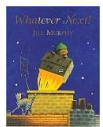
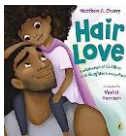
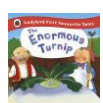
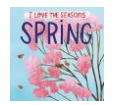
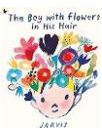
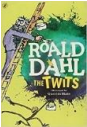
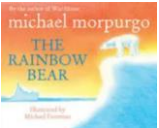
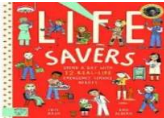
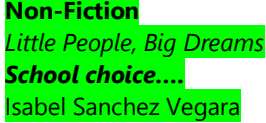
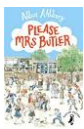
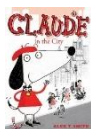
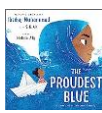
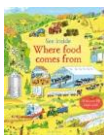
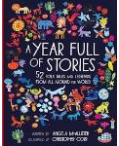
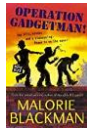
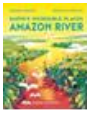


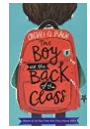
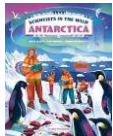
Year 1	AUTUMN (14 Weeks)		SPRING (11 Weeks)		SUMMER (13 Weeks)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	Classic Stories <i>Where the Wild things are</i> Maurice Sendak 	Writing to describe - character • Sentence(s) to describe the wild things	Classic Stories <i>Whatever Next!</i> Jill Murphy 	Writing to describe - Character • Sentences about Baby Bear	Classic Fiction <i>Six Dinner Sid</i> Inga Moore 	Writing to describe - Setting • Sentences about Aristotle Street
	Classic Stories <i>The Tiger who came to Tea</i> Judith Kerr 	Writing to narrate – short story • Sentence(s) narrating what the tiger eats	Contemporary Fiction <i>Hair Love</i> Matthew Cherry 	Writing to recount 1st Person • Sentences in role as Zuri thanking Dad for looking after her.	Contemporary Fiction <i>Not Now Noor</i> Farhana Islam 	Writing to recount 1st Person • Sentences in role as mum explaining why her hijab is important to her.
	Traditional Tales <i>The Three Billy Goats Gruff</i> <i>Ladybird's Favourite Traditional Tales</i> 	Writing to narrate - Traditional Tale • Sentence(s) about the story	Traditional Tales <i>The Enormous Turnip</i> <i>Ladybird's Favourite Traditional Tales</i> 	Writing to narrate - Traditional Tale • Story in their own words	Traditional Tales <i>The Ugly Duckling</i> Mara Alperin 	Writing to narrate - Traditional Tale • Story in their own words
	Contemporary Fiction <i>Zog</i> Julia Donaldson 	Writing to recount events – 3rd Person • Sentences about Zog about events in the story	Non-Fiction <i>I love the Seasons Spring</i> Lizzie Scott 	Writing to inform - Information Text • Simple information text about Spring	Non-Fiction <i>Look what I found at the seaside</i> Moira Butterfield 	Writing to inform - Information Text – • Simple information text about the seaside
	Contemporary Fiction <i>The Boy with Flowers in his Hair</i> Jarvis 	Writing to describe – • Sentence(s) about flowers in your hair (children draw themselves with flowers in their hair)				
	Non-Fiction <i>First Cookbook</i> Usborne 	Writing to instruct – Instructions • Simple instructions on how to make... (children to choose)				
Poetry	Contemporary Poetry <i>Zim Zam Zoom</i> James Carter 	Performing poetry- talk to narrate • Performance of poem to group or whole class	Forms of poetry – descriptive Kit Wright <i>The Magic Box</i> 	Writing poetry - Descriptive Poem Own 'magic box' poem.	Classic poetry <i>Bed in Summer</i> Robert Louis Stevenson 	Writing to recount • Recount what summer is like

