**EYFS**

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|  | **Autumn 1** **Author of the term** **Child led** | **Autumn 2****Author of the term** **Child led** | **Spring 1** **Author of the term** **Child led** | **Spring 2** **Author of the term** **Child led** | **Summer 1** **Author of the term** **Child led** | **Summer 2** **Author of the term** **Child led** |
| **Topic title:** | Do you want to be friends? | What happens when I fall asleep at night? | How does that building stay up? | Where does the snow go? | Do cows drink milk? | Can we explore it? |
| **Book:**  | The Bog Baby  | Owl babies | A new house for a mouse | Blue penguin | The Gigantic turnip | Yucky worms |
| **Power of Reading****Writing outcomes from the unit**  | Shared Journal Speech/Thought Bubbles Caption Writing Own and Class Book | Descriptive annotations on artwork Free verse poetry Wanted Poster Letter to Mummy Owl Notes of reassurance or advice to the baby owls Questions for hot-seating Speech and thought bubbles Labels and captions Family Tree Shrine Box Information Text | Story mappingIllustrating and annotationsRetellShared writing of own big bookSpeech/Thought bubbles | Shared Journal Caption Writing Information writing Letters of advice Songs Speech and thought bubbles Retell | Shared Journal Shared write of an alternative story based on the original Recipe writing Storymap Bookmaking | Shared Journal Thought Bubbles Messages to worms Caption Writing Shared Poem Information Writing Bookmaking |
| **Whole school write** | Term 1Character description | Term 2Non- Chronological report (Can be creative) | Term 3Persuasive speech – (Imaginative) school trip. |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectivesSimilesMetaphors Mention a distinctive feature of the person Powerful verbs / adverbs especially for movementUse details to suggest what a character is like.Be specific not general Third person Use ‘show not tell’ to describe the character’s feelings though their actions Use a list to describe features of the person (colon to introduce) | * Paragraphs that don’t have to be in order (but should be in a sensible order)
* Formal
* Impersonal
* Use of technical vocabulary
* Present tense
* Always include an introduction
* Sub-headings for paragraphs
* Diagrams, charts or fact boxes
* Conclusion
* Glossary (if necessary)
* Third person (you could address the reader directly at the end)
* Accurate description
* Interesting detail
* Facts

Quotes | * Emotive language
* Personal language
* A title to hook the reader in
* Introduction to explain the argument
* Each paragraph to have topic sentences to introduce the paragraph
* Use counter argument points by thinking about what your opponent will believe
* Write an ending which restates the main points (summarises).
* Present tense
* Subordinating conjunctions and clauses
* Phrases for cohesion e.g. in addition to… action must be taken
* Modal verbs

Rhetorical questions |
| **Text type Mapping from Federation outcomes** | **WRITING TO ENTERTAIN**Orally retelling a story showing beginning, middle and end (5 and 6 sentence stories)Re-tell of story showing beginning, middle and end (5 and 6 sentence stories)Descriptions of pictures, animals, settings.  | **WRITING TO INFORM**ListsLabelsPostcard from Blue Penguin / Yucky wormsShopping Lists – if covered in Enormous turnip – recipe writingRe tells Letters and cards – addressBasic recounts – Teacher to add. |

**Year 1 and 2**

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|  | **Autumn 1** **Author of the half term** Enid Blyton | **Autumn 2****Author of the half term**  Roald Dahl – George’s Marvellous medicine | **Spring 1****Author of the half term**  Michael Bond - Paddington | **Spring 2****Author of the half term**  Mairi Hedderwick | **Summer 1****Author of the half term**  Jill Murphy | **Summer 2** **Author of the half term**  Eric Carle |
| **Topic title:** | The Enchanted Woodland  | Muck, Mess and mixture  | Bright lights, Big City | BeachCombers | Moon zoom | Wiggle & Crawl  |
| **Book:**  | Where the wild things are  | The magic Finger  | Beegu | The storm Whale  | The man on the moon  | Ossiri and the Bala Mengro |
| **Power of Reading****Writing outcomes from the unit**  | Annotations on artwork Story maps Character description Setting description Writing in role - letter Poetry Narrative – innovated version of the story | Responses Letter to the girl, asking questions. Persuasive letter to the Greggs Captions on behaviour chart Diary entry Information poster about native birds Collaborative poem about the joys of flying Narrative sequel to the story | Writing in role Free verse Poetry Instructional writing Letter Writing Playscript Guide to Earth | Extended vocabulary – Illustrating a sentence.Annotating artwork.Diary entriesInstructional writing – game makingText marking and annotationsPoetryShared writing of a script for a news reportStory mappingRetell of a story | Labelled drawings Captions for labelled drawings Simple recount (postcard) Simple instructions (rules/ signs for moon tourists) Character fact file (or Top Trump card) Writing in role Simple narrative (sequel written from another perspective: A Day in the Life of...) | Role on the Wall Information Writing – Scientific Processes Thought Bubbles Questions and suggestions Persuasive note and letter Diary entry Recipes Instructions for making instruments Story writing |
| **Whole school write** | Term 1Character description | Term 2Non- Chronological report (Can be creative) | Term 3Persuasive speech – (Imaginative) school trip. |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectivesSimilesMetaphors Mention a distinctive feature of the person Powerful verbs / adverbs especially for movementUse details to suggest what a character is like.Be specific not general Third person Use ‘show not tell’ to describe the character’s feelings though their actions Use a list to describe features of the person (colon to introduce) | * Paragraphs that don’t have to be in order (but should be in a sensible order)
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* Conclusion
* Glossary (if necessary)
* Third person (you could address the reader directly at the end)
* Accurate description
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* Quotes
 | * Emotive language
* Personal language
* A title to hook the reader in
* Introduction to explain the argument
* Each paragraph to have topic sentences to introduce the paragraph
* Use counter argument points by thinking about what your opponent will believe
* Write an ending which restates the main points (summarises).
* Present tense
* Subordinating conjunctions and clauses
* Phrases for cohesion e.g. in addition to… action must be taken
* Modal verbs

