverbials * using commas for fronted adverbials place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals progressively building a rich and varied vocabulary (simile)


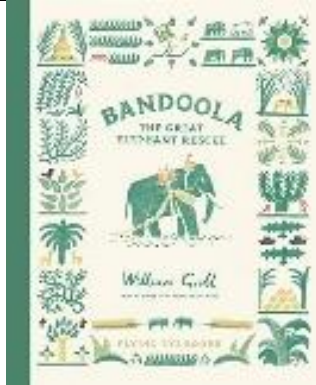

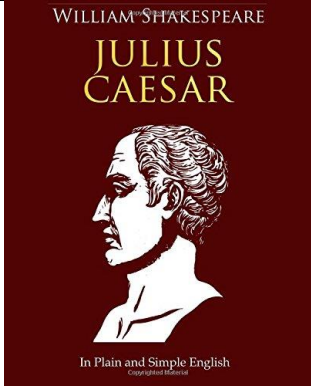
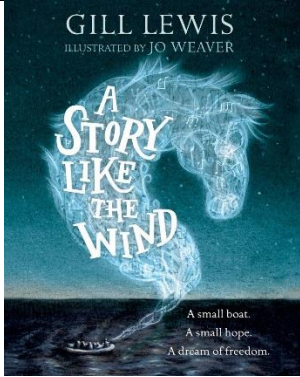
Year 5 – Summer Term

Key Text				
Written Outcome	P: To inform F: Tourism leaflet A: adults	P: to entertain F: A modern day retelling A: modern children	P: to persuade F: letter A: Year 5/ Year 6 pupils	P: To entertain F: Missing chapter/scene A: adults
Read aloud text	The London Eye Mystery – Siobhan Dowd	The Highwayman The Highway Rat – Julia Donaldson The London Eye Mystery – Siobhan Dowd	Macbeth	Holes – Louis Sachar

Year 5

	Summer 1		Summer 2	
Written Outcome Purpose Form Audience	London Eye Mystery Tourism Leaflet	The Highwayman Modern retelling	Macbeth (3 weeks) Letter	Holes (3 Weeks) Missing Chapter
All year: *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) * using brackets, dashes or commas to indicate parenthesis * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms *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 * using expanded noun phrases to convey complicated information concisely *use commas to clarify meaning or avoid ambiguity in writing	*use commas to clarify meaning or avoid ambiguity in writing * recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	*describing characters and atmosphere and integrating dialogue to convey character and advance the action * using expanded noun phrases to convey complicated information concisely *use commas to clarify meaning or avoid ambiguity in writing

Year 6 – Summer Term

Key Text	 <p>Francis</p>	 <p><i>Bandoola</i> by W. Grill</p>	 <p>Alma</p>	 <p>WILLIAM SHAKESPEARE JULIUS CAESAR In Plain and Simple English Copyrighted Material</p>	 <p>GILL LEWIS ILLUSTRATED BY JO WEAVER A STORY LIKE THE WIND A small boat. A small hope. A dream of freedom.</p>
Written Outcome	<p>P: To entertain F: suspenseful diary A: an empathetic reader</p>	<p>P: To Inform F: non-chronological report A: an interested party wanting to learn more</p>	<p>P: To persuade F: letter/speech/persuasive text A: pupil choice</p>	<p>P: to entertain F: narrative A: older children</p>	<p>P: To inform F: Non-chronological report A: Year 7 teachers</p>
Read aloud text	<p>The Haunting of Aveline Jones – Phil Hickes</p>	<p><i>Bandoola</i> by W. Grill</p>	<p>Seven Ghosts – Chris Priestley</p>	<p>The Girl of Ink and Stars – Kiran Millwood Hargrave</p>	<p>A Story Like the Wind – Gill Lewis</p>

Year 6

	Summer 1			Summer 2	
Written Outcome Purpose Form Audience	Francis (1 week) Suspense narrative or diary	Persuasive Text (1 week) Letter/speech/persuasive text	Alma (2 weeks) Dual perspective narrative	Julius Caesar (3 weeks)	A Story Like the Wind (3 weeks)
All year: *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	* In narratives, describing settings, characters and atmosphere *To improve our sentences by considering the effect of alternative adjectives *To use verbs to add detail to narrative about action and character *To identify how both adjectives and verbs can be used to depict an atmosphere * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	* using commas to clarify meaning or avoid ambiguity in writing *differences in formal and informal language *use of hyphens to avoid ambiguity * using modal verbs or adverbs to indicate degrees of possibility *using passive verbs to affect the presentation of information concisely *using further organisational and presentational devices to structure text and to guide the reader * punctuating bullet points consistently	*to use expanded noun phrases to convey complicated information concisely *use semicolons, colons or dashes to mark boundaries between independent clauses * using a colon to introduce a list *using the perfect form of verbs to mark relationships of time and cause	*ensuring the consistent and correct use of tense throughout a piece of writing *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	*To identify how both adjectives and verbs can be used to depict an atmosphere * proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning *use a wide range of devices to build cohesion within and across paragraphs