

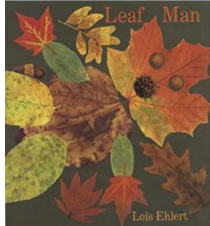




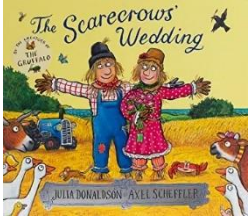
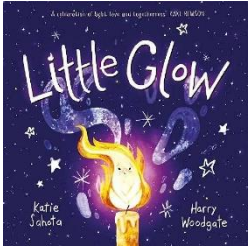
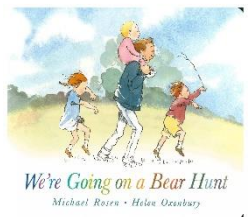



Writing Long Term Plan Year B (2023-24)

Reception/Y1									
Term	Theme & Key Text	Secondary texts for reading & writing stimulus	Genre	Fiction Focus	Writing Outcome	Non-fiction genre	Writing Outcome	Poetry	Writing Outcome
Autumn 1	<p>The Leaf Thief</p>  <p>Slick Man</p>  <p>Leaf Man</p> 	<p>Familiarity with books & stories Discuss likes & dislikes about the stories</p> <p>Hello Autumn Seasons come seasons go tree What happened to you? Stickman After the Storm Autumn Poems</p>	Character flaw	Characterisation	<p>Full oral composition of simple repetitive stories including typical story language features: Once upon a time there was a ...who..So...Now...</p> <p>Simple innovations substitute characters – map and tell new stories with associated word writing Story invention sessions using basic 5 part story structure – start and end of story.</p> <p>Ascribing meaning to what they are writing.</p> <p>Write the initial sound for a label.</p>	Information	Composition of a label for an information book about animals.		<p>Familiarity with rhymes Discuss likes & dislikes</p> <p>Recite poems with enthusiasm.</p>
Autumn 2		<p>Familiarity with books & stories Discuss likes & dislikes about the stories</p> <p>One Snowy Night</p>	Finding Tale Tale of Fear	Description	<p>Full oral composition of simple repetitive stories including typical story language features: Once upon a time there was a ...who...So...And then...</p>	Persuasion	Composition of class non-fiction book	 <p>Shared writing with pupils' contributions of associated words and sentences</p>	<p>Familiarity with rhymes Discuss likes & dislikes</p>

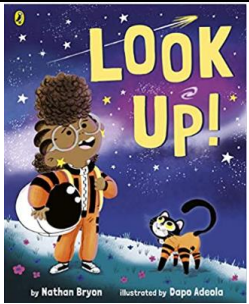
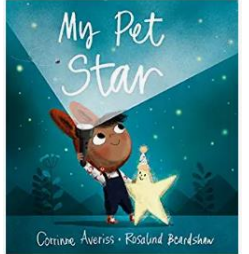


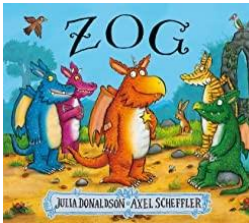




Writing Long Term Plan Year B (2023-24)

	 				<p>Simple innovation of repetitive story through changing some description. With associated word writing and sentence writing</p> <p>Story invention sessions to use basic 5-part structure to teach the concept of characters, settings, and basic description.</p> <p>Writing outcome options, lists, invitations, wanted poster.</p>		<p>Class book of family celebrations traditions. Class Diwali celebrations. weddings, christenings, Christmas, birthdays etc</p>		
<p>Spring 1</p>		<p>Familiarity with books & stories Discuss likes & dislikes. Orally answer simple questions to promote inference</p>	<p>Journey Tale</p>	<p>Setting</p>	<p>Oral composition of innovated and invented stories including typical story language features: Once upon a time there lived a ...who....Early one morning...Sadly...Luckily. .. Simple innovation on stories substituting and embellishing settings With associated word and sentence writing</p> <p>Story invention to use the basic 5 part structure to embed concept of characters, setting and basic language patterns</p>	<p>Discussion</p>	<p>Composition of simple captions and basic sentences about the environment The sand is hot. The grass is long.</p>		<p>Familiarity with rhymes Discuss likes & dislikes</p> <p>Orally answer simple questions to promote inference</p>

