
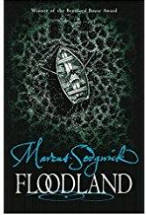



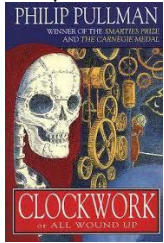


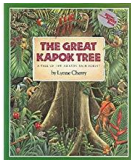

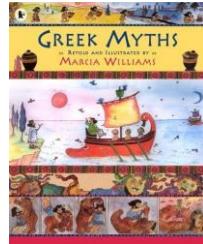
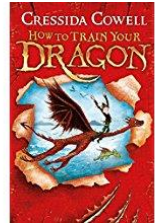


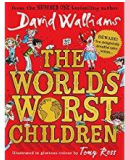
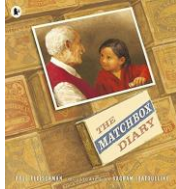
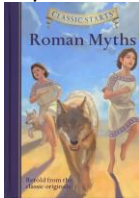
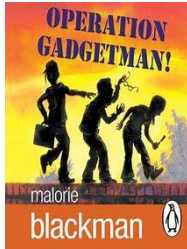
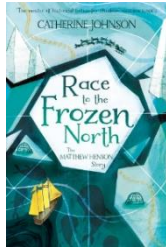
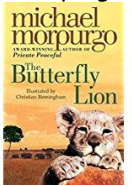
Year 6

	AUTUMN Mighty Mountains		SPRING Generation Windrush		SUMMER Ground Shakers	
Core Texts	Classic Fiction Harry Potter JK Rowling 	Contemporary Fiction Floodland Marcus Sedgwick 	Contemporary Fiction Windrush Child Benjamin Zephaniah 	Contemporary Fiction The Arrival Shaun Tan 	Traditional Tale The Tempest William Shakespeare 	Classic Fiction Clockwork Philip Pullman 
Writing Outcomes: Text-based	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description Write to <u>recount events</u>: Diary entries in role as different characters 	<ul style="list-style-type: none"> Write to <u>persuade</u>: A letter as Zoe to mum and dad Write to <u>narrate</u>: A short suspense story set on Eel's Island 	<ul style="list-style-type: none"> Write to <u>recount events</u>: a newspaper article about the arrival of the Empire Windrush Write to <u>persuade</u>: a magazine article persuading people from the Caribbean to work in England (1940s/50s) 	<ul style="list-style-type: none"> Write to <u>describe</u>: contrasting setting descriptions Write to <u>narrate</u>: a short story based on scenes from the book 	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description of Prospero Write to <u>narrate</u>: Retell part of the story from a different character's viewpoint 	<ul style="list-style-type: none"> Write to <u>perform</u>: Write a section of Clockwork as a play script
Other writing outcomes	<ul style="list-style-type: none"> Write to <u>inform</u>: An interview about the trip to Dol-y-Moch 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A biography of people who have inspired us this term 	<ul style="list-style-type: none"> Write to <u>discuss</u>: a balanced argument about moving to a new country 	<ul style="list-style-type: none"> Write to <u>recount events</u>: a postcard from Floella Benjamin or Benjamin Zephaniah 	<ul style="list-style-type: none"> Write to <u>explain</u>: An explanation of how volcanoes erupt 	<ul style="list-style-type: none"> Write to <u>inform</u>: A formal letter to new Year Head Write to <u>discuss</u>: Should people live near volcanoes?
Poetry	Classic Poem - The Listeners Walter de la Mare <ul style="list-style-type: none"> Write own poem inspired by The Listeners 		Contemporary poem - Overheard in a Tower Block by Joseph Coelho <ul style="list-style-type: none"> Perform one of the poems to an audience in class assembly 			

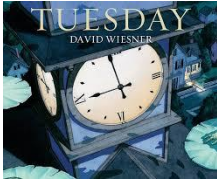

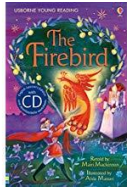

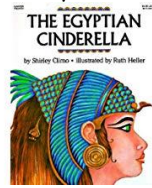
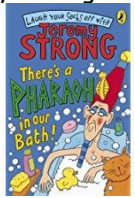
Year 5

