

Narrative Style Y1	Stories with predictable phrasing	Contemporary fiction – stories reflecting children’s own experience	Traditional Tales- Fairy Tales	Familiar Stories	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories.	Write a series of sentences to retell events based on personal experience.	Write a re-telling of a traditional story.	Write a retelling of a familiar story. Focus of change of characters.	
Writing opportunities	<p>The Little Red Hen Handa’s Surprise We’re Going on a Bear Hunt</p> <p>The Enormous Turnip</p>	<p>My History All about me</p>	<p>The Three Billy Goats Gruff Little Red Riding Hood The Three Little Pigs Gingerbread Men Goldilocks and the Three Bears</p>	<p>The Rainbow Fish</p> <p>Simple Aesop’s Tales</p>	

Non Fiction Genre Y1	Labels, lists and captions	Recounts	Reports	Instructions	Explanations
Suggested final written outcome	Write labels and sentences.	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple non chronological report with a series of sentences to describe aspects of the subject	Write up after a simple experiment Instructions for a simple recipe	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
Writing opportunities	<u>Science</u> Labelling parts of the body Labelling parts of a tree/plant Listing animals <u>History</u> Labelling transport <u>Geography</u> Lists of weather types Labelling a house	<u>History</u> Visit to Aston Hall Visit to Coventry Transport Museum Writing a postcard	<u>Geography</u> Writing a report about winter. Writing a weather report	<u>ICT</u> Creating algorithms <u>Science</u> Write up of: Plants experiment Materials experiment	<u>Science</u> My body <u>Geography</u> My visit to St. Lucia <u>History</u> Homes-how homes have changed

Poetry Y1	Vocabulary building	Structure- rhyming couplets	Take one poet- poetry appreciation		
Suggested final written outcome	Read, write and perform free verse	Recite familiar poems by heart. Write and perform free verse	Personal responses to poetry Recite familiar poems by heart		
Writing opportunities	Poetry on the 'Seasons' 'Snail' poem 'Colour' poem 'Animal' poem	Nursery rhymes 'Pick n Mix Zoo' poems <u>Geography</u> 'The Months' Sara Coleridge Christina Rossetti Weather Poems	Michael Rosen poems <u>Geography</u> Caribbean Poems- Caribbean Counting Poem		

Narrative Style Y2	Traditional Tales- Fairy Tales	Stories with recurring literary language	Traditional Tales- Myths	Narrative in style of particular author	Playscripts
Suggested final written outcome	Write a re-telling of a traditional story or extended narrative	Use a familiar story as a model to write a new story.	Write a creation myth based on ones read e.g. how the zebra got his stripes.	To write a story in the style of an author- look at the similarities in themes and language of different authors.	To write a playscript involving at least two characters to perform.
Writing opportunities	The Gingerbread Man Little Red Riding Hood	The Lighthouse Keeper's Lunch	Why snakes have no legs Aesop's Fables	Focus on Tony Ross	To write a playscript for Cinderella

Non Fiction genres Y2	Explanations	Recounts	Reports	Instructions	Explanations
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate	Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.	Produce a flowchart, ensuring content is clearly sequenced
Writing opportunities	<p><u>Design & Technology</u> Process of making a farm vehicle. Process of making a tie dye book mark</p> <p><u>Science</u> Results of investigations on plants Planning a healthy food plate with explanation.</p>	<p><u>History</u> Letters:</p> <ul style="list-style-type: none"> • Christopher Columbus • an evacuee child. <p>Visit to Black Country Museum</p> <p><u>Geography</u> Diary entries for children on Isle of Coll and the Mainland.</p>	<p><u>Science</u> What are nocturnal animals? Comparing materials</p> <p><u>Geography</u> Leaflet on visiting the Isle of Coll.</p> <p><u>History</u> Report of famous people to compare and contrast</p> <p><u>ICT</u> Creating an information sheet of creatures found in different habitats</p>	<p><u>Non-Fiction Design and Technology</u> Recipe for a healthy biscuit.</p> <p><u>ICT</u> Create and debug program</p> <p><u>Fiction</u> How to turn a class hamster into a dinosaur. Literacy and Language Unit 4</p>	<p><u>Science</u> Animal food chains Life cycle of a ... Process of growing from and seeds and bulbs to mature plants.</p> <p><u>History</u> Flowchart of events for World War II</p>

Poetry Y2	Vocabulary building	Structure- calligrams	Poetry appreciation		
Suggested final written outcome	Read list poems. Write and perform own versions	Write own calligrams (based on single words)	Personal responses to poetry. Recite familiar poems by heart		
Writing opportunities	Music Poems- List poem on George's Marvellous Medicine	<u>Literacy and Language Unit 2</u> Poems about a sea creature	Read collections of Roald Dahl poems <u>Geography Scotland</u> 'The Sea' John Foster		

