





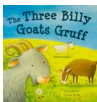


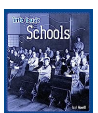





















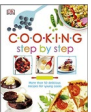






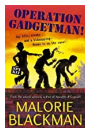
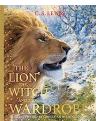
















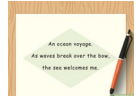











Year 1	AUTUMN		SPRING		SUMMER	
	School Days (H)		Flight (S & L)		Indian Spice (A)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	<b>Classic Stories</b> <i>Dogger</i> Shirley Hughes 	<b>Writing to describe - Character</b> <ul style="list-style-type: none"> <li>Sentences about Dogger for a 'Lost' poster</li> </ul>	<b>Classic Stories</b> <i>Whatever Next!</i> Jill Murphy 	<b>Writing to describe - Character</b> <ul style="list-style-type: none"> <li>Sentences about Baby Bear</li> </ul> <b>Writing to narrate - Adventure Story</b> <ul style="list-style-type: none"> <li>Sequel - a new adventure for Baby Bear</li> </ul>	<b>Traditional Tales</b> <i>The Tiger Child</i> Joanna Troughton 	<b>Writing to narrate - Traditional Tale</b> <ul style="list-style-type: none"> <li>Story in their own words</li> </ul>
	<b>Contemporary Fiction</b> <i>Hair Love</i> Matthew Cherry 	<b>Writing to recount events - 1<sup>st</sup> person</b> <ul style="list-style-type: none"> <li>Sentences in role as Zuri about events in the story</li> </ul>	<b>Contemporary Fiction</b> <i>Topsy &amp; Tim go in an aeroplane</i> J&G Adamson 	<b>Writing to recount events - 1<sup>st</sup> person letter</b> <ul style="list-style-type: none"> <li>Letter in role as Topsy or Tim about their visit to the airport / their holiday</li> </ul>	<b>Contemporary Fiction</b> <i>Six Dinner Sid</i> Inga Moore 	<b>Writing to describe - Setting</b> <ul style="list-style-type: none"> <li>Sentences about Aristotle Street</li> </ul> <b>Writing to narrate – Alternative Perspective</b> <ul style="list-style-type: none"> <li>Write a section of the story in role as Sid e.g. visit to the vets</li> </ul>
	<b>Traditional Tales</b> <i>The Three Billy Goats Gruff</i> 	<b>Writing to describe - Setting</b> <ul style="list-style-type: none"> <li>Sentences about the place in the story</li> </ul> <b>Writing to narrate - Traditional Tale</b> <ul style="list-style-type: none"> <li>Sentence(s) about the story</li> </ul>	<b>Non-Fiction</b> <i>Big Book of Things that go</i> National Geographic 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Information sentences about different types of air transport e.g. helicopter</li> </ul>	<b>Non-Fiction</b> <i>The Big Book of Beasts</i> Yuval Zommer 	<b>Writing to inform - Information Text –</b> <ul style="list-style-type: none"> <li>Simple information text about an Indian animal e.g. tigers</li> </ul>
	<b>Non-Fiction</b> <i>Schools</i> (Info buzz) Izzi Howell 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Simple information sentences for visitors all about their school now</li> </ul>			<b>Non-Fiction</b> <i>Usborne First Cookbook</i> Angela Wilkes 	<b>Writing to instruct - Instructions</b> <ul style="list-style-type: none"> <li>Simple recipe for a favourite dish e.g. linked to <i>Indian Spice</i> theme</li> </ul>
<b>Poetry inc. performance poetry</b>	<b>Contemporary Poetry</b> <i>Zim Zam Zoom</i> James Carter 	<b>Writing poetry - Poem in style of poet</b> <ul style="list-style-type: none"> <li><b>Performance</b></li> <li>New rhyme based on the structure of poem read</li> </ul>	<b>Forms of poetry – descriptive</b> Kit Wright <i>The Magic Box</i> 	<b>Writing poetry - Descriptive Poem</b> <ul style="list-style-type: none"> <li>Own 'magic box' poem, linked to <i>Flight</i> theme (e.g. suitcase on holiday)</li> </ul>	<b>Classic Poem</b> <i>Daddy Fell into the Pond</i> Alfred Noyes 	<b>Writing to recount events - 3<sup>rd</sup> person recount</b> <ul style="list-style-type: none"> <li>Recount of key events in the poem e.g. for a newspaper</li> </ul>