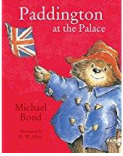

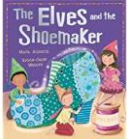

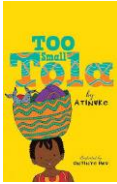
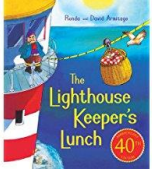
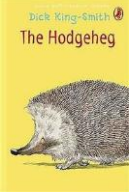
	AUTUMN Coventry Blitz		SPRING Rainforest Explorers		SUMMER Genius Greeks	
Core Text	<p>Classic Fiction <i>The Lion and the Unicorn</i> Shirley Hughes</p> 	<p>Classic Fiction <i>Goodnight Mister Tom</i> Michelle Magorian</p> 	<p>Contemporary Fiction <i>The Great Kapok Tree</i> Lynne Cherry</p> 	<p>Contemporary Fiction <i>The Explorer</i> Katherine Rundell</p> 	<p>Traditional Tales <i>Pandora's Box</i> Marcia Williams</p> 	<p>Contemporary Fiction <i>How to train your dragon</i> Cressida Cowell</p> 
Writing Outcomes: Text-based	<ul style="list-style-type: none"> Write to <u>describe</u>: Contrasting setting descriptions Write to <u>recount events</u>: A letter from Lenny to Mum 	<ul style="list-style-type: none"> Write to <u>discuss</u>: A discussion text about Tom's suitability for housing Willie Write to <u>narrate</u>: The opening chapter to an evacuation story 	<ul style="list-style-type: none"> Write to <u>describe</u>: A description of the rainforest setting Write to <u>perform</u>: A play script about a scene from the book 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A diary entry as one of the children - Fred, Connie or Lila Write to <u>narrate</u>: An extra chapter with another rainforest dilemma 	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description from a Greek myth Write to <u>narrate</u>: Own mystery box tale 	<ul style="list-style-type: none"> Write to <u>explain</u>: A guide book about how to look after a dragon Write to <u>recount events</u>: Retell one of the challenges from a character's perspective
Other writing outcomes	<ul style="list-style-type: none"> Write to <u>recount events</u>: A newspaper article about the Coventry blitz 	<ul style="list-style-type: none"> Write to <u>discuss</u>: A balanced argument for / against going to war in WW2 	<ul style="list-style-type: none"> Write to <u>persuade</u>: A letter / speech about saving the rainforests 	<ul style="list-style-type: none"> Write to <u>inform</u>: an information text about the Amazon rainforest 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A day in the life of a Greek rich/poor child contrasting accounts 	<ul style="list-style-type: none"> Write to <u>instruct</u>: instructions linked to Greek life
Poetry	<p>Classic Poem – <i>Jabberwocky</i> Lewis Carroll</p> <ul style="list-style-type: none"> In groups, write own poem based on Jabberwocky and perform to class 		<p>Contemporary Poet – Kate Wakeling <i>Moon Juice</i></p> <ul style="list-style-type: none"> Perform a poem from the book to class assembly audience 			

Year 4


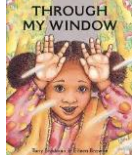







	AUTUMN Stars and Stripes		SPRING Roman Invaders		SUMMER Raging Rivers	
Core Text	<p>Contemporary Fiction <i>The World's Worst Children</i> David Walliams</p> 	<p>Contemporary Fiction <i>The Matchbox Diary</i></p> 	<p>Traditional Tales <i>Roman Myths -</i></p> 	<p>Classic Fiction <i>Operation Gadgetman!</i> Malorie Blackman</p> 	<p>Contemporary Fiction <i>Race to the Frozen North</i> Catherine Johnson</p> 	<p>Classic Fiction <i>The Butterfly Lion</i> Michael Morpurgo</p> 
Writing Outcomes: Text-based	<ul style="list-style-type: none"> Write to <u>describe</u>: A description of a character e.g. Nigel Nit Boy Write to <u>narrate</u>: Invent a new 'worst child' and write a story about them 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A letter to grandfather Write to <u>perform</u>: A section of the story as a play script 	<ul style="list-style-type: none"> Write to <u>narrate</u>: Own version of a story read Write to <u>inform</u>: A detailed fact file about a Roman God/Goddess 	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description of Beans Write to <u>recount events</u>: A diary in role as one of the characters 	<ul style="list-style-type: none"> Write to <u>describe</u>: A description of the setting Write to <u>narrate</u>: write own sailing adventure story 	<ul style="list-style-type: none"> Write to <u>inform</u>: A non-chronological report about lions Write to <u>recount events</u>: One of Bertie's letters to Millie
Other writing outcomes	<ul style="list-style-type: none"> Write to <u>recount events</u>: A biography of a significant American 	<ul style="list-style-type: none"> Write to <u>persuade</u>: A magazine advert telling people 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A news report about a key Roman event e.g. Battle of Boudica 	<ul style="list-style-type: none"> Write to <u>instruct</u>: Instructions for a Roman game 	<ul style="list-style-type: none"> Write to <u>explain</u>: The journey from source to sea 	<ul style="list-style-type: none"> Write to <u>persuade</u>: A leaflet about what we should do as a school to reduce plastic waste
Poetry	<p>Classic Poem - <i>Colonel Fazackerley</i> Charles Causley</p> <ul style="list-style-type: none"> Write a letter to a friend in role as the Colonel 		<p>Contemporary Poet - Valerie Bloom e.g. <i>Hot Like Fire</i></p> <ul style="list-style-type: none"> Perform one of the poems to class assembly audience 			