Narrative Styles Y3	Traditional Tales- Fables	Writing and performing a play	Traditional Tales- fairy tales (alternative versions)	Adventure stories	
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story	Write a traditional tale from a key characters perspective	Write an adventure story, focusing on plot.	
Writing opportunities	Anansi stories 'Tiger Soup'	<u>Literacy and Language Unit 3</u> A Tune of Lies Playscript of the Ugly Duckling	Rumpelstiltskin Jack and the Beanstalk Tortoise vs Hare- the rematch by preston Rutt and Ben Redlich	<u>History</u> Roman Slave Escape	

Non Fiction genres Y3	Recounts	Information texts	Instructions-giving directions	Explanations	Reports	Persuasion- persuasive letter writing
Suggested final written outcome	Write a news/sports report of an 'unfolding event' (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Brochure to persuade Powerpoints	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader
Writing opportunities	<u>History</u> Boudicca's revolt-news report	<u>Geography</u> Tourist brochure about St. Lucia <u>ICT</u> Powerpoint presentation about Haunton <u>Literacy and Language Unit 1</u> A to Z holiday guide	<u>Literacy and Language Unit 2</u> How to make a one string guitar. <u>Design and Technology</u> How to make a healthy sandwich <u>Treasure Hunt</u> Pirate map and directions	<u>Literacy and Language Unit 3</u> Where does water come from? <u>Science</u> Life cycle of flowering plants	<u>Literacy and Language Unit 5</u> Wanted: a new planet. Science Research using ICT on formation of: fossils and rocks volcanoes	<u>Geography/Conservation</u> Visit to Haunton- persuasive letter for and against wind turbines in the village

Poetry Y3	Vocabulary building	Structure- limericks	Structure- haiku, tanka and kennings	Take one poet- poetry appreciation	
Suggested final written outcome	Read, write and perform free verse	Read and write limericks by heart	Read and write haiku, tanka and kennings	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	
Writing opportunities	<u>Literacy and Language Unit 4</u> 'Water Cycle'	Read a collection of Spike Milligan limericks	Read a variety of poems with definite structures as a stimulus for own poetry writing.	Benjamin Zephaniah Grace Nichols	

Narrative styles Y4	Traditional Tales - (quests)	Writing and performing a play	Story settings	Stories with a theme	Writing narratives with historical settings
Suggested final written outcome	Write a quest focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action.	Write and perform a play, based on a familiar story designed to create humour	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	Write a story focusing on a historical setting.
Writing opportunities	<u>History</u> Quest to discover long lost forgotten Pharaoh's tomb.	Focus on Horrid Henry story to change into a playscript Aladdin Shakespeares stories	<u>Geography</u> India 'Secret Garden' as a stimulus using film and narrative	'Judy Moody' Megan McDonald 'Mystery of the Hidden...' Helen Moses	<u>History</u> New servant arriving at Blakesley Hall

Non Fiction genres Y4	Reports	Persuasion	Discussions	Explanations	
Suggested final written outcome	Write own report independently based on notes gathered from several sources	Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing	Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style	
Writing opportunities	<u>History</u> Research and report on the life of Henry VIII <u>Geography</u> Report of physical aspects of the Geography of India	<u>Science</u> Why we need exercise? <u>Geography</u> Advert for a tourist destination- Canada	<u>Geography/Conservation</u> Environmental change at Kingsbury- letters summarising for and against Kingsbury waterpark becoming a housing development	<u>Non Fiction Literacy and Language Unit 3</u> How the voice works <u>Science</u> Explaining each level of the food chain. <u>Fictional</u> The Shirt Machine	

Poetry Y4	Vocabulary building	Structure riddles	Structure- narrative poetry	Take one poet- poetry appreciation	
Suggested final written outcome	Read, write and perform free verse	Read and write riddles	Recite some narrative poetry by heart Read and respond	Research a particular poet. Personal responses to poetry Recite familiar poems by heart	
Writing opportunities	<u>Literacy and Language Unit 2</u> 'At the end of the School Day.'- Wes Magee 'The Balloons'- Oscar Wilde	Read a variety of riddles as a stimulus for own poetry writing	Kevin Sullivan poems	Allan Ahlberg Brian Patten Debjani Chatterjee	