Year 2	AUTUMN (14 Weeks)		SPRING (11 Weeks)		SUMMER (13 Weeks)	
	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
Narrative / Non-Narrative	Traditional Tale <i>Zomo the Rabbit</i> Gerald McDermott 	Writing to describe - Character Character description of the Rabbit	Traditional Tales <i>Little Red Riding Hood</i> and other versions 	Writing to describe - Character Character description of the wolf	Traditional Tale <i>Pattan's Pumpkin</i> Chitra Soundar 	Writing to narrate - Traditional Tale Rewrite of the story in their own words
	Contemporary Fiction <i>The Day the Crayons Quit</i> Oliver Jeffers 	Writing to instruct - Instructions Write instructions on how to look after your crayons	Classic Stories <i>The Twits</i> Roald Dahl 	Writing to instruct - Instructions - Instructions for worm spaghetti or shrinking Writing to describe – Character - Character description of Mr Twit or Mrs Twit		
	Contemporary Fiction <i>The Koala who could</i> Rachel Bright 	Writing to recount – 1st person Sentences in role as Kevin all about his adventures	Contemporary Fiction <i>Last Stop on Market Street</i> Matt de la Pena 	Writing to narrate Rewrite of the story in their own words e.g. re-writing the bus journey part in terms of what CJ saw and how he felt.	Classic Stories <i>Paddington at the Palace</i> Michael Bond or <i>Far away Train</i> 	Writing to narrate – Short Story Sequel – e.g. new adventure for Paddington e.g. Paddington at the park/The Wave, etc...
	Contemporary Fiction <i>The Rainbow Bear</i> Michael Morpurgo 	Writing to describe - Setting - Descriptions of the setting where Bear lives Writing to recount - 1st Person - Sentences about the bear and how he feels about his fur changing colour	Non-Fiction <i>Spectacular life Sharks</i> (Annabel Griffin) 	Writing to inform - Information Text Information Text on Sharks	Non-Fiction <i>Life Savers</i> Eryl Nash 	Writing to inform- Information Text Information text about the fire service or police service etc...
	Non-Fiction <i>Little People, Big Dreams</i> School choice.... Isabel Sanchez Vegara 	Writing to recount events - 3rd person Write fact-file of a person of interest....				

Poetry	Classic Poem <i>Please Mrs Butler</i> Alan Ahlberg 	Performing poetry – talk to narrate Performance of poem to group or whole class			Forms of Poetry Shape poems and calligrams 	Writing poetry - Shape Poem / Calligram Own shape poem / calligram linked to Theme e.g. The Taj Mahal, The Golden Temple etc.
	AUTUMN (14 Weeks)		SPRING (11 Weeks)		SUMMER (13 Weeks)	
Narrative / Non-Narrative	Unit / Text Contemporary Fiction <i>Claude in the City</i> Alex T Smith 	Writing outcomes Writing to describe – Character - Description of Claude Writing to narrate – Short Story - A new story featuring Claude and Sir Bobbysock	Unit / Text Visual Literacy (Picture Fiction) <i>The Proudest Blue</i> Ibtihaj Muhammad 	Writing outcomes Writing to recount events – 1st person Diary in role as Faizah or Asiya	Unit / Text Contemporary Fiction Leonora Bolt <i>Secret Inventor</i> Lucy Brandt Extended Text Study 	Writing outcomes Writing to describe – Character - Description of Leonora's personality Writing to instruct- Instructions - Instructions on how to use and invent an invented machine etc. Writing to narrate – short story - New chapter- different adventure for Leonara
	Traditional Tales <i>The True Story of the Three Little Pigs</i> Jon Scieska 	Writing to narrate - Traditional Tale Write a 'true story' of <i>Goldilocks and the 3 Bears</i>	Classic Stories <i>The Worst Witch</i> Jill Murphy 	Writing to describe – Setting - Description of the school / castle Writing to narrate – dialogue - Basic conversation between two characters within the story e.g. a disagreement between Mildred and Ethel.		
	Non-Fiction <i>Where does food come from?</i> Emily Bone 	Writing to inform- Information Text Information text about where food comes from e.g. food from farming or food from the sea, etc.	Website Website for school specific place visited e.g. Lunt Fort 	Writing to persuade- Persuasive blog Persuasive blog for visitors – 'e.g. Visit the Lunt Fort'	Non-Fiction <i>The book of the UK</i> Imogen Russell Williams 	Writing to inform- Information Text Information text linked to the United Kingdom e.g. different countries, UK wildlife etc..
	Visual Literacy (Picture Literacy) <i>Girl and the Robot</i> Steam Howard Productions 	Writing to describe character Describe the robot workshop or future world etc.				

