

	Autumn 1		Autumn 2	
<b>Y1</b> <b>Narrative</b> <ul style="list-style-type: none"> <li>Write stories with imaginary settings.</li> <li>Write stories and plays that use the language of fairy tales and traditional tales.</li> <li>Write stories that mimic significant authors.</li> <li>Write narrative diaries.</li> </ul> <b>Non-fiction</b> <ul style="list-style-type: none"> <li>Write labels</li> <li>Write lists</li> <li>Write captions</li> <li>Write instructions</li> <li>Write recounts</li> <li>Present information</li> <li>Write non-chronological reports.</li> </ul> <b>Poetry</b> <ul style="list-style-type: none"> <li>Write poems that use pattern, rhyme and description.</li> </ul>	<b>Topic: Julia Donaldson</b>	<b>Topic: Julia Donaldson</b>	<b>Topic: Julia Donaldson</b>	<b>Topic: Julia Donaldson</b>
	<b>Text:</b> Julia Donaldson <b>Writing:</b> Simple sentences, labels, captions <b>Skills:</b> <ul style="list-style-type: none"> <li>Spell words containing the 40+ sounds</li> <li>Finger spaces</li> <li>Capital letters and full stops</li> <li>Use simple nouns</li> <li>Use simple adjectives</li> </ul>	<b>Text:</b> Julia Donaldson <b>Writing:</b> Simple sentences, labels, captions <b>Skills:</b> <ul style="list-style-type: none"> <li>Spell words containing the 40+ sounds</li> <li>Finger spaces</li> <li>Capital letters and full stops</li> <li>Use simple nouns</li> <li>Use simple adjectives</li> </ul>	<b>Text:</b> Room on the Broom <b>Writing:</b> Lists, instructions, captions <b>Skills:</b> <ul style="list-style-type: none"> <li>Spell words containing the 40+ sounds</li> <li>Finger spaces</li> <li>Capital letters and full stops</li> <li>Use simple nouns</li> <li>Use simple adjectives</li> <li>Re-read my writing to check it makes sense</li> <li>Say out loud what I am going to write about</li> </ul>	<b>Text:</b> Julia Donaldson text <b>Writing:</b> Stories with imaginary settings <b>Skills:</b> <ul style="list-style-type: none"> <li>Spell words containing the 40+ sounds</li> <li>Finger Spaces</li> <li>Capital letters and full stops</li> <li>Use simple nouns</li> <li>Use simple adjectives</li> <li>Re-read my writing to check it makes sense</li> <li>Say out loud what I am going to write about</li> </ul>
<b>Y2</b> <b>Narrative</b> <ul style="list-style-type: none"> <li>Write stories set in places pupils have been.</li> <li>Write stories with imaginary settings.</li> </ul>	<b>Topic: Captain Cook</b>	<b>Topic: Captain Cook</b>	<b>Topic: Space &amp; Neil Armstrong</b>	<b>Topic: Winter/Christmas</b>
	<b>Text:</b> Experience of school trip <b>Writing:</b> Recount <b>Skills:</b> <ul style="list-style-type: none"> <li>Use noun phrases</li> <li>Use nouns and adjectives</li> </ul>	<b>Text:</b> Experience of school trip/ Research about Captain Cook <b>Writing:</b> Non-chronological text <b>Skills:</b> <ul style="list-style-type: none"> <li>Use noun phrases</li> </ul>	<b>Text:</b> Research about Neil Armstrong <b>Writing:</b> Non-Chronological Report, Present Information <b>Skills:</b>	<b>Text:</b> Christmas Bear <b>Writing:</b> Letter to Father Christmas from the Bear <b>Skills:</b> <ul style="list-style-type: none"> <li>Use noun phrases</li> </ul>

<ul style="list-style-type: none"> <li>Write stories and plays that use the language of Fairy tales and traditional tales.</li> <li>Write stories that mimic significant authors.</li> <li>Write narrative diaries.</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Write labels</li> <li>Write lists</li> <li>Write captions</li> <li>Write instructions</li> <li>Write recounts</li> <li>Write glossaries</li> <li>Present information</li> <li>Write non-chronological reports.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Write poems that use pattern, rhyme and description.</li> </ul>	<ul style="list-style-type: none"> <li>Use conjunctions</li> <li>Write in the right tense</li> <li>Write statements</li> <li>Edit writing</li> <li>Sound out my words and spell them as best as I can</li> <li>Use punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns and adjectives</li> <li>Use conjunctions</li> <li>Write in the right tense</li> <li>Write statements</li> <li>Edit writing</li> <li>Use new words to excite the reader</li> <li>Use powerful verbs and adjectives</li> <li>Use punctuation correctly</li> <li>Spell contractions correctly</li> </ul> <p><b>Text:</b> Research/ talk for writing <b>Writing:</b> A narrative diary <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use noun phrases</li> <li>Use nouns and adjectives</li> <li>Use conjunctions</li> <li>Write in the right tense</li> <li>Write statements</li> <li>Edit writing</li> <li>Use new words to excite the reader</li> <li>Use powerful verbs and adjectives</li> <li>Use punctuation correctly</li> <li>Spell contractions correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use noun phrases</li> <li>Use nouns and adjectives</li> <li>Use conjunctions</li> <li>Write in the