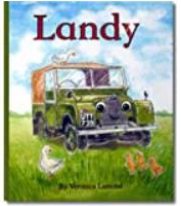

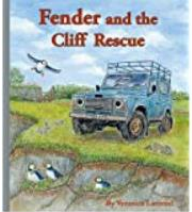
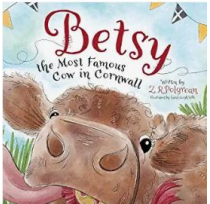


Writing Long Term Plan Year B (2023-24)

<p>Spring 2</p>	 	<p>Familiarity with books, stories & rhymes: Discuss likes & dislikes. Orally answer simple questions to promote inference</p> 	<p>Finding Tale</p>	<p>Characterisation</p>	<p>Oral composition of innovated and invented stories using typical story language features: Once upon a time there lived awho One day... First.... Next.... After that.... Finally With associated sentence writing</p> <p>Simple innovations on learned stories through substituting characters and descriptions</p> <p>A day with the star. Where would you go? What would you do? My star is lost. My Star is big. My star is hot.</p>	<p>Explanation</p>	<p>Composition of class book Aspirations class book of what we want to be when we grow up – I want to be a brave firefighter and rescue people.</p>	<p>Twinkle, Twinkle little star.</p> 	<p>Familiarity with poems & rhymes Discuss likes & dislikes Orally answer simple questions to promote inference</p>
<p>Summer 1</p>	 	<p>Familiarity with books & stories Discuss likes, dislikes & puzzles about the story Orally answer simple questions to promote inference</p>  <p>How to catch a dragon</p>	<p>Journey Tale</p>	<p>Openings & Endings</p>	<p>Oral composition of innovated and invented stories using typical story language features: Once upon a time there was awho lived... One day... Early one morning...So he...And they....</p> <p>Simple innovations on learned stories through substituting openings and endings to the story and sentences With associated sentence writing</p>	<p>Instruction</p>	<p>Composition of individual instructions Lists Labels for diagrams Labels for maps Instructions on how to trap a dragon (Pie)</p>	<p>Little seed Five little flowers</p>	<p>Familiarity with poems & rhymes Discuss likes, dislikes & puzzles about the story Orally answer simple questions to promote inference</p>



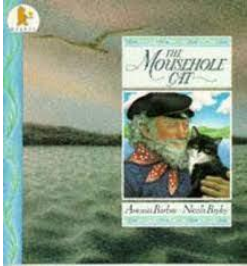
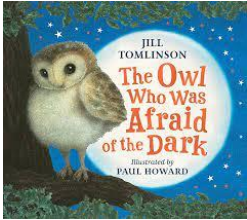
Writing Long Term Plan Year B (2023-24)

					<p>Story openings and endings. Talk for writing -Zog</p>				
<p>Summer 2</p>	 	<p>Familiarity with books & stories Discuss likes, dislikes, puzzles & questions about the story</p> <p>Orally answer simple questions to promote anticipation</p>  	<p>Warning Tale</p>	<p>Description</p>	<p>Composition of innovated and invented stories including typical story language Once upon a time, long ago there was a....who lived.... One day... But when... And so...</p> <p>With associated sentence writing</p> <p>Children write their own version of Little Red Hen</p>	<p>Recount</p>	<p>Composition of recount of the farm visit.</p>	<p>Summer themed poem</p>	<p>Familiarity with poems & rhymes Discuss likes, dislikes, puzzles & questions about the story</p> <p>Orally answer simple questions to promote anticipation</p>



