**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 mapping  Illustrating and annotations  Retell  Shared writing of own big book  Speech/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 1  Character description | | Term 2  Non- Chronological report (Can be creative) | | | Term 3  Persuasive speech – (Imaginative) school trip. | |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectives  Similes  Metaphors  Mention a distinctive feature of the person  Powerful verbs / adverbs especially for movement  Use 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**  Lists  Labels  Postcard from Blue Penguin / Yucky worms  Shopping Lists – if covered in Enormous turnip – recipe writing  Re tells  Letters and cards – address  Basic 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 entries  Instructional writing – game making  Text marking and annotations  Poetry  Shared writing of a script for a news report  Story mapping  Retell 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 1  Character description | | | Term 2  Non- Chronological report (Can be creative) | | | Term 3  Persuasive speech – (Imaginative) school trip. | | |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectives  Similes  Metaphors  Mention a distinctive feature of the person  Powerful verbs / adverbs especially for movement  Use 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**  Y1 – re-tell of familiar stories (predictable and patterned)  Retell hugging a text – feature swapping  Picture Descriptions  Character Descriptions  Cartoon Strips  Settings  Character Descriptions  Narrative - 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 SENTENCES  coordinating conjunctions  noun phrases  progressive verb form  explanation sentences | | PUNCTUATION  finger spaces  Capital letters/full stops  Capital letter for I  Apostrophes for contractions  Exclamation marks  Inverted commas for direct speech | | GRAMMAR AND SENTENCES  coordinating conjunctions  subordinating conjunctions  noun phrases  commas  exclamation sentences | | | PUNCTUATION  Finger spaces  Capital letters/full stops  Question mark  Apostrophes 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 Arthur  Hiawyn 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 text  Debate  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 1  Character description | | | Term 2  Non- Chronological report (Can be creative) | | | | | Term 3  Persuasive speech – (Imaginative) school trip. | | |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectives  Similes  Metaphors  Mention a distinctive feature of the person  Powerful verbs / adverbs especially for movement  Use 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**  Narrative- with dialogue – adventure and scary  Narrative myth and legend  Narrative in the first person  Narrative in 3rd person  Diary Entry x 2 contrasting diary entries | | | **WRITING TO INFORM**  Diary Entry x 2 contrasting diary entries (When writing in role as character)  Non Chronological Report  Weather Forecast - formal speech – Krindlekrax- adapt to news report  Information Leaflet (captions.. ICT) – Lost Happy Endings | | | | | **WRITING TO PERSUADE**  Book/ Film/Play Review  Persuasive 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 | | | Macbeth  William Shakespeare | | Floodland Marcus Sedgewick(Heartstone Odyssey?) | | The Highwayman | | A Monster calls Patrick Ness |
| **Power of Reading**  **Writing outcomes from the unit** | Powerpoint presentation  Maia’s photograph album  Narrative writing in role  Newspaper report  Poetry writing | Writing in Role Letter Writing Poetry  Descriptive Writing Newspaper Writing  (Could include epitaph writing) | | | Letter writing  Writing and performing poetry  Note-writing for report  Recounts  Playscripts  Prophecies  Advertising posters  Tickets  Invitations  Reviews | | 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 notes  Annotated images  Storyboards  Writing in role  Retelling from different characters points of view  Poetry writing  Dilemma writing  Presentation through powerpoint | | Diary entries Report writing  Poetry Notes (for use in discussion and debate)  Life writing Narrative  Playscripts Lists |
| **Whole school write** | Term 1  Character description | | | Term 2  Non- Chronological report (Can be creative) | | | | Term 3  Persuasive speech – (Imaginative) school trip. | | | |
| **Take features suitable to your year group and include them in the SC for the writing task.** | Well Chosen adjectives  Similes  Metaphors  Mention a distinctive feature of the person  Powerful verbs / adverbs especially for movement  Use 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**  Short Story x 2 (1 Fantasy and dilemmas and issues)  Play Script  Flashbacks – teacher added through Macbeth / Highwayman  Building Tension Paragraph  Play Script | | **WRITING TO INFORM**  Biography (see Epitaph) – through Highwayman  Explanation | | | **WRITING TO PERSUADE**  Formal Speech – through Macbeth  Formal Persuasive Letter | | | | **WRITING TO DISCUSS**  Newspaper Article – must include quotes  Balanced 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. | |