right tense</li> <li>Write statements</li> <li>Edit writing</li> <li>Use new words to excite the reader</li> <li>Use powerful verbs and adjectives</li> <li>Use punctuation correctly</li> </ul> <p><b>Text:</b> Range of information <b>Writing:</b> Stories with imaginary settings - Mission to the Moon <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use noun phrases</li> <li>Use nouns and adjectives</li> <li>Use conjunctions</li> <li>Write in the right tense</li> <li>Write statements</li> <li>Edit writing</li> <li>Use new words to excite the reader</li> <li>Use powerful verbs and adjectives</li> <li>Use punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>Use nouns and adjectives</li> <li>Use powerful verbs and adjectives</li> <li>Use new words to excite the reader</li> <li>Use some full stops and capital letters</li> <li>Write about real events</li> <li>Spell contractions correctly</li> <li>Use punctuation correctly</li> </ul> <p><b>Text:</b> Christingle <b>Writing:</b> Write instructions <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use noun phrases</li> <li>Use nouns and adjectives</li> <li>Use conjunctions</li> <li>Write in the right tense</li> <li>Write statements</li> <li>Edit writing</li> <li>Use powerful verbs and adjectives</li> <li>Use punctuation correctly</li> </ul>
<p><b>Y3</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Write stories set in places pupils have been.</li> <li>Write stories that contain mythical, legendary or historical characters or events.</li> <li>Write letters.</li> <li>Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.</li> </ul>	<p><b>Topic: Stone Age/ Ancient Egyptians</b></p> <p><b>Text:</b> Stone Age Boy <b>Writing:</b> Letters <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write neatly in a consistent style and size</li> <li>Spell most of the Year 1 and 2 words correctly</li> <li>Organise sentences into paragraphs</li> </ul>	<p><b>Topic: Ancient Egyptians</b></p> <p><b>Text:</b> Diary of Howard Carter <b>Writing:</b> Write a recount describing the discovery of Tutankhamun's Tomb. <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Spell most of the Year 1 and 2 words correctly.</li> <li>Identify and use powerful verbs and adjectives</li> <li>Describe emotions and feelings</li> </ul>	<p><b>Topic: Ancient Egyptians</b></p> <p><b>Text:</b> Instructions <b>Writing:</b> How to mummify a tomato <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Write neatly in a consistent style and size</li> <li>Spell 50% of the Year 3 words correctly</li> <li>Organise sentences into paragraphs</li> </ul>	<p><b>Topic: Nativity Story and Winter</b></p> <p><b>Text:</b> Nativity Story through the eyes of The Donkey <b>Writing:</b> Story <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Spell 50-80% of the Year 3 words correctly</li> <li>Use similes or metaphors to describe taste</li> <li>Use similes or metaphors to describe senses in the snow</li> </ul>

<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write in a journalistic style.</li> <li>• Write formally.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write haiku.</li> </ul>	<ul style="list-style-type: none"> <li>• Edit own work or with a partner</li> <li>• Describe settings and characters</li> <li>• Punctuate speech</li> <li>• Can use some subordinating conjunctions</li> </ul> <p><b>Text:</b> Skara Brae  <b>Writing:</b> Write a non-chronological report about the discovered Stone Age village.  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Spell most of the Year 1 and 2 words correctly.</li> <li>• Identify and use powerful verbs and adjectives</li> <li>• Use who, what, why, where, when in the opening</li> <li>• Use capitals, full stops, question marks and explanation marks correctly</li> <li>• Use commas in a list</li> <li>• Use of apostrophe for omission</li> <li>• Use of commas</li> <li>• Correct person and tense</li> <li>• Write neatly in a consistent style and size.</li> <li>• Select appropriate vocabulary for the text type</li> </ul>	<ul style="list-style-type: none"> <li>• Use capitals, full stops, question marks and explanation marks correctly</li> <li>• Use commas in a list</li> <li>• Use of apostrophe for omission</li> <li>• Use of commas</li> <li>• Correct person and tense</li> <li>• Write neatly in a consistent style and size.</li> </ul>	<ul style="list-style-type: none"> <li>• Edit work with a partner</li> <li>• Can use some subordinating conjunctions</li> <li>• Can write in past tense</li> <li>• Describe settings and characters</li> <li>• Innovate setting to describe Stone Age Cave</li> <li>• Describe feelings – (show not tell)</li> </ul>	<ul style="list-style-type: none"> <li>• Use adjectives</li> <li>• Use powerful verbs and adjectives</li> <li>• Use full stops and capital letters</li> <li>• Use some adverbs</li> <li>• Use punctuation correctly (.,?!)</li> <li>• Retell a story through the eyes of an unusual character</li> <li>• Begin to organise paragraphs</li> <li>• Know what a paragraph is</li> </ul>
