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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 1 | Narrative – stories with familiar settingsNon-fiction – labels, lists and signsPoetry - songs and repetitive poems  | Narrative – stories with repeating patternsNon-fiction – information textsPoetry – Poems with patterns and rhyme  | Narrative – stories with repeating patterns Non-fiction – InstructionsPoetry - Poems about the senses  | Narrative – Traditional tales Non-fiction – Information texts Poetry - Humorous Poems  | Narrative – Fairy stories and traditional talesNon-fiction – LettersPoetry - Poems about nature  | Narrative – FantasyNon-fiction – Information Texts Poetry - Traditional Poems  |
| Year 2 | Narrative – Stories with familiar settings Non-fiction – Postcards and lettersPoetry - Songs and repetitive poems  | Narrative – Traditional tales Non-fiction – Information texts Poetry - traditional poems for young children  | Narrative – traditional tales from a variety of cultures Non-fiction – Instructions Poetry - The senses  | Narrative – Stories involving fantasyNon-fiction – RecountsPoetry - Humorous poems  | Narrative – Quest and adventure stories Non-fiction – Information Texts Poetry - Favourite poems  | Narrative – Stories by the same author Non-fiction – Recounts Poetry - Poems about birds.  |
| Year 3 | Narrative – Stories by the same authorNon-fiction – Instructions and explanations Poetry - Creating images  | Narrative – Stories from other culturesNon-fiction – Information Texts Poetry - Humorous poems | Narrative – Myths and legendsNon-fiction – Recounts Poetry - Traditional poems | Narrative – Stories about imaginative worldsNon-fiction – Non chronological reportsPoetry - Performance poetry  | Narrative – Adventure storiesNon-fiction – Persuasive writing Poetry - Traditional Poems | Narrative – Plays and dialoguesNon-fiction – Non-chronological reports Poetry - Shape poems – playing with form |
| Year 4 | Narrative – FabelsNon-fiction – Instructions and explanationsPoetry – Image poems  | Narrative – Stories with familiar settingsNon-fiction – Information texts Poetry - Syllabic poems (Poetic form) | Narrative – Myths and legends Non-fiction – RecountsPoetry - List Poems and Kennings | Narrative – Fairy stories and playscriptsNon-fiction – Non-Chronological Reports Poetry - Poems to perform | Narrative – Stories about past timesNon-fiction – Persuasive writingPoetry – Nonsense poems  | Narrative – Stories from other culturesNon-fiction –Chronological reportsPoetry - Poems by heart |
| Year 5 | Narrative – Classic fictionNon-fiction – Recounts Poetry - Slam Poetry | Narrative – Biographies and auto biographiesNon-fiction – Instructions and explanationsPoetry - Classic poems  | Narrative – Genre fictionNon-fiction – Argument and debate Poetry - Classic and narrative oral poetry | Narrative – Drama (Shakespeare)Non-fiction – Reports and journalistic writingPoetry - Poetic style | Narrative – Classic novelsNon-fiction – Persuasive writing Poetry - Debate poetry and poetry that tells a story | Narrative – Genre fiction, science fictionNon-fiction – Non-Chronological reportsPoetry - Power of imagery |
| Year 6  | Narrative – Historical StoriesNon-fiction – Recounts Poetry - Choral and performance poetry | Narrative – Significant AuthorsNon-fiction – Instructions and explanationsPoetry - Narrative poems  | Narrative – Stories with flashbacksNon-fiction – Persuasive writingPoetry - Free Form poems | Narrative – Tales from other culturesNon-fiction – Journalistic writingPoetry - Classic poems | Narrative – Classic FictionNon-fiction – Chronological reportsPoetry - Poet Study | Narrative – Modern-Classic FictionNon-fiction – Information Texts Poetry - Dialogue Poems  |

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|  | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Year 1 | Use of story to inspire chn to write a story about their favourite soft toy.Chn learn about the features of labels & lists, descriptive writing & designing Wanted Posters! Chn become detectives & find information from other people's writing.Chn write their own worm poems before creating list poems about what they love and hate! | Learn a repeated refrain orally and then adapt this to create their own individual sentences using this pattern, focussing on writing in sentences.Use simple information texts to find out all about big machines and what they can do. Begin to learn about the structure of non-fiction texts and how they are different to fiction. Make up a fantasy vehicle and write labels and captions to describe it.Motivate chn to talk about humorous poems & stories & get them writing! Chn take part in skipping/chanting poems & compose their own verses to poems that include repetition | Read a story with repeating patterns. Retell the story using flow charts, write describing words & punctuate sentences. Read examples before children write their own. Chn learn about instructions and persuasion by exploring books. They practise giving and receiving instructions about everyday activities and write and illustrate their own.Chn are introduced to a variety of poems by selected poets on the theme of ‘The Senses’, and are encouraged to learn parts of them by heart. They then respond, focusing on finding interesting adjectives, and recognising and creating their own similes. They work, collaboratively and individually, to create their own poems about hearing and touch.  | Chn listen to an entertaining traditional tale told by a storyteller. They share favourite tales. Discuss settings, plots and characters, then design a character and write their own version. Chn study non-fiction texts on nocturnal animals. Using stimulating texts, and linking what they read to their own experiences, they produce information books. Children explore how ‘and’ can be used to join ideas together and use sentences to express their ideas creatively.  | Use traditional tales to study characters/settings, sequence events, tell oral stories and plan new versions of old favourites. Use story maps to retell tales. Chn write a story based on a traditional tale using adjectives and compound sentences.Chn write letters to WWF about an animal of their choice using the same story structure as in Dear Greenpeace.Chn investigate poems about nature. They read, discuss, recite verses from poems. This will involve understanding capital letters, question marks and syllables. They read, learn and write their own haiku.  | Children explore the world of superheroes, describing favourites, looking for superheroes in own lives and writing a comic strip adventure story about a superhero and baddie! Write dialogue and create descriptions using ‘-ing’ words. Fierce animals will excite & motivate chn to write their own pages for a group book. Chn explore difference between fiction & non-fiction texts, in context of Tigers, Polar Bears & Sharks. They learn how to write questions, statements & exclamations.Learn some traditional finger games, rounds, singing games and nursery rhymes. Rhymes and explore ideas*.* Improvise and perform simple dramas based on nursery rhymes. Explore rhyming words and exclamation marks.  |
| Year 2 | Explore familiar settings through story A Lion in the Meadow. Chn generate ideas and plan a story about an animal that lives in their house under the stairs. There is a focus on using simple punctuation and story problems and solutions.Write letters with fantastic excuses by reading John Patrick Norman McHennessy by John Burningham. Create an illustrated letter describing an amazing adventure based Dear Teacher by Amy Husband. Find out about telegrams & emails.Read and enjoy poems with repeating patterns. Then write some of your own about what you see when walking to school, focussing on using fantastic adjectives. Look at patterns in songs by learning, singing, writing and performing rounds. | Explore fables. Write a dialogue between two characters! Look at compound sentences and storytelling skills. Write a fable.Look at tales about They will compare these books to information texts before researching and creating their own information pages on an unusual pet!Read, enjoy and learn by heart nonsense poem. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Write a limerick with support. | Read & compare Hansel & Gretel using drama & story maps. Discuss joining sentences using or, and or but. Chn write witch stories using story pegs to plan. Introduce some ‘story language’ & encourage interesting endings.Introduce chn to writing instructions using examples. Explore features of instructions including bossy verbs. Identify exciting tricky words & discuss how to decode them. Chn write instructions using stimulus of map of Fairy-tale Land.Explore the senses through poetry. Read a range of different poems and learn some by heart. Go on a poetry walk to the playground or nature area to collect some wonderful describing words. Write simple poems using adjectives and adjectival phrases. | The children are introduced to The Dragon Machine by Helen Ward and other well known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences.Chn use conjunctions to expand sentences before writing their own recounts in a diary form about an English animal. Based around the wonderful poem, Aliens Stole My Underpants. Chn memorise and perform this poem, describe objects to aliens using adjectives before finally writing their own alien poems. | Chn read a range of quest stories, exploring structure and language choice. They explore types of sentence and experiment with tense. Chn write their own extended stories, concluding by performing their writing to a younger child.Chn learn about the different dinosaurs. They explore the features of information texts and write a fact file about a dinosaur. They write questions, design a quiz and use past and present verb tenses.Chn listen to and read a range of poems of different types. They choose their favourite of each type and write it out in their best handwriting. Discuss punctuation used in poetry and the features of good handwriting. Chn recite their favourite poem from home. | Chn read and discuss some wonderful books looking at the features that make them distinctive, all from the same author. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own. Chn learn about the structure and vocabulary of recounts first by listening to, reading and writing fictional recounts. Then they plan and write a recount from their own experience using conjunctions to write longer sentences.Children use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. Then they write short poems based on haiku about birds that interest them.  |