Poetry	Contemporary Poetry <i>Hot Like Fire</i> Valerie Bloom	Performing poetry – talk to narrate			Forms of Poetry List Poems	Writing poetry - List Poem Own list poem linked to wider Curriculum or seasonal event.
		Performance of poem to group or whole class				

Year 4	AUTUMN (14 Weeks)		SPRING (11 Weeks)		SUMMER (13 Weeks)	
	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
Narrative / Non-Narrative	Traditional Tales <i>A Year full of Stories</i> Angela McAllister 	Writing to narrate - Traditional Tale Story of _____ in own words – detailed retelling	Classic Stories <i>The Lion, the Witch & the Wardrobe</i> C S Lewis 	Writing to describe –Character Description - Detailed description of a key character. E.g. the White Witch Writing to recount events – 1st person - Diary in role as Lucy or Edmund after visiting Narnia & meeting a key character	Contemporary Fiction <i>Operation Gadgetman</i> Malorie Blackman Extended Text Study 	Writing to narrate – Short Story - Section of the story written from a character's perspective e.g. Beans Writing to narrate – dialogue * - Conversation between two characters at key points in the story Writing to inform - Information text - Guidebook to accompany the spy kit – what it includes etc.
	Classic Stories <i>Charlie & the Chocolate Factory</i> Roald Dahl 	Writing to recount events – 1st person - Diary retelling events in role as key character in role e.g. Charlie, Verruca Salt etc. Writing to instruct- instructions: - Design their own chocolate product including packaging	Visual Literacy (Picture Fiction) <i>Tuesday</i> David Wiesner 	Writing to narrate –Short Story Write a story to accompany the book		
	Non-Fiction <i>What a Waste!</i> Jess French 	Writing to inform - Information Text - Information text about recycling/ sustainability OR - Information text about 'Tony's Chocolate' and importance of recycling	Non-Fiction: <i>Amazon River</i> <i>Earth's Incredible Places</i> 	Writing to recount events: News article/blog about the dangers of forest fires OR climate change		

	Visual Literacy John Lewis Christmas Advert 2019/ 2023 Or The Barnabus Project The Fan Brothers	Writing to describe character/setting - Describe Edgar the Dragon (2019 John Lewis Advert) OR - Describe one of the 'rejected animals'			Website or Happy News Website for place visited 	Writing to persuade- Persuasive Blog Persuasive blog for visitors – 'Visit the Mary Arden's Farm/ Tudor World etc.
Poetry	Classic Poem <i>The Listeners</i> Walter de la Mare 	Writing to describe – Setting Description of the setting, creating atmosphere			Forms of Poetry <i>Hysterical</i> <i>historical</i> <i>The Tudors</i> Brian Moses 	Performing poetry – talk to narrate Performance of a poem to group or whole class
Year 5	AUTUMN (14 Weeks)		SPRING (11 Weeks)		SUMMER (13 Weeks)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	Visual Literacy (Film) <i>The Lighthouse</i> Literacy Shed 	Writing to narrate – Film narrative Story to accompany the film	Traditional Tales Gender Swapped Fairy Tales Karrie Fransman 	Writing to narrate - Traditional Tale (alternative perspective) Retell part of the tale/myth from a different perspective	Classic Stories <i>Harry Potter & the Philosopher's Stone</i> JK Rowling Extended Text Study 	Writing to narrate – Short Story - Section of the story in role as Harry e.g. visit to Diagon Alley Writing to describe - Character - Description of key character e.g. Dumbledore Writing to recount events – Journalistic - News article about significant event e.g. Quidditch match
	Contemporary Fiction <i>The Last Bear</i> Hannah Gold 	Writing to recount events – 1st person - Diary in role as April e.g. events that have led her to missing home etc. Writing to narrate – Short Story - New short story about April on Bear Island	Contemporary Fiction <i>The Boy at the back of the class</i> Onjali Rauf 	Writing to recount events – 1st person - Diary entries in role as Ahmet Writing to describe -Setting - Description of the school or classroom from Ahmet's perspective		
	Non-Fiction <i>Scientists in the Wild</i> 	Writing to inform- Information Text Information text linked to Antarctica, ice caps melting etc.	Non-Fiction <i>Curious about Crocodiles</i> Owen Davey 	Writing to inform- Information Text Information text all about Crocodiles		