Rhetorical questions |
| **Text type Mapping from Federation outcomes** | **WRITING TO ENTERTAIN**Y1 – re-tell of familiar stories (predictable and patterned)Retell hugging a text – feature swappingPicture DescriptionsCharacter DescriptionsCartoon Strips Settings Character DescriptionsNarrative - Fairy Stories and Traditional Tales – swapping features (character, setting, ending) | **WRITING TO INFORM**• Instructions• Recounts• Postcards• Instructions• Informal Letters• Non Chron Reports•  |
| **Grammar types to be taught** | **FICTION** | **NON-FICTION** |
| GRAMMAR AND SENTENCEScoordinating conjunctionsnoun phrasesprogressive verb formexplanation sentences  | PUNCTUATION finger spaces Capital letters/full stopsCapital letter for IApostrophes for contractionsExclamation marksInverted commas for direct speech | GRAMMAR AND SENTENCEScoordinating conjunctionssubordinating conjunctionsnoun phrasescommasexclamation sentences | PUNCTUATION Finger spaces Capital letters/full stopsQuestion markApostrophes for possession |

**Year 3 and 4**

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|  | **Autumn 1** **Author of the half term –** Adam Blade | **Autumn 2****Author of the half term –** Adam Blade | **Spring 1****Author of the term –**Jacqueline Wilson | **Spring 2****Author of the term –**Jacqueline Wilson | **Summer 1****Author of the term –** Gene Kemp | **Summer 2** **Author of the term –** Gene Kemp |
| **Topic title:** | I am a warrior! | Burps, Bottoms and Bile | Predators | Heroes and Villians | Tremours | Road Trip USA |
| **Book:**  | The Iron Man  | Wolves by Emily Garrett | The Great Kapok tree by Lynne Cherry | Lost happy endings by Carol Duffy  | Angry ArthurHiawyn Oram | Leon and the Place between by Angela McAllister |
| **Power of Reading****Writing outcomes from the unit**  | Annotated drawings Recounts (diary entries) Persuasive letter List poetry Questions Newspaper report | Non-fiction texts: fliers, business cards, menus, etc. Alternative ending Poetry Non-chronological report | Poetry Performance of a poem Explanation textDebate Report writing Writing in role Argument writing Making a visual text Note of advice Playscript Extension of a narrative | Writing in role Advisory notes Non-chronological reports Narrative Poetry | Free Verse Poetry Script for Advertisement Narrative Voice: Storytelling Newspaper Article Writing in Role: journal Letter Writing Kenning Non-Chronological Report Book Trailer Narration Comic Book Writing | Line Poetry Creating a descriptive piece about characters and events Persuasive poster Writing in role as a character Playscript of a new scene |
| **Whole school write** | Term 1Character description | Term 2Non- Chronological report (Can be creative) | Term 3Persuasive speech – (Imaginative) school trip. |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectivesSimilesMetaphors Mention a distinctive feature of the person Powerful verbs / adverbs especially for movementUse details to suggest what a character is like.Be specific not general Third person Use ‘show not tell’ to describe the character’s feelings though their actions Use a list to describe features of the person (colon to introduce) | * Paragraphs that don’t have to be in order (but should be in a sensible order)
* Formal
* Impersonal
* Use of technical vocabulary
* Present tense
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* Conclusion
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* Each paragraph to have topic sentences to introduce the paragraph
* Use counter argument points by thinking about what your opponent will believe
* Write an ending which restates the main points (summarises).
* Present tense
* Subordinating conjunctions and clauses
* Phrases for cohesion e.g. in addition to… action must be taken
* Modal verbs

