



NURSERY					
AUTUMN TERM		SPRING TERM		SUMMER TERM	
ALL ABOUT ME	CELEBRATIONS: AT HOME	UNDER THE SEA	GROWING	TRADITIONAL TALES	MINIBEASTS
Key Texts	Key Texts	Key Texts	Key Texts	Key Texts	Key Texts
<u>Peace at last-Jill Murphy</u>	<u>ANTI-BULLYING UNIT: The Rainbow Fish-Marcus Pfister</u>	<u>Commotion in the Ocean-Giles Andreae</u>	<u>Jack and the beanstalk</u>	<u>Each Peach Pear Plum-Allan Ahlberg</u>	<u>Mad about minibeasts- Giles Andreae</u>
<u>Owl babies-Martin Waddell</u>	<u>Kipper’s Birthday-Mick Inkpen</u>	<u>Tiddler-Julia Donaldson</u>	<u>Jasper’s beanstalk-Nick Butterworth</u>	<u>Once upon a picnic-John Prater</u>	<u>The very hungry caterpillar-Eric Carle</u>
<u>The Gruffalo-Julia Donaldson</u>	<u>Dear Zoo-Rod Campbell</u>	<u>Sharing a shell-Julia Donaldson</u>	<u>Titch-Pat Hutchins</u>	<u>Goldilocks</u>	<u>The very busy spider-Eric Carle</u>
<u>The Tiger who came to tea-Judith Kerr</u>	<u>Green Eggs and Ham-Dr Seuss</u>	<u>There’s a shark in the park-Nick Sharrat</u>	<u>Oliver’s vegetables-Alison Bartlett</u>	<u>3 Billy goats Gruff</u>	<u>What the ladybird heard-Julia Donaldson</u>
<u>Not now, Bernard-David McKee</u>	<u>I will not ever never eat a tomato-Lauren Child</u>	<u>The singing mermaid-Julia Donaldson</u>	<u>Grandpa’s garden-Stella Fry</u>	<u>Little Red Riding Hood</u>	<u>The snail and the whale-Julia Donaldson</u>
<u>Rosie’s Walk-Pat Hutchins</u>	<u>Mr Gumpv’s Outing-John Burningham</u>	<u>Barry the fish with fingers-Sue Hendra</u>	<u>Ten seeds-Ruth Brown</u>	<u>The Gingerbread Man</u>	<u>The giant jam sandwich-John Vernon Lord</u>
+ Range of books about babies, families etc	+ Range of Nativity books	+ Range of non-fiction topic books	+ Range of non-fiction topic books	+ Range of traditional tales books	+Range of non-fiction topic books

RECEPTION											
AUTUMN TERM				SPRING TERM				SUMMER TERM			
PATTERNS		CELEBRATIONS: AROUND THE WORLD		DINOSAURS		SEASONS		TRADITIONAL TALES		JUNGLE	
Key Texts	Suggested Outcomes	Key Texts	Suggested Outcomes	Key Texts	Suggested Outcomes	Key Texts	Suggested Outcomes	Key Texts	Suggested Outcomes	Key Texts	Suggested Outcomes
<u>Where the Wild Things Are – Maurice Sendak</u> (3 weeks - Literacy Tree Unit)	Oracy: Oral retelling, own version narrative	<u>ANTI-BULLYING UNIT: Willy the Wimp- Anthony Browne</u> 3 weeks - Literacy Tree Unit)	Writing: Writing in role, letters, captions and labels, instructional ‘How to’ guide	<u>Dinosaur Roar- Henrietta Stickland</u> (2 weeks)	Writing: factual writing (fact-file)	<u>The Tiny Seed-Eric Carle</u> (3 weeks - Literacy Tree Unit)	Writing: Labels and captions, re-telling, writing in role, narrative, letter	<u>The Magic Paintbrush – Julia Donaldson</u> (3 weeks - Literacy Tree Unit)	Writing: Labels, writing in role, thank you letters, own version narratives	<u>Rumble in the Jungle- Giles Andreae</u> (2 weeks)	Writing: Narrative
<u>We’re going on a Bear Hunt- Helen Oxenbury</u> (2 weeks)	Writing: Talk for writing	<u>You Choose-Pippa Goodhart</u> (2 weeks)	Writing: factual writing	<u>Dear Dinosaur- Chae Strathie</u> (2 weeks)	Writing: letters, descriptions	Percy the Park Keeper – Nick Butterworth (1 week)		<u>Little Red-Lynn Roberts</u> (3 weeks - Literacy Tree Unit)	Writing: Labels, notes of advice, adverts, own version narrative, Talk for Writing	<u>So Much-Trish Cooke</u> (2 weeks - Literacy Tree Unit)	Writing: Performance/narrative poetry; own version narrative poem.
<u>Home- Alex T. Smith</u> (1 week)	Oracy: developing a new character	<u>CHRISTMAS UNIT: The Snowman- Raymond Briggs</u> (2 weeks)		<u>Harry and the Bucketful of Dinosaurs-Ian Whybrow</u> (2 weeks)	Writing: stories – own version narrative	<u>Winnie the Pooh and the wrong bees – A.A. Milne</u> (1 week)		<u>TRADITIONAL TALES: Sleeping Beauty, Rapunzel</u>		<u>Giraffes can’t dance –Giles Andreae</u> (1 week)	
<u>The Three Little Pigs</u> (1 week)	Writing: Talk for writing					<u>Halibut Jackson- David Lucas</u> (3 weeks - Literacy Tree Unit)	Writing: Signs and labels, captions, invitations, narrative sequel			<u>Hug-Jez Alborough</u> (1 week)	
+ Range of books about patterns etc		+ Range of Nativity/Christmas books		+ Range of non-fiction topic books		+ Range of non-fiction topic books		+ Range of traditional tales books		+ Range of non-fiction topic books	