<p><b>Y4</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>• Write stories that contain mythical, legendary or historical characters or events.</li> <li>• Write stories of adventure.</li> <li>• Write letters.</li> </ul>	<p><b>Topic: Romans</b></p> <p><b>Text:</b> Romulus and Remus  <b>Writing:</b> Write stories that contain mythical, legendary or historical characters or events.  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Punctuate writing mostly correctly</li> </ul>	<p><b>Topic: Romans</b></p> <p><b>Text:</b> Historical research of the Battle of Watling street through the eyes of Boudicca  <b>Writing:</b> Diary writing - The life of Boudicca before, during and after the Battle of Watling Street.  <b>Skills:</b></p>	<p><b>Topic: Romans</b></p> <p><b>Text:</b> First News  <b>Writing:</b> Newspaper Report – Reporting on Gaius Suetonius Paulinus and his Roman Army following the battle of Watling Street.  <b>Skills:</b></p>	<p><b>Topic: Romans</b></p> <p><b>Text:</b> The Fatal Fire  <b>Writing:</b> Write stories of adventure  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Punctuate writing mostly correctly</li> <li>• Fronted adverbials</li> </ul>

<p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>• Write instructions.</li> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write a Cinquain.</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• Use adjectives and adverbs</li> <li>• Describe settings and characters</li> <li>• Legible, joined handwriting.</li> <li>• Write in the correct person and tense</li> <li>• Join two clauses together with a range of conjunctions</li> </ul> <p><b>Text:</b> Segedunum Roman Fort trip</p> <p><b>Writing:</b> A recount of trip to Segedunum</p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Punctuate writing mostly correctly</li> <li>• Time connectives</li> <li>• Fronted adverbials</li> <li>• Use adjectives and adverbs</li> <li>• Describe settings</li> <li>• Legible, joined handwriting.</li> <li>• Write in the correct person and tense</li> <li>• Paragraphs</li> <li>• Conjunctions</li> <li>• Speech</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate writing mostly correctly.</li> <li>• Fronted adverbials</li> <li>• Use adjectives and adverbs</li> <li>• Describe characters (Boudicca and Barbarians)</li> <li>• Legible, joined handwriting.</li> <li>• Write in the correct person and tense</li> <li>• Join two clauses together with a range of conjunctions.</li> <li>• Use abstract nouns</li> <li>• Punctuate speech</li> <li>• Powerful verbs</li> <li>• Nouns and pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuate writing mostly correctly</li> <li>• Identify features of a newspaper report</li> <li>• Fronted adverbials</li> <li>• Organise paragraphs around a theme</li> <li>• Use a wider range of subordinate conjunctions.</li> <li>• Punctuate direct speech</li> <li>• Use commas to separate clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Organise paragraphs around a theme</li> <li>• Use a wider range of subordinate conjunctions</li> <li>• Punctuate direct speech</li> <li>• Use commas to separate clauses</li> <li>• Use powerful verbs</li> <li>• Use abstract nouns</li> <li>• Use adjectives and adverbs to create variety and interest</li> </ul>
	<b>Topic: Tudors</b>	<b>Topic: Tudors</b>	<b>Topic: Tudors</b>	<b>Topic: Tudors</b>

<p><b>Y5</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Write stories that contain mythical, legendary or historical characters or events.</li> <li>Write stories of mystery and suspense.</li> <li>Write letters.</li> <li>Write plays.</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Write instructions.</li> <li>Write recounts.</li> <li>Write persuasively.</li> <li>Write explanations.</li> <li>Write non-chronological reports.</li> <li>Write biographies.</li> <li>Write in a journalistic style.</li> <li>Write arguments.</li> <li>Write formally.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>Learn by heart and perform a significant poem.</li> <li>Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>	<p><b>Text:</b> Macbeth  <b>Writing:</b> Diary entry (recount)  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of their writing</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use fronted adverbials to link paragraphs</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use modal verbs</li> <li>Use brackets to indicate parenthesis</li> <li>Consider how authors have developed characters</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Text:</b> A Midsummer night's dream  <b>Writing:</b> Newspaper (Writing in a journalistic style)  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of their writing</li> <li>Use a wide range of devices to build cohesion within and across paragraphs</li> <li>Use fronted adverbials to link paragraphs</li> <li>Ensure the consistent and correct use of tense throughout a piece of writing</li> <li>Use relative clauses beginning with who, which, where, when, whose, that in the middles of sentences.