| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Poetry – Zealous Zoo (Language play/ alliteration) | | Poetry - Firework Shape poem | | Performance poetry - I am a Roman Soldier | | | | Poetry – 'Daffodils by William Wordsworth' | | | |
| | Class Read: The Iron Man<br>GUIDED READING:<br>Phonics | | Class Read: Omar and the Accidental Trouble Magnet<br>GUIDED READING:<br>Pebble in my Pocket | | Class Read:<br>GUIDED READING:<br>Escape From Pompei<br>Who is Afraid of the Big Bad Book | | Class Read:<br>GUIDED READING:<br>Steadfast Tin Soldier | | Class Read: The Boy who Grew Dragons<br>GUIDED READING:<br>Moon Juice | | Class Read: Charlotte's Web<br>GUIDED READING:<br>Captain Cat | |
| | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** |
| Year 3 | Genre: Traditional Tale/ Losing Tale<br><br>Model Text: Lazy Jack<br><br>Focus: Writing a narrative with a clear structure<br>Grammar: Basic punctuation recap<br><br>Outcome: Write own invention of Lazy Jack – link to Stone Age? | Genre: Instructions (3weeks)<br><br>Model Text: How to wash a woolly mammoth<br><br>Focus: Organisational devices<br><br>Grammar: Time Conjunctions/ prepositions<br><br>Outcome: Write a set of instructions based on washing an animal of the pupils choice | Genre: Wishing Tale<br><br>Model Text: The King of the Fishes<br><br>Focus: Openings and Endings<br><br>Outcome: Write a wishing tale linked to Stone Age/ Iron Age | Genre: Information Text (3 weeks)<br><br>Model Text: Unicorns<br><br>Focus: Paragraphs<br><br>Grammar: Indefinite articles - a/an<br><br>Outcome: Write an information text about a woolly mammoth/ sabre tooth tiger etc | Genre: Escape Tale<br><br>Model Text: Escape from Pompeii<br><br>Focus: Descriptive Setting<br><br>Grammar: Noun phrases/ vocabulary<br><br>Outcome: Write a setting description of the devastation from a character's point of view. | Genre: Recount in the form of a diary<br><br>Model Text: Escape from Pompeii<br><br>Focus: Vocabulary<br><br>Grammar: Pronouns<br><br>Outcome: Write a recount from a character's perspective of events | Genre: Warning Tale/Fairy Tale<br><br>Model Text: Little Red Riding Hood<br><br>Focus: Dialogue<br><br>Grammar: Inverted commas<br><br>Outcome: Writing from the wolf's perspective | Genre: Discussion<br><br>Model Text: Should Daleks be Allowed to Live on Earth?<br><br>Focus: Vocabulary<br><br>Outcome: Discussion Text – Was the Roman Invasion good for Britain? | Genre: Legends<br><br>Model Text: Why the Sky is so High<br><br>Focus: Strong openings and endings<br><br>Outcome: Why the…is so… story | Genre: Explanation<br><br>Model Text: Why Dragons are Extinct?<br><br>Focus: Range of sentences including clauses.<br><br>Outcome: Why do plants need daylight? (photosynthesis) | Genre: Suspense<br><br>Model Text: The Manor House<br><br>Focus: Suspense - descriptive vocabulary<br><br>Outcome: Create a new suspense story | Genre: Persuasive writing -Radio advert & Poster<br><br>Model Text: Hawk Ridge Farm Park<br><br>Focus: Vocabulary<br><br>Outcome: Design posters & radio adverts for the Summer Fair |
| | | | Answer enquiry question | | Answer enquiry question | | Answer enquiry question | | Answer enquiry question | | Answer enquiry question<br>INSTRUCTIONS – DT | |

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
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| Year 4 | | | Poetry - Structured poetry – haiku/cinquain/ kennings (Stimulus- Dragon) | | Poetry – Playful poetry | | | | Poetry – Rap (Gran can you Rap) | | | |
| | Class Read: How to Train Your Dragon<br>GUIDED READING: WALTER TULL | | Class Read: Varjak Paw<br>GUIDED READING: VarJak Paw | | Class Read: The Lion, The Witch and The Wardrobe<br>GUIDED READING: KING OF THE SKY | | Class Read: The Boy at the Back of the Class<br>GUIDED READING: CINDERELLA OF THE NILE | | Class Read: The Miraculous Tale of Edward Tulane<br>GUIDED READING: TEAR THIEF | | Class Read: The Girl Who Stole an Elephant<br>GUIDED READING: The Story of the Blue Planet | |
| | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** |