YEAR 1		
AUTUMN TERM	SPRING TERM	SUMMER TERM
TOYS / KEEPING HEALTHY	JOURNEYS	WISH YOU WERE HERE



Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus
<u>Dogger-Shirley Hughes-</u> (2 weeks)	Describe: Bring in your special toy from home. Write a description of your special toy on a label for the class to read or imagine your favourite toy is lost and create a 'Missing' poster. Narrate: Talk for Writing: Retell the story of Dogger.	How words combine to make sentences Separation of words with spaces Introduction to capital letters and full stops	<u>Beegu – Alexis Deacon</u> (2 weeks- Literacy Tree Unit)	Poem: Poems and Poetic Sentences Poem: Nonsense word dictionary	Sequencing sentences to form short narratives Introduction to question marks and exclamation marks Suffixes that can be added to verbs where no change is needed in the spelling of root words (<i>e.g. helping, helped, helper</i>) Regular plural noun suffixes –s or –es (<i>e.g. dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun	<u>FAIRY-TALES: Cinderella, Snow White, Hansel and Gretel</u> (4 weeks)	Inform/Persuade: Write an invitation to the prince's ball. Write an invitation to your class assembly. Describe Write a description of a fairy tale character – can others guess who you have described? Narrate: Write an apology letter from the Ugly sisters to Cinderella. Narrate: Own fairy-tale based on a familiar structure	How the prefix un– changes the meaning of verbs and adjectives (<i>negation, e.g. unkind, or undoing, e.g. untie the boat</i>) <i>Consolidate all skills</i>
<u>Stanley's Stick-John Hegley</u> (2 weeks- Literacy Tree Unit)	Narrate: Retelling, narrative (own version) Describe: Descriptions	Capital letters for names and for the personal pronoun I Joining words and joining clauses using and	<u>Sidney, Stella and the Moon-Emma Yarlett</u> (2 weeks- Literacy Tree Unit)	Inform: Moon Fact-Files				
<u>The Bear and the Scary Night – Sarah Hayes</u> (2 weeks)	Narrate: What might each animal in the park say to the bear? Write a speech bubble for a different animal introducing and describing itself. Narrate: Own story about where you might go for a day out with your favourite toy.		<u>The Naughty Bus- Jan Oke</u> (3 weeks- Literacy Tree Unit)	Narrate: Diary Inform: Rules for the school bus to follow Narrate: Sequel story (new adventure that the bus might have) Inform: Create class non-fiction book e.g. about toys / vehicles/ space		<u>The Magic Bed- John Burningham</u> (3 weeks- Literacy Tree Unit)	Describe: Write about a magical item which can transport you somewhere else Describe: Description of different magical settings Narrate: Fantasy story where children are transported to another world	
<u>Handa's Surprise-Eileen Browne-</u> (2 weeks)	Inform: Write a recipe for making fruit salad Narrate: Talk for Writing: Retell the story and rewrite with own fruits/vegetables and characters (e.g.: Jade's Surprise)							
<u>Yeti and the Bird-Nadia Shireen</u> (2 weeks- Literacy Tree Unit)	Narrate: Letters Describe Character descriptions Narrate: Longer story		<u>Whatever Next- Jill Murphy</u> (2 weeks)	Inform: Make a packing list of the things that you would need if you were going to travel to the moon. Narrate: A letter or postcard from Baby Bear		<u>Lost & Found- Oliver Jeffers</u> (3 weeks- Literacy Tree Unit)	Inform: Instructions for the boy Inform: Factfile about Arctic creatures Narrate: Own story based on the structure	
<u>Funnybones- Janet & Allan Ahlberg</u> (2 weeks)	Narrate: Write own Funnybones story using pattern 'In a dark, dark house etc' Inform: Labels and captions					<u>On the Ning Nang Nong- Spike Milligan</u> (1 week)	Poem: Write your own nonsense verse to add to 'The Ning Nang Nong'.	
<u>The Night before Christmas : Clement Clarke Moore</u> (2 weeks)	Describe: Description of Father Christmas Narrate: Letter to Father Christmas asking him questions		UNIT: The Little Boat animation (Visual Literacy) (2 weeks)	Narrate: Re-tell the story. Describe some of the amazing things that the little boat saw on its journey Narrate: Write a recount of a trip or journey that you made.		<u>The Owl and the Pussycat: Edward Lear</u> (1 week)	Poem: Write your own poem based on the structure of Verse 1 of the Owl and the Pussycat- Which two animals went on a journey? How did they travel? What did they take?	