</li> <li>Use commas to indicate parenthesis.</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> </ul>	<p><b>Text:</b> Recipe Books  (How to make Tudor Knot Bread)  <b>Writing:</b> Instructional writing  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of their writing</li> <li>Use relative clauses beginning with who, which, where, when, whose</li> <li>Use commas, brackets or dashes to indicate parenthesis</li> <li>Evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>Use organisational and presentational devices to structure text and to guide the reader</li> <li>Use a range of sub-ordinate and co-ordinate conjunctions</li> </ul>	<p><b>Text:</b> The Thief, the Fool and the Big Fat King (Terry Derry)  <b>Writing:</b> Stories with historical characters/ events.  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify the audience for and purpose of their writing</li> <li>Note and develop initial ideas, drawing on reading and research where necessary</li> <li>Consider how authors have developed characters and settings in what pupils have read</li> <li>Select appropriate grammar and vocabulary, understand how such choices can change and enhance meaning</li> <li>Describe settings, characters and atmosphere and integrating dialogue to convey character and advance action</li> <li>Use expanded noun phrases</li> </ul>
<p><b>Y6</b></p> <p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>Write stories that contain mythical, legendary or historical characters or events.</li> <li>Write letters.</li> </ul> <p><b>Non-fiction</b></p> <ul style="list-style-type: none"> <li>Write instructions.</li> </ul>	<p><b>Topic: WW2</b></p> <p><b>Text:</b> Friend or Foe  <b>Writing:</b> Diary  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Empathy with, and understanding of, a text</li> </ul>	<p><b>Topic: WW2</b></p> <p><b>Text:</b> Friend or Foe  <b>Writing:</b> Argument  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Using 'language of debate'</li> <li>Use modal verbs</li> <li>Structuring texts</li> </ul>	<p><b>Topic: WW1</b></p> <p><b>Text:</b> In Flanders Fields  <b>Writing:</b> Poetry  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Create atmosphere in narratives</li> <li>Use a wide range of cohesive devices</li> </ul>	<p><b>Topic: WW1</b></p> <p><b>Text:</b> Christmas Day Truce  <b>Writing:</b> Story  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Empathy with, and understanding of, a text</li> </ul>

<ul style="list-style-type: none"> <li>• Write recounts.</li> <li>• Write persuasively.</li> <li>• Write explanations.</li> <li>• Write non-chronological reports.</li> <li>• Write biographies.</li> <li>• Write in a journalistic style.</li> <li>• Write arguments.</li> <li>• Write formally.</li> </ul> <p>Poetry</p> <ul style="list-style-type: none"> <li>• Learn by heart and perform a significant poem.</li> <li>• Write poems that convey an image (simile, word play, rhyme and metaphor).</li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time or tense choices</li> <li>• Make appropriate vocabulary and style choices to reflect formality</li> <li>• Selecting appropriate grammar and vocabulary for effect</li> <li>• Use 'show not tell' to describe feelings</li> <li>• Use fronted adverbials;</li> <li>• Use conjunctions and phrases to indicate time</li> </ul>	<ul style="list-style-type: none"> <li>• Selecting appropriate grammar and vocabulary for effect</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> </ul> <p><b>Text:</b> Diary of Anne Frank  <b>Writing:</b> Biography  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Varying sentence starters</li> <li>• Researching and selecting relevant information</li> <li>• Using fronted adverbials</li> <li>• Use modal verbs</li> <li>• Use relative clauses</li> <li>• Use fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Make changes to vocab/grammar/punctuation to enhance meaning</li> <li>• Use literary features for effect: Alliteration, onomatopoeia, figurative language, dialect</li> </ul>	<ul style="list-style-type: none"> <li>• Link ideas across paragraphs using adverbials of time or tense choices</li> <li>• Use speech marks accurately and use complex sentences with speech</li> <li>• Create atmosphere in narratives</li> <li>• Integrate dialogue to convey character and advance action</li> <li>• Evaluate and edit vocab/grammar/punctuation to enhance meaning</li> <li>• Use fronted adverbials</li> </ul> <p><b>Text:</b> Christmas Day Truce  <b>Writing:</b> Letter  <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Advanced punctuation: brackets, dashes, commas to show parenthesis</li> <li>• Empathy with, and understanding of, a text</li> </ul>
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