Year 3

	AUTUMN Victorians		SPRING A Passport to Europe		SUMMER1 Egyptian Discoveries	
Core Text	<p>Classic Fiction <i>Tuesday</i> David Wiesner</p> 	<p>Contemporary Fiction <i>Oliver and the Seawigs</i> Philip Reeve</p> 	<p>Traditional Tales <i>The Firebird</i> Saviour Pirotta</p> 	<p>Classic Fiction <i>Ice Palace</i> Robert Swindells</p> 	<p>Traditional Tale <i>The Egyptian Cinderella</i> Shirley Climo</p> 	<p>Contemporary Fiction <i>There's a Pharaoh in our bath</i> Jeremy Strong</p> 
Writing Outcomes: Text-based	<ul style="list-style-type: none"> Write to <u>narrate</u>: Write a story based on the events in the book 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Diary entry in role as Oliver Write to <u>persuade</u>: A visit the island leaflet 	<ul style="list-style-type: none"> Write <u>describe</u>: A setting description Write to <u>recount events</u>: A letter in role as Prince Ivan about his journey 	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description of Starjik Write to <u>narrate</u>: An extra chapter about an event on Ivan's journey 	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description of Rhodopis Write to <u>narrate</u>: Rewrite the story of the Egyptian Cinderella 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Retell the events of meeting the Sennapod Write to <u>persuade</u>: A letter to the author
Other writing outcomes	<ul style="list-style-type: none"> Write to <u>recount events</u>: A day in the life of a Victorian child e.g. at school, in the factory 	<ul style="list-style-type: none"> Write to <u>inform</u>: Information texts linked to topic e.g. rich and poor, houses, clothing 	<ul style="list-style-type: none"> Write to <u>persuade</u>: A persuasive leaflet linked to topic e.g. visit Madrid/Spain 	<ul style="list-style-type: none"> Write to <u>instruct</u>: A recipe book from countries visited 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Recount the events of Howard Carter's discovery. 	<ul style="list-style-type: none"> Write to <u>inform</u>: An info book about the Ancient Egyptians e.g. daily life, gods etc.
Poetry	<p>Contemporary Poet - Michael Rosen <i>Jelly Boots, Smelly Boots</i></p> <ul style="list-style-type: none"> Write a letter to the poet about their favourite In groups, write own poem inspired by poem read 		<p>Classic Poem - <i>The Adventures of Isabel Ogden Nash</i></p> <ul style="list-style-type: none"> Perform the poem to class assembly audience 			