AUTUMN TERM			SPRING TERM			SUMMER TERM		
LONDON			PLANET EARTH			SUPERHEROES		
Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus
Katie in London- James Mayhew (2 weeks)	Narrate: Postcard from Katie in London Narrate: Recount of your day out in London (real or imaginary) / retell story	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)	Dear Green Peace- Simon James (2 weeks)	Narrate/ Inform: Write a letter to Greenpeace about an animal eg elephant that you think you have seen in your local park. Challenge: Write the reply from Greenpeace Inform: Write a report about whales.	Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding (e.g. <i>whiteboard, superman</i>)	Send for a superhero- Michael Rosen (3 weeks Literacy Tree Unit-Year 1 – need to add challenge)	Inform: Wanted posters Persuade: Letter persuading a superhero to help Describe: Character descriptions Narrate: Superhero story	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)
Rosie Revere, Engineer- Andrea Beaty (3 weeks- Literacy Tree Unit)	Narrate: Letter to Rosie Inform: Explanation of how a bridge works or of own crazy invention Inform: School report for Rosie Inform: Leaflet about a London landmark	Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>) How the grammatical patterns in a sentence indicate its function as a <i>statement, question, exclamation or command</i>	Meerkat Mail- Emily Gravett (2 weeks)	Narrate: Write a holiday postcard from Sunny describing his trip to your school. Challenge: write a reply from his family. Inform: Write a report about meerkats. Narrate: Write a story based on Meerkat Mail where Sunny tries to make his home in a different environment	Formation of adjectives using suffixes such as <i>–ful, –less</i> (A fuller list of suffixes can be found in the year 2 spelling appendix) Use of the suffixes <i>–er, –est</i> in adjectives and <i>–ly</i> to turn adjectives into adverbs	The Goldilocks Project- Emma Chichester Clarke, You and Me by Anthony Browne & Goldilocks and Just the One Bear by Leigh Hodgkinson (4 weeks- Literacy Tree Unit) x 1 copy	Narrate: Letters/ Retellings/ Stories from another point of view Inform: List of rules Describe: Character descriptions Inform: Instructions (if extended to write porridge recipes)	Consolidate all skills
The Great Fire of London-Emma Adams (3 weeks- Literacy Tree Unit)	Inform: Report about London then and now Inform: Safety poster Narrate: Diary entry in role.		Shakespeare Project (5 Weeks)	Narrate: Story (adapted) Describe: Character and setting descriptions Inform: Instructions		Wolves- Emily Gravett (3 weeks Literacy Tree Unit) x 1 copy	Inform: Non-chronological reports (leaflets)	
A Walk in –Salvatore Rubbino (3 weeks- Literacy Tree Unit)	Inform: Tourist Guides		The Flower- John Light (3 weeks)	Inform: Instructions for growing a flower Narrate: What happens next? Write your own ending to the story. Poem: Write a list poem based on nature sounds / sights inspired by a visit to the park		Traction Man is Here- Mini Grey (3 weeks) x 7 copies	Inform: Write a fact-file about your favourite superhero Inform: Write a set of instructions explaining how to be a superhero Narrate: Superhero adventure story where Traction man has a different mission or with a superhero with different superheroes	
The Polar Express- Chris Van Allsburg (2 weeks- Literacy Tree Unit)	Poem: A rhyming couplet Narrate: First-person narrative based on an imagined experience		The Journey Home– Frann Preston Gannon (3 weeks Literacy Tree Unit)	Inform: Posters, lists, information report Narrate: Short story				