	<i>Helen Scales</i>		Visual Literacy (Film) Broken: Rock, Paper, Scissors Garett O'Neil 	Writing to instruct: Instructions: Write a set of instructions for how Rock could defeat scissors	Non-Fiction 	Writing to persuade: Persuasion Blog (suggestion): - Persuasive blog about plastic pollution e.g. harming marine life and impacting ecosystems OR - Persuasive blog about visiting Harry Potter World etc.
Poetry	Classic Poem <i>Jabberwocky</i> Lewis Carroll 	Performing Poetry- talk to narrate Retell/ performance of part of the poem			Forms of Poetry Haiku 	Writing Poetry - Haiku Contrasting haikus linked to Theme e.g. sports or current events

Year 6	AUTUMN (14 Weeks)		SPRING (11 Weeks)		SUMMER (13 Weeks)	
	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
Narrative / Non-Narrative	Film Literacy <i>Alma</i> Literacy Shed 	Writing to narrate - Film Narrative Story to accompany the film [alternative structure]	Traditional Tales <i>Macbeth</i> 	Writing to narrate – Traditional Tale - Opening section in role as Macbeth using dialogue (witches exchange) Writing to recount events – Journalistic - News article about the death of King Duncan	Contemporary Fiction <i>Holes</i> Louis Sachar Extended Text Study 	Choose two from three based on evidence needed: Writing to recount events – 1st person recount diary - Diary entries in role as at Stanley different points in the story Writing to narrate – short story - New chapter- different adventure for Stanley/ missing chapter Writing to persuade – Letter - Persuasive letter arguing that Stanley is innocence etc.
	Classic Fiction <i>Giant Necklace</i> Michael Morpurgo 	Writing to describe - Setting - Description of the beach or the cave etc... Writing to recount events – 1st person diary - in role as Cherry, e.g. about Halloween Night and what she saw and how she felt	Contemporary Fiction <i>Darwin's Dragons</i> Lindsay Galvin 	Writing to narrate - Adventure Story - New short adventure for Darwin Writing to describe- - Describe the dragon	Film Literacy Francis Literacy Shed 	Writing to narrate - Film Narrative Using dialogue to advance and convey character

	Non- Fiction <i>Climate Action: The future is in our hands</i> Georgina Stevens 	Writing to inform- Information Text Information text about identified aspect of Climate Action e.g. different types of energy, transportation etc.			Non-Fiction Website or Blog 	Writing to persuade- Persuasive Blog Persuasive blog about the importance of water conversation and how we can all do more.
Poetry	Contemporary Poetry <i>The British, Football Mad etc.</i> Benjamin Zephaniah 	Performing Poetry- talk to narrate - Performance of poem Writing to inform- formal letter - Letter from the child to the Secretary of State to argue that schools should promote poems like the 'British' to further teach inclusion in schools etc.			Forms of Poetry Free Verse The Final Year Matt Goodfellow 	Free Verse Poem Free verse poem linked to theme, transition or current events