Rhetorical questions |
| **Text type Mapping from Federation outcomes** | **WRITING TO ENTERTAIN**Narrative- with dialogue – adventure and scaryNarrative myth and legend Narrative in the first personNarrative in 3rd personDiary Entry x 2 contrasting diary entries | **WRITING TO INFORM**Diary Entry x 2 contrasting diary entries (When writing in role as character)Non Chronological ReportWeather Forecast - formal speech – Krindlekrax- adapt to news reportInformation Leaflet (captions.. ICT) – Lost Happy Endings | **WRITING TO PERSUADE** Book/ Film/Play ReviewPersuasive Poster/flier (7 Powers)…*and any of the previous* |
| **Grammar types to be taught** | **FICTION** | **NON-FICTION** |
| ***GRAMMAR AND SENTENCES**** Fronted adverbials
* Expanded noun phrases
* Subordinate clauses to add detail
* Pronouns and nouns to add clarity/ cohesion
 | ***PUNCTUATION*** * Full punctuation for direct speech
* Apostrophes for possession and plural nouns
* Commas after fronted adverbials and subordinate clauses
* Begin to use dashes
 | ***GRAMMAR AND SENTENCES**** Imperative verbs- urgency
* Rhetorical questions
* Noun phrases- detail and description
* Relative clauses
 | ***PUNCTUATION*** * Capital letters for proper nouns
* ? / ! for rhetorical / exclamatory sentences
* Commas to mark relative clauses

Commas to mark fronted adverbials and subordinate clauses |

**Year 5 and 6**

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|  | **Autumn 1** **Author of the TERM**Berlie Dougherty | **Autumn 2****Author of the TERM**Berlie Dougherty | **Spring 1****Author of the TERM**Shakespeare | **Spring 2****Author of the TERM**Shakespeare | **Summer 1****Author of the TERM**V. Wrath | **Summer 2****Author of the TERM**V. Wrath |
| **Topic title:** | Darwin’s Delights | Pharaohs | Revolution | Tomorrow’s World | Alchemy Island | ID |
| **Book:**  | Journey to the river sea.  | If you find this.Matthew Baker | MacbethWilliam Shakespeare | Floodland Marcus Sedgewick(Heartstone Odyssey?) | The Highwayman | A Monster calls Patrick Ness |
| **Power of Reading****Writing outcomes from the unit**  | Powerpoint presentationMaia’s photograph albumNarrative writing in roleNewspaper reportPoetry writing | Writing in Role Letter Writing Poetry Descriptive Writing Newspaper Writing(Could include epitaph writing) | Letter writing Writing and performing poetry Note-writing for reportRecountsPlayscripts PropheciesAdvertising postersTickets InvitationsReviews  | Writing in role Persuasive letter writing to a character Instructional writing - rules for Eel Island Chorus writing Narrative writing Report writing to prepare for radio broadcast | Tell a story using notesAnnotated imagesStoryboardsWriting in roleRetelling from different characters points of viewPoetry writingDilemma writingPresentation through powerpoint | Diary entries Report writingPoetry Notes (for use in discussion and debate)Life writing NarrativePlayscripts Lists |
| **Whole school write** | Term 1Character description | Term 2Non- Chronological report (Can be creative) | Term 3Persuasive speech – (Imaginative) school trip. |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectivesSimilesMetaphors Mention a distinctive feature of the person Powerful verbs / adverbs especially for movementUse details to suggest what a character is like.Be specific not general Third person Use ‘show not tell’ to describe the character’s feelings though their actions Use a list to describe features of the person (colon to introduce) | * Paragraphs that don’t have to be in order (but should be in a sensible order)
* Formal
* Impersonal
* Use of technical vocabulary
* Present tense
* Always include an introduction
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* Write an ending which restates the main points (summarises).
* Present tense
* Subordinating conjunctions and clauses
* Phrases for cohesion e.g. in addition to… action must be taken
* Modal verbs

Rhetorical questions |
| **Text type Mapping from Federation outcomes** | **WRITING TO ENTERTAIN**Short Story x 2 (1 Fantasy and dilemmas and issues)Play ScriptFlashbacks – teacher added through Macbeth / HighwaymanBuilding Tension ParagraphPlay Script | **WRITING TO INFORM**Biography (see Epitaph) – through Highwayman Explanation | **WRITING TO PERSUADE** Formal Speech – through MacbethFormal Persuasive Letter | **WRITING TO DISCUSS** Newspaper Article – must include quotesBalanced argument – debate(Macbeth) |
| **Grammar types to be taught** | **FICTION** | **NON-FICTION** |
| ***GRAMMAR AND SENTENCES**** Subordinate clauses to add detail- varying position
* Relative clauses to add detail
* Wide range of sentence structures
 | ***PUNCTUATION*** * Brackets for incident
* Dashes to emphasis additional information
* Colons to add further detail in a new clause
* Semi-colons to join related clauses
 | ***GRAMMAR AND SENTENCES**** Subordinating conjunctions in varying positions
* Expanded noun phrases to inform
* Relative clauses
* Use passive voice- formality
* Colons to link related clauses
 | ***PUNCTUATION*** * Brackets or dashes to explain technical vocabulary
* Semi-colons for complex lists
* Colons to introduce lists
* Brackets or dashes to mark relative clauses
* Secure use of commas to mark clauses
* Colons and semi-colons to mark clauses.
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