Year 2	AUTUMN		SPRING		SUMMER	
	School Days (H)		Flight (S & L)		Indian Spice (A)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	<b>Traditional Tales</b> <i>Little Red Riding Hood</i> and other versions 	<b>Writing to describe - Character</b> <ul style="list-style-type: none"> <li>Character description of the wolf</li> </ul> <b>Writing to narrate – Alternative Perspective</b> <ul style="list-style-type: none"> <li>Section of the story in role as the wolf</li> </ul>	<b>Contemporary Fiction</b> <i>Traction Man is Here!</i> Mini Grey 	<b>Writing to narrate - Adventure Story</b> <ul style="list-style-type: none"> <li>Sequel - new adventure for Traction Man</li> </ul>	<b>Classic Stories</b> <i>Paddington</i> Michael Bond 	<b>Writing to recount events – 1<sup>st</sup> person letter</b> <ul style="list-style-type: none"> <li>Letter from Paddington all about his adventures</li> </ul>
	<b>Contemporary Fiction</b> <i>Jabari Jumps</i> Gaia Cornwall 	<b>Writing to recount events – 1<sup>st</sup> person</b> <ul style="list-style-type: none"> <li>Recount in role as Jabari</li> </ul>	<b>Classic Stories</b> <i>The Twits</i> Roald Dahl 	<b>Writing to describe - Character</b> <ul style="list-style-type: none"> <li>Detailed description of Mr or Mrs Twit</li> </ul>	<b>Traditional Tale</b> <i>Pattan's Pumpkin</i> Chitra Soundar 	<b>Writing to describe - Setting</b> <ul style="list-style-type: none"> <li>Detailed descriptions of the settings in the story</li> </ul> <b>Writing to narrate - Traditional Tale</b> <ul style="list-style-type: none"> <li>Detailed rewrite of the story in own words</li> </ul>
	<b>Non-Fiction</b> <i>School</i> Sarah Ridley 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Guide to their school for a new KS1 child</li> </ul>		<b>Writing to instruct - Instructions</b> <ul style="list-style-type: none"> <li>Instructions for worm spaghetti or shrinking</li> </ul>	<b>Non-Fiction</b> <i>Food around the world</i> Moira Butterfield 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Write theme-linked information text about traditional Indian food</li> </ul>
			<b>Non-Fiction</b> <i>Amelia Earhart</i> Isabel Sanchez Vegara 	<b>Writing to recount events -- Biography *</b> <ul style="list-style-type: none"> <li>Write fact-file / biography of famous a pilot e.g. Wright Brothers, Amelia Earhart, Bessie Coleman</li> </ul>		
<b>Poetry inc. performance poetry</b>	<b>Classic Poem</b> <i>Please Mrs Butler</i> Alan Ahlberg 	<b>Writing poetry - Poem in style of poet</b> <ul style="list-style-type: none"> <li><b>Performance</b></li> <li>New version of <i>Please Mrs Butler</i> with different problems</li> </ul>			<b>Forms of Poetry</b> Shape poems and calligrams 	<b>Writing poetry - Shape Poem / Calligram</b> <ul style="list-style-type: none"> <li>Own shape poem / calligram linked to Theme e.g. monsoon, temple, Indian food etc.</li> </ul>

