

EYFS

	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.	<p>Well Chosen adjectives</p> <p>Similes</p> <p>Metaphors</p> <p>Mention a distinctive feature of the person</p> <p>Powerful verbs / adverbs especially for movement</p> <p>Use details to suggest what a character is like.</p> <p>Be specific not general</p> <p>Third person</p> <p>Use 'show not tell' to describe the character's feelings though their actions</p> <p>Use a list to describe features of the person (colon to introduce)</p>	<ul style="list-style-type: none"> - 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 <p>Quotes</p>	<ul style="list-style-type: none"> - 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 <p>Rhetorical questions</p>
Text type Mapping from Federation outcomes	<p>WRITING TO ENTERTAIN</p> <p>Orally retelling a story showing beginning, middle and end (5 and 6 sentence stories)</p> <p>Re-tell of story showing beginning, middle and end (5 and 6 sentence stories)</p> <p>Descriptions of pictures, animals, settings.</p>		<p>WRITING TO INFORM</p> <p>Lists</p> <p>Labels</p> <p>Postcard from Blue Penguin / Yucky worms</p> <p>Shopping Lists – if covered in Enormous turnip – recipe writing</p> <p>Re tells</p> <p>Letters and cards – address</p> <p>Basic recounts – Teacher to add.</p>