| Year 3 | Using illustrations & books, chn practise simple, compound & complex sentences with powerful verbs. They then create their own stories based around I’ll Take You to Mrs Cole.Chn learn about instructions and explanations! They will learn about features of explanations before going on to write their own based on a game show with a special treat at the end.Use a selection of poems to explore how to create images using words. Chn find & use adjectives & adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance & compose poems using the themes of animals & weather. | Explore Indian folk tales and myths before performing their own oral re-telling and written adaptations. They learn about adverbial clauses to make their writing more interesting and use commas to organise their writing.Chn study the structure & language features of non-chronological reports before planning, researching & finally composing their own sports report. At the end of the plan the class explore persuasive language & different points of view, ending in a debate.Chn explore humorous poems about teachers which will include learning about powerful verbs, verb tenses, adverbs and adverbial phrases. Chn use the poems they read as models for writing their own verses & poems. | Become familiar with a range of Myths. Use them to study powerful verbs, verb tenses, use of 1st & 3rd person, paragraphs & ways of showing dialogue. Chn draw story maps to learn a Myth off by heart & to retell another myth in written form.Explore **The Day I Swapped my Dad for Two Goldfish**.Act out swap stories; learn about adverbials & recounts using past tense & 1st person & chronological order. Write a new version of **The Diary of a Killer Cat**using recount features & complex sentences.Explore poems and write a class poem using rhyming couplets. Revise verb tenses and learn about prepositions. Explore the poem Windy Nights and learn it by heart. Produce a class book containing poems written by the children. | Using Fantastic Mr Fox, chn familiarise themselves with features of narrative; finding examples from the book & through role play & hot-seating. Focus on direct speech & use the features & format they have seen to plan & write their own fantastic stories.Read an online newspaper report about an amazing model of Hogwarts recently opened to the public. Chn design a poster or leaflet to advertise it and look at school reports Hogwarts style. They collaborate to design a Hogwarts school prospectus.Listen to a range of performance poems & explore the features that poets use. Chn identify & use conjunctions that indicate time & cause. Investigate negative prefixes, informal language & rhymes. Chn write extra lines to one of poems & then a rap. | Using a text, look for examples of adverbs and adverbials (prepositional phrases). They memorise a section of dialogue and use it as a basis for their own writing. Focus is on complex and compound sentences as chn write an animal adventure story.Chn explore and discuss adverts. They find key features of persuasive writing and use these with a twist, to persuade people NOT to buy! Using compound and complex sentences the chn will then write a persuasive letter about their bedtime!Read a selection of traditional poems r.g. by Charles Causley and Eleanor Farjeon with chn. Explore the vocabulary of sounds and study the use of adjectives and adverbs/adverbials as descriptions. Chn write poetry inspired by examples. | Define proverbs and work out the meanings. Identify and use adverbs and powerful verbs. Create characters using description, stage directions and dialogue. Compare dialogue and playscripts, then write and perform playscripts, one based on a proverb and one on a Roald Dahl chapter.Non-chronological report writing based around computer and video games where chn read reviews, play games and will be write their own game reports. Explore a variety of shape poems. Chn read, recite and discuss a variety before writing their own, including poems using possessive apostrophes and relative clauses. |
| Year 4 | Reading a wide range of fables, including Rosen's Aesop's Fables, chn explore dialogue through drama, debate moral messages and write letters in role. Chn write their own fables, hold a festival and try them out on a live audience. Will they win rave reviews?Explore and write instructions. Chn practise using imperative verbs and pronouns. They then learn about explanation writing.Chn explore how simile and metaphor can be used to create powerful images, though reading and discussing poems. Photographs, collage and **Window** by Jeannie Baker inspire chn's own image poetry. | Explore familiar settings by meeting Horrid Henry and his friends (and enemies). Learn about and use adverbs, adverbials and prepositions. Write a new Horrid Henry story.The children read, map out and learn by heart a text