| | Adventure Tale<br>(3/ 4 weeks)<br><br>Model Text:<br>How to Train your Dragon<br><br>**Focus:**<br>Expanded Noun Phrases<br><br>Grammar:<br>Fronted adverbials<br><br>**Outcome:**<br>Write from another character's perspective | Instructions (Hook - 1 week) & Biography (1 week - Walter Tull)<br><br>Model Text<br>How to Trap a Stone Giant<br><br>**Focus:**<br>Subordinating conjunctions<br><br>Outcome:<br>Write a set of instructions 'How to Capture a Dragon' | Genre:<br>Suspense<br><br>Model Text:<br>Zelda Claw – simpler version<br><br>Focus:<br>Building suspense – show don't tell<br><br>Grammar:<br>Fronted adverbials<br><br>Outcome:<br>New suspense story | Genre:<br>Non-Chronological Reports<br><br>Model Text:<br>Thunder Dragon<br><br>Focus:<br>Topic sentences/ technical vocabulary<br><br>Outcome:<br>Write a non-chronological. report the Vikings | Genre: Portal Story<br><br>Model Text: Time Slip Scarab Beetle<br><br>Focus:<br>Setting description<br><br>Grammar:<br>Inverted commas<br><br>Outcome:<br>Write the opening and build up of a portal story building on setting, | Genre: Recount - Newspaper Report<br><br>Model Text:<br>King Tut's Murder Mystery<br><br>Focus:<br>Organisational devices<br><br>Grammar:<br>Relative clauses/ commas<br><br>Outcome:<br>Write a newspaper on Alexander the Great Conquering Egypt | Genre: Rags to Riches<br>(playscripts)<br><br>Model Text:<br>Cinderella<br><br>Focus:<br>Character Description<br><br>Outcome:<br>Write a rags to riches story with a twist | Genre:<br>Explanation<br><br>Model Text:<br>The Teacher Pleaser Machine<br><br>Focus:<br>Precise vocabulary<br><br>Outcome:<br>Write an explanation - How to Mummify an Object | Genre:<br>Warning Tale<br><br>Model Text:<br>The Canal<br><br>**Focus:**<br>**Dialogue**<br><br>Outcome:<br>Write a new warning tale from the character's perspective | Genre:<br>Balanced Argument (Discussion)<br><br>Model Text:<br>Should Mythical Creatures be kept at Hogwarts?<br>Focus:<br>Paragraphing with linked sentences<br><br>Outcome:<br>Should animals be kept in zoos? | Genre:<br>Meeting Tale<br><br>Model Text:<br>Harriet's Rescue<br><br>Focus:<br>Expanded noun phrase<br><br>Outcome:<br>Write a meeting tale based on a stimulus | Genre:<br>Persuasive Writing (Advertisement leaflets)<br><br>Model Text:<br>Real life examples<br><br>Focus:<br>Persuasive language<br><br>Outcome:<br>Create a persuasive leaflet encouraging year 2's to come Howbridge. |
| | Instructions – DT<br>Biography Alfred the Great | | Answer enquiry question - Non-Chronological Report | | | | Answer enquiry question – Explanation | | Answer enquiry question | | Answer enquiry question<br>Discussion | |

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| Year 5 | Instructions – Revolting Recipes? (1 week)<br>Parenthesis -(dashes and brackets) | | | | Descriptive poetry<br>Free verse | | | | Figurative Poetry<br>**-Jaberwocky** | | Performance Poetry | |
| | Class Read: Tom's Midnight Garden<br><br>GUIDED READING: William Shakespeare | | Class Read: Wonder (links to cool to be kind)<br>GUIDED READING: Varmints | | Class Read: The Boy Who Met a Whale<br>GUIDED READING: Flood lands | | Class Read: Cosmic<br><br>GUIDED READING: The curiosity of the Mars Rover | | Class Read: The Space we are in<br><br>GUIDED READING: Sleeper and the Spindle | | Class Read: The Last Bear<br><br>GUIDED READING: The Unforgotten Coat | |
| | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** |
| | Genre:<br>Playscripts<br><br>Model Text:<br>Macbeth<br><br>Focus:<br>Parenthesis - (dashes and brackets)<br><br>Outcome:<br>Write a modern day playscript of Macbeth (witches) | Genre:<br>Biographies<br><br>Model Text:<br>Roald Dahl<br><br>Focus:<br>Cohesion<br><br>Outcome:<br>Write a biography about Shakespeare | Genre:<br>Historical Fiction<br>Poetry Study<br><br>Model Text:<br>The Highway Man<br><br>Focus:<br>Descriptive Language<br><br>Outcome:<br>Write a story of the poem | Genre:<br>Explanation<br><br>Model Text:<br>Tidy the Bedroom Machine<br><br>Focus:<br>Precise vocabulary<br><br>Outcome:<br>Write an explanation text | Genre:<br>Warning Tale<br><br>Model Text:<br>The Caravan<br><br>Focus:<br>Integrating dialogue to convey character<br>Outcome:<br>Write a warning tale integrating dialogue | Genre:<br>Persuasive letter writing<br><br>Model Text:<br><br>Focus:<br>Vocab for effect on the audience<br><br>Outcome:<br>Letter to persuade to clean up Muggie Moss Road (the Caravan) | Genre:<br>Journey Tale<br><br>Model Text:<br>Alien Landing<br><br>Focus:<br>Setting<br><br>Outcome:<br>Write an adventure tale set in space | Genre:<br>Newspaper report<br><br>Model