YEAR 3								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
ANCIENT EGYPT			STONE AGE			FOOD		
Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus
Egyptian Myths (4 weeks) Creation Myth: Re The Betrayal of Set Isis and Osiris	Narrate: Re-telling the Creation Myth Narrate: Writing own myths where the ending is not known Describe: Character descriptions	Formation of nouns using a range of prefixes , such as <i>super–, anti–, auto–</i> Use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. <i>a rock, an open box</i>)	The First Drawing- Mordicai Gernstein (3 weeks- Literacy Tree Unit)	Narrate: Diary entries, historical narratives. Describe: Character descriptions	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)	Weslandia- Paul Fleischmann (3 weeks Literacy Tree Unit)	Inform: Report (prospectus) Narrate: Retelling Describe: Character description Inform: Book review	Introduction to inverted commas to punctuate direct speech Expressing time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon, therefore</i>), or prepositions (e.g. <i>before, after, during, in, because of</i>)
Either Cleopatra- Adele Geras (3 weeks)	Describe: Job description eg for Cleopatra’s maid, archaeologist to join Howard Carter	Word families based on common words , showing how	The Iron Man- Ted Hughes (4 weeks- Literacy Tree Unit Year 4 Unit- need to add support)	Narrate: Newspaper article Inform: Letter of advice Poem: Descriptive poem Narrate: Narrative suspense		Cloud Tea Monkeys- Mal Peet (3 weeks- Literacy Tree Unit)	Describe: Descriptive passage Inform: ‘How to’ guide	



Or I Was There: Tutankhamun’s Tomb-Sue Reid (3 weeks)	Narrate: Diary eg Opening of the pyramids- Howard Carter’s diary, A day in the life of Cleopatra’s maid	words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)		Describe: Character descriptions including dialogue			Inform: Non-chronological report	<i>Consolidate all skills</i>
Either DK Pocket witness: Ancient Egypt: I wonder why pyramids were built (2 weeks) Or Tony Robinson’s World of Egyptians (2 weeks)	Inform: Non-chronological reports Instruction- how to create eg a Mummy / pyramid Persuade: Advert: eg Ancient Egyptian home for sale		Stone Age Boy-Satoshi Kitamura (3 weeks)	Inform: Write a set of instructions, either teaching people how to carry out one of the tasks that Stone Age people had to do (e.g. making fire, making tools) or a funny set of instructions eg how to tame a sabre-tooth tiger Inform: Non-chronological report on Stonehenge or other aspects of the stone age eg Stone Age Animal Narrate: Own time-travel adventure story where a character goes back in time to the Stone Age- include Stone Age setting description		Roald Dahl Author Focus: The BFG – Roald Dahl (3 weeks Literacy Tree Unit)	Narrate: Own fantasy story Narrate: Recount (diary entry) Describe: Character descriptions Inform: Instructions (recipes)	
The Story of Tutankhamun-Patricia Cleveland Peck (3 weeks- Literacy Tree Unit)	Narrate: Play script (own version) Describe: Character descriptions Book review Narrate: Dialogue (direct speech), retelling		Aesop’s fables Eg The Fox and the Crow The Hare and the Tortoise (3 weeks)	Inform: Write a letter of advice to a character in the fable, explaining what they should have done differently and how they could behave better next time. Narrate: Write their own fable based on one of Aesop’s, using different characters		Other Roald Dahl book eg James and the Giant Peach, Charlie and the Chocolate Factory (3 weeks)	Narrate: Play-scripts Narrate: letters/ diaries written by characters Poem: Poem based on one of the songs from the books	
The Christmas Miracle of Jonathan Twoomey: Susan Wojciechowski (2 weeks)	Poem: Senses list poem with a Christmas theme: Christmas is... The chirping of a tiny robin sitting on a snowy branch The crisp, fresh smell of pine needles Describe: Description of scenes from book Narrate: Write your own story ending- what happens after the ending of the book?							