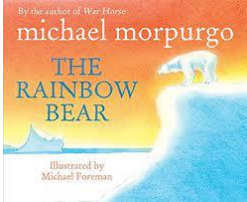
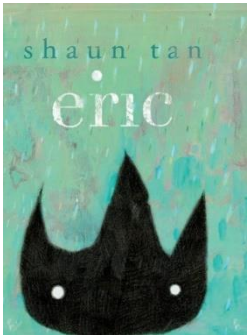
Writing Long Term Plan Year B (2023-24)

Key Stage 1 (Y1/2)

Term	Theme & Key Text	Secondary texts for reading & writing stimulus	Genre of text	Fiction Focus	Writing Outcome/ Assessment Checkpoint	Non-fiction genre	Writing Outcome/ Assessment Checkpoint	Poetry	Writing Outcome
Autumn 1	 <p>The Mousehole Cat <i>Links to Geography</i></p>	<p>Familiarity with books & stories Responding to questions Discuss</p> <p>The Sea Saw If All the World Were</p> <ul style="list-style-type: none"> • 	Losing Tale	Suspense	<p>Year 1:</p> <ul style="list-style-type: none"> • Join words and joining clauses using "and". <p>Year 2:</p> <ul style="list-style-type: none"> • Attempt some varied vocab and use some varied sentence openings e.g., time connectives. <p>Refer to action toolkit</p>	Persuasion	<p>Year 1:</p> <ul style="list-style-type: none"> • Use present tense and second person to talk to the reader. • Use familiar adjectives to add detail e.g. red apple, bad wolf. <p>Year 2:</p> <ul style="list-style-type: none"> • Use subordination to join clauses (using when, if, that, or because) • Exclamation marks and commas in a list. <p>Refer to Persuasion toolkit</p>	<ul style="list-style-type: none"> ▪ I'm glad the earth is painted blue ▪ The secret song ▪ I shall protect the forests 	<p>Familiarity with poems & rhymes Answer simple retrieval-based questions</p>
Autumn 2	 <p>The Owl who was Afraid of the Dark</p>	<p>Familiarity with books & stories Responding to questions Discuss</p> <p>Grimwood</p> <ul style="list-style-type: none"> ▪ 	Tale of Fear	Action	<p>Year 1:</p> <ul style="list-style-type: none"> • Use 2 adjectives to give different details. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Year 2:</p> <ul style="list-style-type: none"> • Use prepositions to extend descriptions • Exclamation marks and commas in a list. • Use the present and past tenses correctly and consistently 	Recount	<p>Year 1:</p> <ul style="list-style-type: none"> • Use past tense and first person to recount to the reader. • Use precise adjectives to add specific detail e.g. brass nozzles, flashing blue light. <p>Year 2:</p> <ul style="list-style-type: none"> • Use subordination to join clauses (using when, if, that, or because) • Attempt some varied vocab and use some 	<ul style="list-style-type: none"> ▪ Dinosaur poems anthology ▪ by Paul Cookson 	<p>Familiarity with poems & rhymes Responding to questions</p> <p>Discuss</p>

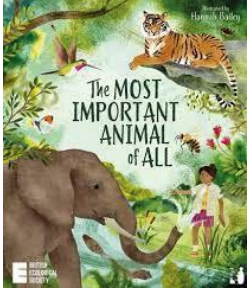


Writing Long Term Plan Year B (2023-24)