Text:<br><br>Focus:<br><br>Outcome:<br>Write a newspaper based on the meteor crash | Genre:<br>Tale of Fear (Suspense and Mystery)<br><br>Model Text:<br>The Nightmare Man<br>-<br>Focus:<br>Create atmosphere<br><br>Outcome:<br>Write a suspense and mystery story based on the Alma clip | Genre:<br>Non-Chron report<br><br>Model Text:<br>The Minotaur<br><br>Focus:<br>Cohesion/ generalisers<br><br>Outcome:<br>Write a non-chronological report about mythical creatures (link to the greeks) | Genre:<br>Narrative Defeating a monster tale (Myths & Legends)<br>Model Text:<br>Icarus<br><br>Focus:<br>Openings & Endings<br><br>Outcome: | Genre:<br>Recounts<br>-Diary<br><br>Model Text:<br><br>Focus:<br>Outcome: |
| | **Answer enquiry question** | | **Answer enquiry question**<br>**Explanation – How Crime and Punishment has changed across the years?** | | **Answer enquiry question**<br>**Explanation – Water Cycle** | | **Answer enquiry question** | | **Answer enquiry question**<br>**Discussion – Why do we still have the Olympics today?** | | **Answer enquiry question**<br>**DT – INSTRUCTIONS** | |

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| | Poetry - Carol Ann Duffy | | | | | | | | SATS<br>Grammar & SPAG revision | | | |
| | Class Read: LETTERS FROM THE LIGHTHOUSE & LITTLE BOATS<br>GUIDED READING: SNOW GOOSE | | Class Read: ONCE/ LION AND THE UNICORN<br>GUIDED READING: ROSE BLANCHE | | Class Read: OPIE JONES TALKS TO ANIMALS<br>GUIDED READING:ORIGIN OF THE SPECIES | | Class Read: UNCLE MONATGUES TALES OF TERROR<br>GUIDED READING: CLOCKWORK | | Class Read: THE SECRET OF BLACK ROCK<br>GUIDED READING: FRED's TEACHING | | Class Read: SHARK CALLER<br>GUIDED READING: FRED'S TEACHING | |
| | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** | **Fiction** | **Non-Fiction** |
| Year 6 | Genre: Historical Fiction<br><br>Model Text: Snow Goose<br><br>Focus: Building descriptive devices/ setting description<br><br>Outcome: Write the ending of the Snow Goose using descriptive devices | Genre: Balanced Persuasive Argument (Debate)<br><br>Model Text: Biscuit Debate<br><br>Focus: Persuasive terminology/ spoken language<br><br>Outcome: Hold a formal debate within class -proposition and opposition. | Genre: Historical Fiction<br><br>Model Text: Rose Blanche<br><br>Focus: Character Flaw/ effective character description<br><br>Outcome: Write from another character's perspective | Genre: Newspaper<br><br>Model Text: Rose Blanche<br><br>Focus: Direct and indirect speech<br><br>Outcome: Write a newspaper report based upon the nuclear bomb | Genre: Fantasy<br><br>Model Text: Selection of Jeremy Strong Books<br><br>Focus: Direct and indirect speech<br><br>Outcome: Write a fantasy story in the style of Jeremy Strong | Genre: Explanation & Biography<br><br>Model Text: Origin of the Species<br><br>Focus: Cohesion across paragraphs/structure<br><br>Outcome: Write an explanation text linked to the Origin of the Species<br><br>Write a biography about Jeremy Strong | Genre: Horror Flashbacks<br><br>Model Text Clock Work<br><br>Focus: Create atmosphere (effective setting description)<br><br>Outcome: Suspense writing | Genre: Non-chronological reports<br><br>Model Text<br><br>Focus: Cohesion across paragraphs<br><br>Outcome: Write a non-chronological report on the Maya | Model Text: Kensuke's Kingdom<br><br>**Focused Invented writing**<br><br>Basic plot patterns and all non-fiction types and daily short burst writing<br><br>Focus: Securing Year 6 objectives<br><br>Outcome: Free writes to secure objectives | Model Text: Kensuke's Kingdom<br><br>**Focused Invented writing**<br><br>Basic plot patterns and all non-fiction types and daily short burst writing<br><br>Focus: Securing Year 6 objectives<br><br>Outcome: Free writes to secure objectives | Model Text: Song of the Dolphin Boy<br><br>**Focused Invented writing**<br><br>Basic plot patterns and all non-fiction types and daily short burst writing<br><br>Focus: Using and applying objectives/ focuses | Genre: Persuasive writing/ presentation<br><br>Outcome: Create a pitch to convince stakeholders to fund their enterprize |
| | Instructions - DT | | Answer enquiry question | | Answer enquiry question<br>NON CHRONOLOGICAL REPORT | | Answer enquiry question | | Answer enquiry question<br>Explanation – How the heart works | | Answer enquiry question<br>Instructions - DT | |