YEAR 4								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
THE ROMANS			WILD WEATHER			SHAKESPEARE PROJECT / ASIA		
Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus
Roman myths: (4 weeks) Arachne and Minerva, Jupiter Juno and little Io	Persuade: Letter to a character in a myth giving advice Describe: Descriptions (character / setting) Narrate: Narrative- re-telling and then creating own myths based on a familiar myth structure	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher expanded to: the strict maths teacher with curly hair</i>) Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)	The Lion, the Witch and the Wardrobe – C.S. Lewis (4 weeks Literacy Tree Unit)	Narrate: Story set in another world Poem: Poem about a sweet that bewitches a main character Narrate: An imaginary conversation between two characters and writing in role	Use of inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas (<i>e.g. The conductor shouted, “Sit down!”</i>) Appropriate choice of pronoun or noun within and across	Shakespeare Project TBC depending on Shakespeare Project (6 weeks)	Describe: Character and setting descriptions Narrate: Diary or monologue from one of the characters Narrate: Write own scene in play-script form based on an idea from the play Inform: Non-fiction report about Shakespeare / aspect of play	<i>Consolidate all skills</i>



		Use of commas after fronted adverbials Use of paragraphs to organise ideas around a theme The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>)			sentences to aid cohesion and avoid repetition Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Use of commas after fronted adverbials Apostrophes to mark singular and plural possession (e.g. <i>the girl’s name, the girls’ names</i>)		Inform/Narrate: Newspaper of a main event from the play e.g. death of a character Narrate: Writing a ‘missing chapter’ from the story (The structure of the book allows you to be able to imagine parallel story lines or back-stories) Persuade: Write a persuasive advert to persuade people to come and see Lila’s fireworks Narrate: Own fantasy story	
The Selfish Giant-Oscar Wilde (3 weeks Literacy Tree Unit)	Narrate: Diaries, Letters Inform: Reports Narrate: Own versions (narratives)		Shackleton’s Journey-Willima Grill (3 weeks Literacy Tree Unit)	Narrate: Interviews Narrate: Diaries Narrate: Letters Narrate/Inform: Newspaper report		The Firework Maker’s Daughter- Philip Pullman (4 weeks)		
Escape from Pompeii-Christina Balit (3 weeks Literacy Tree Unit)	Narrate: Stories, dialogue Describe: Setting description		Odd and the Frost Giants-Neil Gaiman (3 weeks Literacy Tree Unit)	Inform: Explanations Narrate: Recount Describe: Setting descriptions		Poetry Unit: Jabberwocky (2 weeks Literacy Tree Unit)	Poem: Nonsense and narrative poetry Inform: Explanatory descriptions	
CHRISTMAS UNIT: Coming Home-Michael Morpurgo (2 weeks-)	Poem: My journey home-free verse written in the style of Michael Morpurgo Poem: What does ‘home’ mean to you?		Winter’s Child- Angela McAllister (2 weeks Literacy Tree Unit)	Poem: Descriptive Poetry Narrate: Fantasy Story Sequel Recount				

YEAR 5								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
INVADERS AND SETTLERS			FILM / THE AMERICAS			ANCIENT GREECE		
Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus
Beowulf: Michael Morpurgo (5 weeks)	Describe: Character description Persuade: Persuasive advert advertising for a hero to defeat Grendel Narrate: Newspaper report telling of the battle	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	The Invention of Hugo Cabret- Brian Selsnick (4 weeks Literacy Tree Unit)	Narrate: Diary entry, Letters Narrate/ Inform: Journalistic writing – balanced argument Narrate: Write own play script for class films	Converting nouns or adjectives into verbs using suffixes (e.g. –ate; –ise; –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–) Brackets, dashes or commas to indicate parenthesis	Ancient Greek Myths Orpheus and Eurydice Pandora’s Box Theseus and the Minotaur (3 weeks)	Describe: Setting descriptions (The Underworld) Describe: Character descriptions (mythical beast) Narrate: Own quest myth similar to structure of Orpheus- overcoming obstacles/ beasts	Consolidate all skills
Viking Boy- Tony Bradbury (4 weeks)	Narrate: Re-telling from another character’s perspective Narrate: Diary (Viking attack in Lindisfarne) Inform: Non-chronological report on Anglo Saxon life/Forces (Science topic)	Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)	Varjak Paw: S.F. Said (4 weeks)	Describe: Character description Narrate: Suspense story based on Varjak Paw Narrate/ Inform: Newspaper report - how the mystery of the Vanishings was solved.	Use of commas to clarify meaning or avoid ambiguity Indicating degrees of possibility using adverbs (e.g. <i>perhaps, surely</i>) or modal verbs (e.g. <i>might, should, will, must</i>)	Percy Jackson and the Lightning Thief –Rick Riordan (4 weeks Literacy Tree Unit)	Poem: Poetry in the form of an ode Narrate: Narrative (additional chapter and own-version narrative)	
POETRY UNIT: The Ruin Saxon poem (1 week)	Describe: Setting description Poem: Own poem based on ‘The Ruin’ using descriptive language		The Tempest- William Shakespeare (4 weeks- Literacy Tree Unit)	Describe: Setting description Describe: Character descriptions/ comparisons Narrate: Diary entry		The Odyssey (3 weeks)	Narrate: Letters home from Odysseus’ crew Inform: Biographies of Greek heroes and heroines/ gods and goddesses	