Year 3	AUTUMN		SPRING		SUMMER	
	Egyptian Discoveries (H)		World Kitchen (S)		Tudor Times (A & L)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	<b>Contemporary Fiction</b> <i>Claude in the City</i> Alex T Smith 	<b>Writing to describe – Character</b> <ul style="list-style-type: none"> <li>Detailed description of Claude</li> </ul> <b>Writing to narrate - Adventure Story</b> <ul style="list-style-type: none"> <li>A new adventure story featuring Claude and Sir Bobbysock</li> </ul>	<b>Traditional Tales</b> <i>The True Story of the Three Little Pigs</i> Jon Scieska 	<b>Writing to narrate - Traditional Tale</b> <ul style="list-style-type: none"> <li>'True story' of <i>Goldilocks and the 3 Bears</i></li> </ul>	<b>Classic Stories</b> <i>The Worst Witch</i> Jill Murphy  <b>Extended Text Study</b> 	<b>Writing to describe – Setting</b> <ul style="list-style-type: none"> <li>Description of the school / castle</li> </ul> <b>Writing to narrate – alternative Perspective</b> <ul style="list-style-type: none"> <li>Section of the story in role as Mildred at a key moment e.g. finding out she's at witch school</li> </ul>
	<b>Contemporary Fiction</b> <i>I was There: Tutankhamun's Tomb</i> Sue Reid 	<b>Writing to recount events - 1<sup>st</sup> person</b> <ul style="list-style-type: none"> <li>Write an eyewitness account of the discovery of Tutankhamun's tomb</li> </ul>	<b>Visual Literacy (Picture Fiction)</b> <i>The Proudest Blue</i> Ibtihaj Muhammad 	<b>Writing to recount events – 1<sup>st</sup> person diary *</b> <ul style="list-style-type: none"> <li>Diary in role as Faizah or Asiya</li> </ul>		<b>Writing to narrate – dialogue *</b> <ul style="list-style-type: none"> <li>Conversation between two characters e.g. Mildred and Enid</li> </ul>
	<b>Non-Fiction</b> <i>Explore Ancient Egyptians</i> Jane Bingham 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Information text linked to theme e.g. gods/goddesses, houses etc.</li> </ul>	<b>Non-Fiction</b> <i>Cooking Step-by-Step</i> DK 	<b>Writing to instruct - Instructions</b> <ul style="list-style-type: none"> <li>Instructions linked to theme e.g. pizza</li> </ul>	<b>Website</b> Website for place visited 	<b>Writing to persuade – Persuasive Leaflet *</b> <ul style="list-style-type: none"> <li>Persuasive leaflet for Tudor-themed place visited e.g. Mary Arden's Farm, Tudor World</li> </ul>
	<b>Non-Fiction</b> <i>Cleopatra</i> National Geographic 	<b>Writing to recount events - Biography</b> <ul style="list-style-type: none"> <li>Write a fact file biography about Cleopatra</li> </ul>				
<b>Poetry inc. performance poetry</b>		<b>Contemporary Poetry</b> <i>Hot Like Fire</i> Valerie Bloom Focus poem: <i>Sandwich</i> 	<b>Writing to recount events – 1<sup>st</sup> person letter</b> <ul style="list-style-type: none"> <li>Thank you letter to Granny Lenore in role as Neil including information about events</li> </ul>	<b>Forms of Poetry</b> List Poems 	<b>Writing poetry - List Poem</b> <ul style="list-style-type: none"> <li>Own list poem linked to Theme e.g. things found in a Tudor house / at a Tudor banquet</li> </ul>	