					including the progressive form. Refer to setting toolkit		varied sentence openings e.g., time connectives. Refer to Recount toolkit		
Spring 1	 <p>By the author of <i>Wan-Fan</i> michael morpurgo THE RAINBOW BEAR Illustrated by Michael Foreman The Rainbow Bear Links to Geography</p>	Familiarity with books & stories Responding to questions Discuss <ul style="list-style-type: none"> • Sidney, Stella and the Moon • The Gruffalo 	Wishing Tale	Setting	Year 1: <ul style="list-style-type: none"> • Use familiar adjectives to add detail e.g. red apple, bad wolf. Year 2: <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify. Refer to settings toolkit	Discussion text	Year 1: <ul style="list-style-type: none"> • Use regular plural noun suffixes (-s, -es) • Use familiar adjectives to add detail e.g. red apple, bad wolf. Year 2: <ul style="list-style-type: none"> • Use subordination to join clauses. • Use appropriate punctuation – commas for lists, bullet points) • Use precise nouns and verbs. • Use subordination (using when, if, that, or because) Refer to instructions toolkit	On the Ning Nang Nong	Familiarity with poems & rhymes Responding to questions Discuss
Spring 2	 <p>shaun tan eric Eric</p>	Familiarity with books & stories Responding to questions Discuss <ul style="list-style-type: none"> ▪ The River 	Finding Tale	Openings & Endings	Year 1: <ul style="list-style-type: none"> • Use 2 adjectives to give different details. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Combine words to make sentences, including using and sequence sentences 	Information Text	Seasons Year 1: <ul style="list-style-type: none"> • Use present tense and third person to talk to the reader. • Use precise adjectives to add specific detail e.g. brass nozzles, flashing blue light. Year 2:	Tree	Familiarity with poems & rhymes Responding to questions Discuss

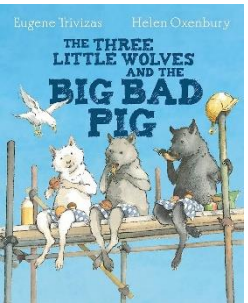


Writing Long Term Plan Year B (2023-24)

	Links to History				<p>to form short narratives.</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Use prepositions to extend descriptions • Use coordination (using or, and, or but) • Use the present and past tenses correctly and consistently including the progressive form. 		<ul style="list-style-type: none"> • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • Focus on essential conjunctions to change a view point. • Exclamation marks and commas in a list. <p>Refer to Information toolkit</p>		
<p>Summer 1</p>	 <p>The Most Important of All Links to Science & Geography</p>	<p>Familiarity with books & stories</p> <p>Responding to questions Discuss</p> <p>Giraffes Can't Dance</p> <p>James and the giant peach</p>	<p>Defeating the monster</p>	<p>Characterisation</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Use familiar adjectives to add detail e.g. red apple, bad wolf. • Use 2 adjectives to give different details. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark <p>Year 2:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to describe and specify. • Use similes to describe a specific feature. • Exclamation marks and commas in a list. <p>Refer to character toolkit</p>	<p>Discussion</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Use present tense and second person to talk to the reader. • Use familiar adjectives to add detail e.g. red apple, bad wolf. <p>Year 2:</p> <ul style="list-style-type: none"> • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • Focus on essential conjunctions to change a view point. <p>Refer to Discussion toolkit</p>	<ul style="list-style-type: none"> ▪ Unique ▪ We are all different ▪ Black is beautiful ▪ Glad that I'm me ▪ 	<p>Familiarity with poems & rhymes</p> <p>Responding to questions Discuss</p>



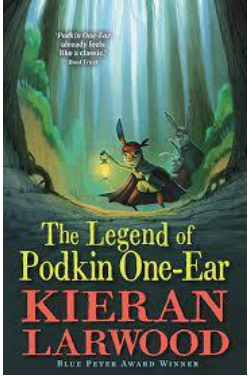
Writing Long Term Plan Year B (2023-24)

<p>Summer 2</p>	 <p>Three Little Wolves and the Big Bad Pig</p>	<p>Familiarity with books & stories</p> <p>Responding to questions Discuss</p> <p>Rabbit and Bear The Bear and the Piano</p>	<p>Warning Tale</p>	<p>Dialogue</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Show how a character is feeling through dialogue (Speech bubbles) • Use synonyms for said. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <p>Year 2:</p> <ul style="list-style-type: none"> • Use synonyms for said. • Use an adverb to expand dialogue description. <p>Refer to dialogue toolkit</p>	<p>Explanation</p>	<p>How do plants grow?</p> <p>Year 1:</p> <ul style="list-style-type: none"> • Use present tense and second person to talk to the reader. • Use precise adjectives to add specific detail e.g. brass nozzles, flashing blue light. • <p>Year 2:</p> <ul style="list-style-type: none"> • Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • Focus on essential conjunctions to change a view point. • Exclamation marks and commas in a list. <p>Refer to Information toolkit</p>	<ul style="list-style-type: none"> ▪ Rodge said 	<p>Familiarity with poems & rhymes</p> <p>Responding to questions</p> <p>Discuss</p>
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Writing Long Term Plan Year B (2023-24)