about drums. They produce a shared text about the tabla drums and then use this as a model for their own report writing and an oral presentation about a chosen instrument.Read and study haikus, tankas and cinquains recognising the syllabic structure and use of powerful verbs and descriptive language. Study the use of adverbs and adverbials to enhance the poetry. Children write some in traditional style about seasons and nature. They then use computers to manipulate images enhancing the poetry presentation. | Explore legends identify their features e.g. Beowolf . They spot and use powerful verbs and adjectives and develop their understanding of past tense and present perfect verbs. Chn plan and write their own legend. Children discuss fears they had when they were little and create a recount page for a class book. They write a fictional recount about an animal escaping from a predator.Study a range of list poems including some based on similes. Look in detail at the word types used: nouns, adjectives, verbs, prepositions and adverbs. Then investigate kenning poems – contracted metaphor list poems. Chn write poetry. | Using The Princess and the Pea and The Pea and the Princess, chn explore, read and write fairytales with a twisted point of view. Chn write dialogue, explore tense & pronouns, before role-playing and writing playscripts, inspired by Beware of the Storybook Wolves. Investigate non-chronological reports. Discover exciting facts about British wildlife, look at the key-features of this style of writing, and produce their own interesting reports in order to effectively share information.Inspired by Julia Donaldson's Poems to Perform, chn watch, perform, read and write a performance poem. Chn tell tales, using possessive apostrophes and explore pronouns, editing poetry & writing profiles about themselves as performer poets. Chn share their learning with a wider audience! | Children predict, get into role, tell the stories from another point of view, empathise with characters and label museum exhibits. They then write a story based on A Gift of the Sands by Julia Johnson.Are zoos good or bad? Children look at information to help them decide their own opinion on this matter and analyse different persuasive writing. Write to persuade to be for or against zoos!Using Jabberwocky by Lewis Carroll (youtube) and other poems, study the features that poets use when creating nonsense poems. Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry. | Explore stories of Africa.. Write a story using extended sentences.Children explore chronological reports through reading & discussing the inspirational true life texts: Henry's Freedom Box and Who Was Rosa Parks? They create story maps, write letters and newspaper reports; and explore dialogue through drama. Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. Learn some poems by heart.. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials. |
| Year 5 | Chn explore classic fiction. Chn write a modern-day Jungle Book and story diary entries.Using the context of UFOs, chn explore recounts: investigating genuine documents; discussing famous sightings & researching notorious hoaxes. Chn write a diary entry and create their own hoax UFO photo and report. A presentation to parents completes the unit.Study a slam poem (a form of performance poetry) & other poems about what to do when you grow up. Chn write an extra verse about their dreams. Use poems about not knowing what to write to stimulate writing about everyday little things. Hold a poetry slam! | Use biographies of Roald Dahl & Michael Morpurgo & their autobiographical writing to identify features of biographies & autobiographies. Use the texts to study dialogue, noun phrases & complex sentences. Write autobiographies.Explore instructions and explanations in the context of changing technology. Chn try pitching in the Dragon's Den and create guides for futuristic travel.Cautionary Tales provide cause for debate and the chn end the writing their own modern day cautionary poems. | Look at the genre of short stories. Chn investigate the use of adverbials to link sentences or paragraphs together. Chn plan & write short mystery stories elaborating by use of descriptive words & further details.Identify features of argument texts & discuss differences between facts & opinions. Find out how to present opinions as if they were facts. Study formal & informal speech. Research for & hold a class debate. Chn then write & edit their own argument text.Chn learn classic narrative poem to recite & identify features. Use role play to study the characters in depth. Compare poems and explore relative clauses. Write own narrative poems.  | Introduce chn to Shakespeare. Investigate diff ways of writing dialogue inc. playscript layout & the use of informal language. Chn write a 60 sec version of part of Macbeth.Study report writing. Look at different ways of writing speech – playscripts, speech bubbles, direct & reported speech. Compare formal & informal writing including use of passive voice. Chn write newspaper reports.Chn hear & respond to a range of poems. Explore the use of language & how the writers imply deeper meanings & research the poets on the internet. Chn write their own free-verse poems inspired by those they have read. | Through The Hobbit by JRR Tolkien,investigate settings, character development, dialogue & narrative style. Writing includes: dramatisation, playing with point-of-view & writing a lost tale. Chn analyse adverts and political speeches, adapt protest songs and manipulate with modal verbs. Chn write persuasively & end in a political rally. Read a Gulf ‘debate’ poem about a fierce dispute between coffee & tea. Identify features of poems that tell a story. Chn read & compare other poems about drinks. They create & perform a playscript for the dispute, then write a poem about a drink. | Chn read and analyse a selection of short stories. They explore the structure of short stories & the use of modal verbs & dialogue. Chn write a drama based on one they have heard & then a new story in the Shaun Tan-style.Use texts about iPads & iPhones to introduce features of non-chronological reports. Then chn research information about another electronic device & write reports.Using a range of sea poems explore the use of imagery & description. Then discuss how to use language to evoke feelings & produce impressions. Chn draft & write their own poem about the Titanic. |
| Year 6  | Chn read WWI poems and text extracts. Using these, they discuss and analyse features of historical fiction, compiling a glossary of terms. They also compare books, plays and films, writing playscripts. Rehearsing diff sentence types and dialogue punctuation, chn compare and review books.Read two personal recounts, in 1st & 3rd person respectively: Identify features of recounts and study adverbials, use of commas and perfect verb forms. Chn write a sequel to recount.Using a range of poems, chn identify features of good narrative performance poems. They investigate expanded noun phrases, subjunctive verb forms and figurative language. They also discuss how a range of fairy tales could be re-told as poetry and then write their own versions.  | Study different types of sentences and expanded noun phrases. Compare the book and film openings.Chn to write both graphic novel and film script .Chn read and write instructions and explanations, exploring register, punctuating bullet points and adding parentheses. Write based on the chn's interests.Use the narrative poem The Highwayman to identify features that poets use for effect. Study the use of historical language, adverbials and relative clauses to add details. Chn learn part of the poem by heart, compare it to other poems and write a new ending. | Using the **Harry Potter** books by J.K. Rowling, chn explore different forms of flashback and identify its various functions. They then create a flashback in the form of a Pensieve memory.Compare informal language with formal texts. Chn write a persuasive letter, short story + blurb & hold a debate.Chn investigate a range of free-form poetry. Revise the use of verbs, adverbs, and adjectives in producing exciting and descriptive language. Consolidate the skills needed to write effective poetry, including those of rhyme, alliteration, assonance, onomatopoeia and metaphor. Write their own emotive free-form poem. | Use Animated Tales and written stories to inspire chn to re-write from a different point of view and to create a playscript. Introduce chn to the **Tales of Nasrettin Hoca**. Chn write a tale of their own. Explore reports and journalistic writing. Chn use role-play; read, discuss and write a range of reports; and hold a classroom fashion show. Read/analyse poems. Use these to discuss expanded noun phrases, modal verbs and use of dashes and semi-colons. Chn write a poem review, a short biography of a poet and a poem based on one by Oscar Wilde. | Use texts, audio and TV programmes to discuss story structure, characters and settings used and how dialogue advances the action. Study the use of informal and old-fashioned language, perfect and subjunctive verb forms. Write play script and stories.Discuss the features of chronological report writing, revise punctuation and study past tenses including the perfect form and active/passive voices. Children write an article, a sister story and a biography.Reading a selection of poems, children explore figurative language and poetic devices. Children read and write poetry, investigate personification through drama and drawing, make careful observations of nature.  | Children will study classic narrative fiction. Look at the differences between literal and inferred information. They will examine how the author modifies their language to change the emphasis in writing, using adverbials and modal verbs. Use these features of language to plan and write detailed stories of their own. Children explore information texts. They consider formal and informal language; explore modal verbs; revise a wide range of punctuation; write information texts in different styles; travel in time and share everything they have learnt in a exhibition.Read a dialogue poem and investigate idioms and pronouns. Compare poemsand study the perfect form of verbs. Finally look at modern conversation poems by Michael Rosen and write a similar one. |