Year 4	AUTUMN		SPRING		SUMMER	
	Egyptian Discoveries (H)		World Kitchen (S)		Tudor Times (A & L)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	<b>Traditional Tales</b> <i>Tales of Gods &amp; Pharaohs</i> Marcia Williams 	<b>Writing to narrate - Traditional Tale</b> <ul style="list-style-type: none"> <li>Story of <i>Horus the Avenger</i> in own words – detailed retelling</li> </ul>	<b>Classic Stories</b> <i>Charlie &amp; the Chocolate Factory</i> Roald Dahl 	<b>Writing to recount events – 1<sup>st</sup> person letter</b> <ul style="list-style-type: none"> <li>Letter retelling events in role as key character e.g. Charlie, Verruca Salt etc.</li> </ul>	<b>Contemporary Fiction</b> <i>Operation Gadgetman</i> Malorie Blackman  <b>Extended Text Study</b>  	<b>Writing to narrate – alternative perspective</b> <ul style="list-style-type: none"> <li>Section of the story written from a character’s perspective e.g. Beans</li> </ul>
	<b>Classic Stories</b> <i>The Lion, the Witch &amp; the Wardrobe</i> C S Lewis 	<b>Writing to describe - Character</b> <ul style="list-style-type: none"> <li>Detailed description of a key character e.g. the White Witch</li> </ul> <b>Writing to recount events – 1<sup>st</sup> person diary</b> <ul style="list-style-type: none"> <li>Diary in role as Lucy or Edmund after visiting Narnia &amp; meeting a key character</li> </ul>	<b>Visual Literacy (Picture Fiction)</b> <i>Tuesday</i> David Wiesner 	<b>Writing to narrate – Adventure Story</b> <ul style="list-style-type: none"> <li>Write the story to accompany the book</li> </ul>	<b>Writing to narrate – dialogue *</b> <ul style="list-style-type: none"> <li>Conversation between two characters at key points in the story</li> </ul>	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Guidebook to accompany the spy kit – what it includes etc.</li> </ul>
	<b>Non-Fiction</b> Newspaper articles from <i>First News</i> 	<b>Writing to recount events – Journalistic **</b> <ul style="list-style-type: none"> <li>Newspaper article about the discovery of Tutankhamun’s tomb</li> </ul>	<b>Non-Fiction</b> Adverts for healthy foods e.g. Graze or similar 	<b>Writing to persuade - Advert</b> <ul style="list-style-type: none"> <li>Advert (poster / TV / radio) for a new healthy food product e.g. cereal bar</li> </ul>		
	<b>Non-Fiction</b> <i>Daily Life in Ancient Egypt</i> Don Nardo 	<b>Writing to inform – Information Text</b> <ul style="list-style-type: none"> <li>Information text about pyramids</li> </ul>			<b>Website</b> Website e.g. Shakespeare Birthplace Trust 	<b>Writing to recount events - Biography</b> <ul style="list-style-type: none"> <li>Biography of person linked to Tudor visit e.g. Mary Arden, Shakespeare</li> </ul>
<b>Poetry inc. performance poetry</b>		<b>Classic Poem</b> <i>The Listeners</i> Walter de la Mare 	<b>Writing to describe – Setting</b> <ul style="list-style-type: none"> <li>Description of the setting, creating atmosphere</li> </ul>	<b>Forms of Poetry</b> <i>Hysterical Historical Poems - Tudors</i> 	<b>Writing poetry - Humorous Poem</b> <ul style="list-style-type: none"> <li>Own humorous poem linked to Tudor theme</li> </ul>	

Year 5	AUTUMN		SPRING		SUMMER	
	The Blitz (H & L)		Out of this World (S)		Britain at Play (A)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	<b>Visual Literacy (Film)</b> <i>The Lighthouse</i> Literacy Shed 	<b>Writing to narrate – Film narrative</b> <ul style="list-style-type: none"> <li>Story to accompany the film</li> </ul>	<b>Traditional Tales</b> <i>Theseus and the Minotaur</i> Orchard Greek Myths 	<b>Writing to narrate - Traditional Tale</b> <ul style="list-style-type: none"> <li>Own myth inspired by story read e.g. defeating the monster</li> </ul>	<b>Classic Stories</b> <i>Harry Potter &amp; the Philosopher's Stone</i> JK Rowling  <b>Extended Text Study</b> 	<b>Writing to narrate – Alternative Perspective</b> <ul style="list-style-type: none"> <li>Section of the story in role as Harry e.g. visit to Diagon Alley</li> </ul>
	<b>Classic Stories</b> <i>The Lion &amp; the Unicorn</i> Shirley Hughes 	<b>Writing to describe - Setting</b> <ul style="list-style-type: none"> <li>Description of the London setting during / after the air raid</li> </ul> <b>Writing to recount events – 1<sup>st</sup> person letter</b> <ul style="list-style-type: none"> <li>Letter home in role as Lenny</li> </ul>	<b>Contemporary Fiction</b> <i>The Boy at the back of the class</i> Onjali Rauf 	<b>Writing to recount events – 1<sup>st</sup> person diary</b> <ul style="list-style-type: none"> <li>Diary entries in role as Ahmet</li> </ul>		<b>Writing to describe - Character</b> <ul style="list-style-type: none"> <li>Description of key character e.g. Dumbledore</li> </ul>
	<b>Website</b> Coventry Cathedral school visits 	<b>Writing to persuade - Leaflet</b> <ul style="list-style-type: none"> <li>Persuasive leaflet for school visits to Coventry Cathedral</li> </ul>	<b>Non-Fiction</b> <i>Hidden Figures</i> Margot Lee Shetterly 	<b>Writing to recount events – Biography</b> <ul style="list-style-type: none"> <li>Biography of one of the 'hidden figures' e.g. Katherine Johnson</li> </ul>		<b>Writing to recount events – Journalistic</b> <ul style="list-style-type: none"> <li>Newspaper article about significant event e.g. Quidditch match</li> </ul>
			<b>Non-Fiction</b> <i>Official Astronaut's Handbook</i> Louie Stowell 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Information text about life as an astronaut / life on the International Space Station</li> </ul>	<b>Website</b> Website linked to chosen issue	<b>Writing to present arguments – Balanced Argument *</b> <ul style="list-style-type: none"> <li>Balanced argument linked to national, local or school issue – screen time...</li> </ul>
<b>Poetry inc. performance poetry</b>	<b>Classic Poem</b> <i>Jabberwocky</i> Lewis Carroll 	<b>Writing to narrate – Adventure Story</b> <ul style="list-style-type: none"> <li>Write the poem as an adventure story</li> </ul>			<b>Forms of Poetry</b> Haiku 	<b>Writing Poetry - Haiku</b> <ul style="list-style-type: none"> <li>Contrasting haikus linked to Theme e.g. sports or current events</li> </ul>