The Lost Thing- Shaun Tan (2 weeks Literacy Tree Unit)	Describe: Character and setting descriptions Inform: Non-chronological reports Narrate: Narrative (fantasy) Recount: Highlight from Kidzania			Narrate: Play scripts			Inform/ Narrate: Newspaper report about an event from the Odyssey	
<u>War-game: Michael Foreman</u> (2 weeks)	Narrate: Letters Narrate: Diaries Narrate: Comic					<u>Tony Robinson’s Greeks</u> (2 weeks)	Inform: Non-chronological report about the Ancient Greeks eg comparing Athens/ Sparta Inform: Instructions about an aspect of Greek life Persuade: Persuasive speech explaining why it would be best to be an Athenian / Spartan	

YEAR 6								
AUTUMN TERM			SPRING TERM			SUMMER TERM		
WORLD WAR II			FREEDOM			ALL THE WORLD’S A STAGE		
Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus	Key Text	Suggested Main Writing Outcomes	SPAG focus
Rose Blanche-Roberto Innocenti (3 weeks)	Describe: Setting and character descriptions involving contrasts Narrate: War-time story about a child: The Secret	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>) How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>). Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It’s raining; I’m fed up</i>) How hyphens can be used to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>)	Treasure Island-Robert Louis Stevenson (2 weeks) <i>Class set x 30</i>	Describe: Setting and character descriptions Narrate: Letters Narrate: Diaries	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>), and ellipsis The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He’s your friend, isn’t he?</i> , or the use of subjunctive forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech) Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text Use of the colon to introduce a list Punctuation of bullet points to list information	Romeo and Juliet William Shakespeare / re-told by Helen Street (3 weeks-Literacy Tree Unit)	Narrate: Diaries Narrate: letters Narrate: Play scripts Narrate: character descriptions Persuade: balanced argument	Use of the passive to affect the presentation of information in a sentence (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>). <i>Consolidate all skills</i>
Poetry Unit: War Poetry (2 weeks)	Poem: Range of poetry		Zoo-Anthony Browne (2 weeks) <i>X 5 copies</i>	Narrate: Monologues, Inform / Persuade: letters of complaint, balanced argument: (captivity/ preserving wildlife)		End of Year Production (4 weeks) Link to chosen text	Fill in gaps e.g. Non-fiction that allows formality Persuasive Writing – selling a product	
The Arrival- Shaun Tan (3 weeks Literacy Tree Unit)	Narrate: Letters, list of rules, longer story built around a man’s journey to another country, diaries, short playscripts, Describe: character descriptions, Inform: short report, guides		Holes- Louis Sachar (3 weeks) <i>X 30 copies</i>	Narrate: Additional chapter Persuade: letter of complaint (formal piece)		<u>Welcome pack for next year’s Year 6’s</u> (2 weeks)	Inform: Letter of advice Inform: SATs information leaflet Inform: Sayers Croft leaflet	
<u>The Piano (film) Aiden Gibbons</u> (3 weeks)	Inform: Biography / Obituary Narrate: Flashback Story (as re-told by Dambusters pilot looking back)		<u>Can we save the Tiger?- Martin Jenkins / The Tyger- William Blake(3 weeks-Literacy Tree Unit)</u> <i>X 1 copy</i>	Inform / Persuade: Letter, explanation, persuasive poster, persuasive speech, balanced argument		<u>Poetry Unit: Night Mail- WH Auden</u> (2 weeks-Literacy Tree Unit)	Poem: Analysis of form and structure, innovated version with similar form and structure but different content	
<u>A Christmas Carol: Charles Dickens</u> (2 weeks)	Narrate: Diary entries from different perspectives: Scrooge / Bob Cratchit Narrate: Ghost stories							