Lower Key Stage 2 (Y3/4)

Term	Theme & Key Text	Secondary texts for reading & writing stimulus	Genre	Fiction Focus	Writing Outcome/ Assessment Checkpoint	Non-fiction genre	Writing Outcome/ Assessment Checkpoint	Poetry	Writing Outcome
Autumn 1	 <p>The Legend of Podkin One-Ear KIERAN LARWOOD BLUE PETER AWARD WINNER</p> <p>Podkin One Ear Links to science</p>	<p>Familiarity with books & stories Responding to questions Discuss</p> <ul style="list-style-type: none"> Flotsam 	Portal story	Setting	<p>Year 3:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> Use a wide range of fronted adverbials correctly punctuated. Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> As -ly <p>2A Sentences</p>	Persuasive	<p>Write an advert for guardian of the forest.</p> <p>Year 3:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat</p>	<ul style="list-style-type: none"> The Magic Box 	<p>Familiarity with poems</p> <p>Responding to questions</p> <p>Discuss</p>

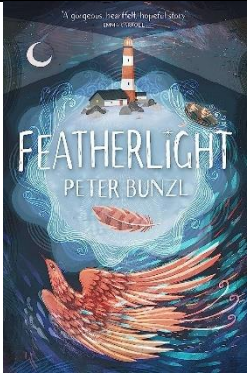


Writing Long Term Plan Year B (2023-24)

							<ul style="list-style-type: none"> BOYS Sentences If, if, if, then. 		
Autumn 2	 <p>Anglo-Saxon Boy Links to History</p>	Familiarity with books & stories Responding to questions Discuss <ul style="list-style-type: none"> The Buried Crown The King Who Threw Away His Crown 	Journey tale	Action	Year 3: <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. Year 4: <ul style="list-style-type: none"> Use a wide range of fronted adverbials correctly punctuated. Use a wide range of conjunctions, adverbs and prepositions to express time and cause. Alan Peat Sentences: <ul style="list-style-type: none"> As -ly 2A Sentences 	Information	Non-Chronological report about Anglo Saxon life.. Year 3: <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use fronted adverbials. Year 4: <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use a wide range of fronted adverbials correctly punctuated. Alan Peat <ul style="list-style-type: none"> BOYS Sentences If, if, if, then. 	<ul style="list-style-type: none"> Tiger, Tiger Burning Bright Apes to Zebras 	Familiarity with poems Responding to questions Discuss
Spring 1		Familiarity with books & stories Responding to questions Discuss <ul style="list-style-type: none"> Until I Met Dudley 	Finding tale	Suspense	Create a suspense extract Year 3: <ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, 	Explanation	Explanation text on how lighthouses work. Year 3: <ul style="list-style-type: none"> Extend the range of sentences with more than one 	<ul style="list-style-type: none"> The Earth Speaks Unaware 	Familiarity with poems Responding to questions Discuss


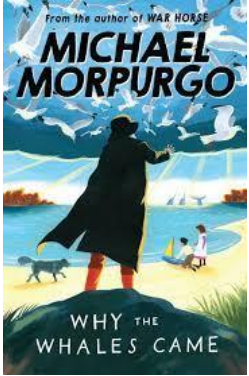


Writing Long Term Plan Year B (2023-24)