Narrative Y5	Traditional Tales- legends	Suspense and mystery	Fiction from our literary heritage	Narrative in style of a particular author	Narrative-stories from other cultures
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.	Develop skills of building up atmosphere in writing e.g. passages building up tension	Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	To write in the style of an author by examining text features, themes and language styles.	Explore themes developed in stories from other cultures
Writing opportunities	<u>Literacy and Language Unit 1</u> Prometheus and Pandora: Examining the role of narrator as story teller The Emperor's New Clothes	<u>Literacy and Language Unit 1</u> Exploring using pace and suspense to add excitement in narratives	'Oliver Twist' Charles Dickens- retold by Marcia Williams	<u>Literacy and Language Unit 4</u> Write own episodes in style of Jeremy Strong	<u>Literacy and Language Unit 5</u> Adventure story set in China- write own narrative Africa stories

Non Fiction Y5	Recounts	Explanations	Persuasions	Instructions	Discussions	Reports
Suggested final written outcome	Compose a biographical account based on research	Links to geography- rivers	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate Information leaflet
Writing opportunities	<p><u>Literacy and Language Unit 1 Biography of Anthony Horowitz</u></p> <p><u>History</u> Diary entry an evacuee</p> <p>Biography on Winston Churchill or Neville Chamberlain.</p>	<p><u>Geography</u> Journey of a river (creating a dictionary about rivers)</p> <p><u>Science</u> Explain the day and night movement of the sun. Write up of Forces/Materials investigations.</p> <p><u>Design and Technology</u> How a windmill works</p>	<p><u>Literacy and Language Unit 3</u> For and against the building of a football stadium</p> <p><u>History</u> Letter persuading people to evacuate and to Dig for Victory.</p>	<p><u>ICT</u> Instructions for an ICT game- instructions that do not have a straightforward linear sequence. (Scratch)</p> <p>How to write a myth</p>	<p><u>Science</u> Differences in the life cycle of a mammal and amphibian and insect and bird.</p> <p><u>Geography</u> Understanding geographical differences between the UK and Africa.</p> <p><u>Geography/Conservation</u> Writing a report on an issue; dolphins, dogs in parks, animals in captivity.</p>	<p><u>Science</u> Is there life on other planets.</p> <p><u>Science</u> Science report writing using findings from enquiries that need a degree of trust in results</p>

Poetry Y5	Vocabulary building	Structure- cinquain	Structure- spoken word poetry/rap	Take on poet- poetry appreciation
Suggested final written outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Listen to, read and respond to raps. Experiment with writing their own.	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Writing opportunities	Literacy and Language Unit 3 Compose a free verse poem 'Goodnight Stroud' by Pie Corbett	<u>Science</u> Space Poems	'Cat Rap' linked to Hippodrome visit 'Baby K rap Rhyme' Grace Nichols	Pie Corbett Judith Nicholls

Narrative Y6	Fiction Genres	Review key narrative technique e.g. creating settings, characterisation, atmosphere	Extended narrative structures
Suggested final written outcome	A range of short stories conveying different Genres.	A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique	Write an adventure story or interactive story.
Writing opportunities	Variety of texts covered through Literacy and Language as a stimulus for writing own narratives	<u>Literacy and Language Unit 1</u> Robin Hood Literacy and Language Unit 3 Brashem's tortoise (Historical fiction) <u>Geography</u> Rainforest Journey	Anthony Horowitz Michael Morpurgo Lemony Snickett

Non Fiction Y6	Explanations	Recounts	Reports	Persuasions	Discussions	Debating
Suggested final written outcome	Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a presentation on a nonfiction subject. Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard English appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	A series of live debates on various subjects. Children work in groups/pairs/individually to prepare and present points of views
Writing opportunities	<u>Science</u> Results of electricity and light investigations	<u>Literacy and Language Unit 4</u> Biography and Autobiography <u>History</u> Biography of Queen Victoria Black History School report for a Victorian child Obituary for Thomas Holte	<u>Fiction</u> <u>Literacy and Language Unit 1</u> 'The Sherwood Bugle' <u>Non Fiction</u> <u>History</u> Children in Victorian times <u>Geography</u> Landmarks in France	<u>Literacy and Language Unit 2</u> Should animals rule the world? <u>Geography/Conservation</u> Building of HS2 from view of residents, council, local business and train companies	<u>Geography</u> Conservation of the rainforest <u>History</u> Reformers vs the Workhouse	

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Poetry Y6	Vocabulary building	Structure- monologue	Take one poet- poetry appreciation
Suggested final written outcome	Read, write and perform free verse	Read and respond	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Writing opportunities	Read and writing a wide range of poetry based on poems read from poets such as; Ted Hughes Roger McGough Lewis Carroll	'The Highway Man' Alfred Noyes	Roger McGough Christina Rosetti