Year 2							
	AUTUMN Let's Explore London		SPRING Up, up and away	SUMMER Beside the Seaside			
Core Text	Classic Fiction <i>Paddington at the Palace</i> Michael Bond 	Contemporary Fiction <i>Vlad & the Great Fire</i> Kate Cunningham 	Traditional Tales <i>The Elves and the Shoemaker</i> 	Contemporary Fiction <i>Meerkat Mail</i> Emily Gravett 	Contemporary Fiction <i>Too Small Tola</i> Atinuke 	Classic Fiction <i>The Lighthouse Keeper's Lunch</i> Ronda Armitage 	Classic Fiction <i>The Hodgeheg</i> Dick King-Smith 
Writing Outcomes: Text-based	<ul style="list-style-type: none"> Write to <u>recount events</u>: A diary in role as Paddington about the events 	<ul style="list-style-type: none"> Write to <u>describe</u>: Setting description 	<ul style="list-style-type: none"> Write to <u>narrate</u>: Rewrite the story in own words 	<ul style="list-style-type: none"> Write to <u>recount</u>: Write a postcard from Mum and Dad replying to Sunny Write to <u>describe</u>: write a description of Sunny 	<ul style="list-style-type: none"> Write to <u>narrate</u>: Rewrite the story Write to <u>persuade</u>: A letter from Tola convincing her family she is not too small to do something 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A letter as Mrs Grinling's about the problems. Write to <u>narrate</u>: A sequel involving the seagulls and the fisherman's lunch Write to <u>instruct</u>: Instructions for making sandwiches for Mr Grinling's lunch 	<ul style="list-style-type: none"> Write to <u>describe</u>: A character description of Max Write to <u>instruct</u>: Instructions for crossing the road
Other writing outcomes	<ul style="list-style-type: none"> Write to <u>inform</u>: A visitor's guide to London - key attractions 	<ul style="list-style-type: none"> Write to <u>recount events</u>: A 3rd person recount of what happened during the great fire 	<ul style="list-style-type: none"> Write to <u>inform</u>: A non-chronological report about Nairobi 			<ul style="list-style-type: none"> Write to <u>persuade</u>: A poster e.g. Keep the beach clean or come to Western Super Mare. 	
Poetry	Contemporary Poet - Kathy Henderson <i>The Dragon with a Big Nose</i> <ul style="list-style-type: none"> Perform poems read in groups Write a poem based on one from the book - as a class 			Classic Poem - The Owl and the Pussycat Edward Lear <ul style="list-style-type: none"> Perform the poem to class assembly audience 			

Year 1

	AUTUMN <i>Me and My School</i>			SPRING <i>Coventry, My City</i>			SUMMER <i>Come to Kenilworth</i>		
Core Text	Traditional Tales <i>The Three Little Pigs</i> <i>Ladybird</i> 	Classic Fiction <i>Through My Window</i> Tony Bradman 	Contemporary Fiction <i>Stick Man</i> Julia Donaldson 	Contemporary Fiction <i>Home</i> Alex T Smith 	Contemporary Fiction <i>Little Red</i> Bethan Woollvin 	Classic Fiction <i>Mrs Armitage on Wheels</i> Quentin Blake 	Contemporary Fiction <i>Small Knight and George</i> Ronda Armitage 	Classic Fiction <i>The Paper Bag Princess</i> Robert Munsch 	Traditional Tales <i>The Polar Bear Son</i> Lydia Dabcovich 
Writing Outcomes: Text-based	<ul style="list-style-type: none"> Write to <u>narrate</u>: Orally retell the story in their own words 	<ul style="list-style-type: none"> Write to <u>describe</u>: Sentences describing what children can see through a window in school 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Sentences about what happened to Stick Man 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Sentences retelling events in role 	<ul style="list-style-type: none"> Write to <u>narrate</u>: Rewrite the story in own words 	<ul style="list-style-type: none"> Write to <u>describe</u>: Sentences describing Mrs Armitage 	<ul style="list-style-type: none"> Write to <u>describe</u>: Sentences describing Small Knight 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Sentences as the princess 	<ul style="list-style-type: none"> Write to <u>narrate</u>: Own version of the story with own animal
Other writing outcomes	<ul style="list-style-type: none"> Write to <u>inform</u>: Information sentences about their family 	<ul style="list-style-type: none"> Write to <u>instruct</u>: Simple instructions for a school routine or playground game 	<ul style="list-style-type: none"> Write to <u>inform</u>: A visitor's guide to Coventry 	<ul style="list-style-type: none"> Write to <u>recount events</u>: Sentences for newsletter about school trip 	<ul style="list-style-type: none"> Write to <u>inform</u>: A non-chronological report about Kenilworth Castle 	<ul style="list-style-type: none"> Write to <u>persuade</u>: A simple poster to advertise an event e.g. PTA summer event 			
Poetry	Contemporary Poet - James Carter <i>Zim Zam Zoom</i> <ul style="list-style-type: none"> Read and perform poems from the collection Write own simple poem / rhyme as a class 			Classic Poem - When Daddy Fell into the Pond Alfred Noyes <ul style="list-style-type: none"> Perform the poem to class assembly audience 					