	 <p>Featherlight Links to science</p>				<p>including when, if, because, although.</p> <ul style="list-style-type: none"> • Use fronted adverbials. • Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> • Use a wide range of fronted adverbials correctly punctuated. • Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> • As -ly • 2A Sentences 		<p>clause by using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> • Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat</p> <ul style="list-style-type: none"> • BOYS Sentences • If, if, if, then. 		
<p>Spring 2</p>		<p>Familiarity with books & stories Responding to questions Discuss</p> <ul style="list-style-type: none"> ▪ Beowulf 	<p>Tale of fear</p>	<p>Suspense</p>	<p>Suspense Story Opening</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<p>Discussion</p>	<p>Discussion text on deforestation.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, 	<ul style="list-style-type: none"> ▪ The Raven 	<p>Familiarity with poems</p> <p>Responding to questions</p> <p>Discuss</p>




Writing Long Term Plan Year B (2023-24)

	 <p>Viking Boy Links to history</p>				<ul style="list-style-type: none"> • Use fronted adverbials. • Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> • Use a wide range of fronted adverbials correctly punctuated. • Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> • As -ly • 2A Sentences 		<p>including when, if, because, although.</p> <ul style="list-style-type: none"> • Use fronted adverbials. <p>Year 4:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use a wide range of fronted adverbials correctly punctuated. <p>Alan Peat</p> <ul style="list-style-type: none"> • BOYS Sentences • If, if, if, then. 		
<p>Summer 1</p>	 <p>Why The Whales Came Links to science</p>	<p>Familiarity with books & stories Responding to questions Discuss</p> <ul style="list-style-type: none"> ▪ Tin Forest 	<p>Losing tale</p>	<p>Characterisation</p>	<p>Introduce a character.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within and surrounding inverted commas). • Use the correct form of 'a' or 'an'. • Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within 	<p>Instructions</p>	<p>Instructional Text on How to survive when stranded on an island.</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use conjunctions, adverbs and prepositions to 	<ul style="list-style-type: none"> ▪ Cornish Poems ▪ The wheel of hope 	<p>Familiarity with poems</p> <p>Responding to questions</p> <p>Discuss</p>



Writing Long Term Plan Year B (2023-24)

					<p>and surrounding inverted commas).</p> <ul style="list-style-type: none"> • Use a wide range of conjunctions, adverbs and prepositions to express time and cause. • Use the correct form of 'a' or 'an'. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> • Emotion, comma • 2A Sentences • __ing, __ed. 		<p>express time and cause.</p> <p>Year 4:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat</p> <ul style="list-style-type: none"> • BOYS Sentences • If, if, if, then. 		
<p>Summer 2</p>	 <p>Toto The Ninja Cat Links to science</p>	<p>Familiarity with books & stories Responding to questions Discuss</p> <ul style="list-style-type: none"> ▪ Varmints 	<p>Defeating the monster</p>	<p>Dialogue</p>	<p>Own version of a narrative</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within and surrounding inverted commas). Use the correct form of 'a' or 'an'. • Use conjunctions, adverbs and prepositions to express time and cause. <p>Year 4:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech 	<p>Recount</p>	<p>Diary of Toto</p> <p>Year 3:</p> <ul style="list-style-type: none"> • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Use conjunctions, adverbs and prepositions to express time and cause. 	<ul style="list-style-type: none"> ▪ New adventure 	<p>Familiarity with poems</p> <p>Responding to questions</p> <p>Discuss</p>



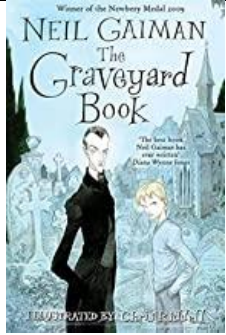

Writing Long Term Plan Year B (2023-24)

					<p>(including punctuation within and surrounding inverted commas).</p> <ul style="list-style-type: none">• Use a wide range of conjunctions, adverbs and prepositions to express time and cause.• Use the correct form of 'a' or 'an'. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none">• With a(n) action, more action• __ing, __ed.		<p>Year 4:</p> <ul style="list-style-type: none">• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.• Use a wide range of conjunctions, adverbs and prepositions to express time and cause. <p>Alan Peat</p> <ul style="list-style-type: none">• BOYS Sentences• If, if, if, then.		
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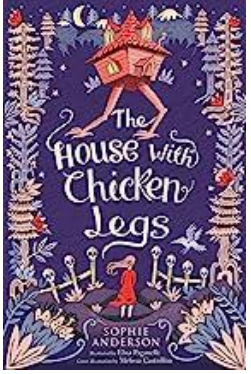
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Upper Key Stage 2 (Y5/6)