Year 6	AUTUMN 5		SPRING 5		SUMMER 5	
	The Blitz (H & L)		Out of this World (S)		Britain at Play (A)	
Narrative / Non-Narrative	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes	Unit / Text	Writing outcomes
	<b>Film Literacy</b> <i>The Piano</i> Literacy Shed 	<b>Writing to narrate - Film Narrative</b> <ul style="list-style-type: none"> <li>Story to accompany the film [alternative structure]</li> </ul>	<b>Traditional Tales</b> <i>Macbeth</i> 	<b>Writing to narrate – Traditional Tale</b> <ul style="list-style-type: none"> <li>Opening section in role as Macbeth</li> </ul> <b>Writing to recount events – Journalistic</b> <ul style="list-style-type: none"> <li>Newspaper article about the death of King Duncan</li> </ul>	<b>Contemporary Fiction</b> <i>Kensuke's Kingdom</i> Michael Morpurgo  <b>Extended Text Study</b> 	<b>Writing to recount events – 1<sup>st</sup> person recount diary</b> <ul style="list-style-type: none"> <li>Diary entries in role as Michael at different points in the story e.g. boat journey, meeting Kensuke</li> </ul> <b>Writing to narrate – Alternative Perspective</b> <ul style="list-style-type: none"> <li>Section of the story in role as Kensuke e.g. when Michael arrives on the island</li> </ul> <b>Writing to describe – Character</b> <ul style="list-style-type: none"> <li>Character description of key character e.g. Kensuke</li> </ul>
	<b>Classic Stories</b> <i>Goodnight Mister Tom</i> Michelle Magorian 	<b>Writing to describe - Setting</b> <ul style="list-style-type: none"> <li>Description of Mister Tom's / the church / town from Willie's perspective</li> </ul> <b>Writing to recount events – 1<sup>st</sup> person letter</b> <ul style="list-style-type: none"> <li>Letter in role as Willie or another character linked to a key event</li> </ul>	<b>Contemporary Fiction</b> <i>Stormbreaker</i> Anthony Horowitz 	<b>Writing to narrate - Adventure Story</b> <ul style="list-style-type: none"> <li>New short adventure for Alex Rider</li> </ul>		
	<b>Non-Fiction</b> <i>Women's War.</i> Stewart Ross 	<b>Writing to inform - Information Text</b> <ul style="list-style-type: none"> <li>Information text linked to WWII e.g. role of women, air raids</li> </ul>		<b>Writing to persuade – Letter</b> <ul style="list-style-type: none"> <li>Persuasive letter applying for the job of a spy</li> </ul>		
				<b>Website</b> Space tourism website e.g. <i>Space Adventures</i> 	<b>Writing to present arguments – Balanced Argument</b> <ul style="list-style-type: none"> <li>Balanced argument linked to theme e.g. should there be tourists in space? OR a current local issue</li> </ul>	<b>Non-Fiction</b> <i>My Sporting Hero</i> e.g. <i>Lewis Hamilton / Lionesses</i> 
<b>Poetry inc. performance poetry</b>	<b>Contemporary Poetry</b> <i>The British, Football Mad etc.</i> Benjamin Zephaniah 	<b>Writing to inform - Formal Letter</b> <ul style="list-style-type: none"> <li>Letter to the poet including personal responses</li> </ul>			<b>Forms of Poetry</b> Free Verse	<b>Free Verse Poem</b> <ul style="list-style-type: none"> <li>Free verse poem linked to theme, transition or current events</li> </ul>