Year R						
Topic Focus	AUTUMN 1 <i>Marvellous Me</i>	AUTUMN 2 <i>Superheroes</i>	SPRING 1 <i>Near and Far</i>	SPRING 2 <i>Near and Far!</i>	SUMMER 1 <i>Down on the Farm</i>	SUMMER 2 <i>Curious Creatures</i>
Core Texts 3 per topic	Traditional Tale <i>Goldilocks and the Three Bears</i> Ladybird 	Non-Fiction <i>Firefighters</i> Honor Head + others from the series 	Classic Fiction <i>Lucy & Tom</i> Shirley Hughes 	Classic Fiction <i>The Runaway Chapati</i> 	Traditional Tale  Jack and the Beanstalk	Contemporary Fiction <i>The Bad Tempered ladybird</i>  Eric Carle
	Contemporary Fiction <i>Monkey Puzzle</i> Julia Donaldson 	Contemporary Fiction <i>Supertato</i> Sue Hendra 	Traditional Tale <i>Little Red Riding Hood</i> 	Traditional Tale <i>Rapunzel</i> 	Non-Fiction <i>Egg to Chicken</i> 	Contemporary Fiction <i>Commotion in the Ocean</i> 
	Non-Fiction <i>The Great Big Book of Families</i> Mary Hoffman 	Don't say no the Flo! 	Classic Fiction <i>On the way home</i> Jill Murphy 	Contemporary Fiction <i>Festival of Colours</i> 	Classic Fiction <i>Oliver's Vegetables</i> 	Contemporary Fiction <i>Someone swallowed Stanley</i> Sarah Roberts 
Story Time Texts	<ul style="list-style-type: none"> All are welcome Titch Different Families All about Alice What's worrying you? Ravi's Roar The Rainbow Fish 	<ul style="list-style-type: none"> Juniper Jupiter The Gingerbread Man Kipper's Toy Box Elliot Midnight Superhero Story of Rama and Sita My Mum is Fantastic Busy People: Police Officer 	<ul style="list-style-type: none"> All aboard for the Bobo Road One Snowy Night The Gruffalo's Child The Magic Paintbrush The Great Race 	<ul style="list-style-type: none"> On my way home Mr Gumpy's Motor Car Naughty Bus We're going on a bear hunt 	<ul style="list-style-type: none"> What the ladybird heard The Enormous Turnip The Very Hungry Caterpillar Topsy and Tim visit the Farm 	<ul style="list-style-type: none"> Mad about Minibeasts Superworm Butterfly life cycle Bee and Me Tiddler Commotion in the Ocean NF Under the Sea

Word Aware & Key Vocabulary	<i>Forward, front, same, more</i>	Heroes, Special, celebrate	<i>Near, journey</i>	far		
Learning Outcomes	<p><i>Discuss the marks they make.</i></p> <p><i>Identify their own name.</i></p> <p><i>Attempts to write initial letter in their name.</i></p> <p><i>Discriminate between sounds.</i></p> <p><i>Sequence pictures from a story. (Goldilocks)</i></p>	<p>Can say the initial sound in a word.</p> <p>Attempt to write their name.</p> <p>Write some letters accurately.</p> <p>Recall key events from a story. (Nativity)</p> <p>Describes a character (Supertato, Evil Pea)</p>	<p><i>Segmenting words</i></p> <p><i>Writing GPC's</i></p> <p><i>Correct letter formation</i></p> <p><i>Fingers spaces</i></p> <p><i>To orally create and write a caption.</i></p> <p><i>Write what they like doing at school.</i></p> <p><i>Sequence pictures of our school day and write a caption.</i></p> <p><i>Get well soon card for Granny.</i></p>	<p>Writes some CEWs</p> <p>Writes their name with a capital letter</p> <p>Invitation to a party</p>	<p>Write simple phrases and sentences.</p> <p>Write a shopping list of vegetables e.g. I need to get an apple and bananas.</p>	<p>Reads their work back to an adult.</p> <p>Writes for a range of purposes - describe a minibeast using simple captions or sentences</p> <p>Design a poster about how to keep oceans clean.</p>

Writing purpose breakdown

Purpose	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing to inform	3	2	2	2	1	2
Writing to instruct	1	2	1	1	1	-
Writing to recount events	4	4	5	5	5	4
Writing to persuade	1	2	3	2	1	2
Writing to explain	-	-	-	1	1	1
Writing to discuss	-	-	-	-	2	2
Writing to describe	3	3	3	3	3	3
Writing to narrate	3	3	3	3	3	3
Writing to perform	-	-	-	1	1	1
Total	15	16	17	18	18	18