Term	Theme & Key Text	Secondary texts for reading & writing stimulus	Genre	Fiction Focus	Writing Outcome/ Assessment Checkpoint	Non-fiction genre	Writing Outcome/ Assessment Checkpoint	Poetry	Writing Outcome
Autumn 1	 <p>The Graveyard Book Links to PSHE</p>	<ul style="list-style-type: none"> Warhorse The Explorer The Arrival 	Journey Tale	Setting	<p>Create a sequel to the story.</p> <p>Develop the setting further through high quality descriptive writing. Build cohesion through linking ideas across sentences and paragraphs.</p> <p>Refer to the setting toolkit</p>	Explanation	<p>Composition of an explanation text using the core language, patterns and structure</p> <p>Process of tsunamis</p> <p>Refer to explanation text progression</p>	<ul style="list-style-type: none"> Breathe A Poetry of Elephants Dark Sky Park 	<p>Analysis of poetry rhythm & language</p> <ul style="list-style-type: none"> - Simile - Metaphor - Idioms - Alliteration - Onomatopoeia - Repetition
Autumn 2	 <p>The Last Bear Links to previous Geography</p>	<ul style="list-style-type: none"> The Hobbit Percy Jackson Warhorse 	Character Flaw	Action	<p>Create a new action episode.</p> <p>Focus on the balance of description and action. Use repetition to build tension whilst advancing the action.</p> <p>Refer to action toolkit</p>	Persuasion text	<p>Composition of persuasive text in the form of adverts using the core language, patterns and structure</p> <p>Adverts for different wizards' items</p> <p>Refer to persuasive text progression</p>	<ul style="list-style-type: none"> Zombierella 	<p>Analysis of poetry rhythm & language</p> <ul style="list-style-type: none"> - Simile - Metaphor - Idioms - Alliteration - Onomatopoeia - Repetition




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<p>Spring 1</p>	 <p>The House With Chicken Legs Links to science</p>	<ul style="list-style-type: none"> ▪ How to Be Me ▪ The Violet Veil Mysteries ▪ How to Train Your Dragon 	<p>Tale of Fear</p>	<p>Suspense</p>	<p>Rewrite the story in a different genre/text type.</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within and surrounding inverted commas). • Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion, including adverbials of time, place and number. <p>Year 6:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within and surrounding inverted commas). • Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion, including adverbials of time, place and number. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> • Emotion, comma • 2A Sentences __ing, __ed 	<p>Information text</p>	<p>Non-chronological report on a magical building.</p> <p>Year 5:</p> <ul style="list-style-type: none"> ▪ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ▪ Use expanded noun phrases to convey complicated information concisely. <p>Year 6:</p> <ul style="list-style-type: none"> ▪ Use further cohesive devices such as grammatical connections and adverbials ▪ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. ▪ Use expanded noun phrases to convey complicated information concisely. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> ▪ De:De Sentence Some; others 	<ul style="list-style-type: none"> ▪ Jabberwocky 	<p>Analysis of poetry rhythm & language</p> <ul style="list-style-type: none"> - Simile - Metaphor - Idioms - Alliteration - Onomatopoeia - Repetition
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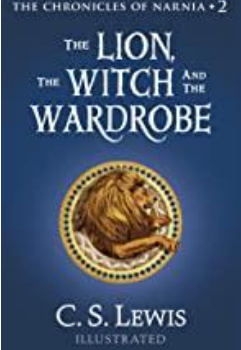


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<p>Spring 2</p>	 <p>Street Child Links to history</p>	<ul style="list-style-type: none"> ▪ Oliver Twist ▪ Daisy Saves the Day ▪ Cogheart 	<p>Rags to Riches</p>	<p>Dialogue</p>	<p>Create a flash back from one of the main characters in the story.</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion, including adverbials of time, place and number. <p>Year 6:</p> <ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion, including adverbials of time, place and number. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> ▪ O. (I.) ▪ 3 __ed ▪ Imagine 3 examples: ▪ The more, the more 	<p>Recount Text</p>	<p>Letter from a character</p> <p>Year 5</p> <ul style="list-style-type: none"> • Use modal verbs or adverbs to indicate degrees of possibility. • Use the perfect form of verbs to mark relationships of time and cause. • Use devices to build cohesion, including adverbials of time, place and number. • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun <p>Year 6</p> <ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause. • Use modal verbs or adverbs to indicate degrees of possibility. • Understand and use differences in informal and formal language. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> ▪ 'Irony' sentences ▪ Some; others 	<ul style="list-style-type: none"> ▪ Shakespeare for Every day of the Year 	<p>Analysis of poetry rhythm & language</p> <ul style="list-style-type: none"> - Simile - Metaphor - Idioms - Alliteration - Onomatopoeia - Repetition
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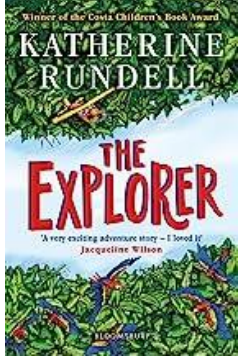


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							<ul style="list-style-type: none"> ▪ 3 bad – (dash) question? 		
<p>Summer 1</p>	 <p>The Lion, the Witch and the Wardrobe Links to science & geography</p>	<ul style="list-style-type: none"> ▪ A Boy 87 ▪ The Boy in the Tower ▪ The True Story of the Three Little Pigs ▪ Peter Pan 	<p>Finding Tale</p>	<p>Openings & Endings</p>	<p>Create a prologue to the story.</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within and surrounding inverted commas). • Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion, including adverbials of time, place and number. <p>Year 6:</p> <ul style="list-style-type: none"> • Use and punctuate direct speech (including punctuation within and surrounding inverted commas). • Use expanded noun phrases to convey complicated information concisely. • Use devices to build cohesion, including adverbials of time, place and number. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> ▪ 3 __ed ▪ Imagine 3 examples: 	<p>Instructions</p>	<p>Instructions: How to survive an air raid.</p> <p>Year 5:</p> <ul style="list-style-type: none"> ▪ Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. ▪ Use devices to build cohesion, including adverbials of time, place and number. <p>Year 6:</p> <ul style="list-style-type: none"> ▪ Use further cohesive devices such as grammatical connections and adverbials ▪ Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. <p>Alan Peat Sentences:</p> <ul style="list-style-type: none"> ▪ Some; others ▪ 	<ul style="list-style-type: none"> ▪ Rhythm and Poetry 	<p>Analysis of poetry rhythm & language</p> <ul style="list-style-type: none"> - Simile - Metaphor - Idioms - Alliteration - Onomatopoeia - Repetition



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<p>Summer 2</p>	 <p>The Explorer Links to science</p>	<ul style="list-style-type: none">▪ The Odyssey▪ The Witches	<p>Defeating the monster</p>	<p>Characterisation</p>	<p>Write a key event in the story from another character's point of view.</p> <p>Focus on 'show not tell' and how characters feel by what they do, think or say. Like how they feel with their actions.</p> <ul style="list-style-type: none">• Refer to characterisation toolkit	<p>Discussion Text</p>	<p>Composition of a discussion text using the core language, patterns and structure</p> <p>Who is right out of the characters?</p> <ul style="list-style-type: none">▪ Refer to discussion text progression	<ul style="list-style-type: none">▪ The Highwayman	<p>Analysis of poetry rhythm & language</p> <ul style="list-style-type: none">- Simile- Metaphor- Idioms- Alliteration- Onomatopoeia- Repetition
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