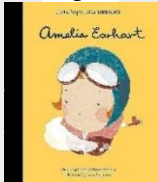
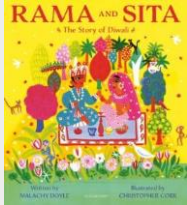
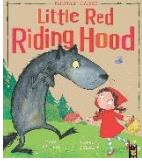

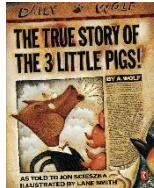

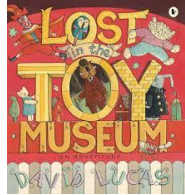
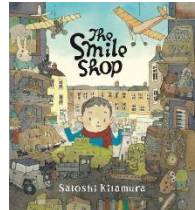
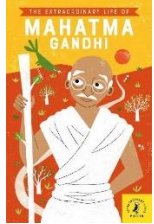
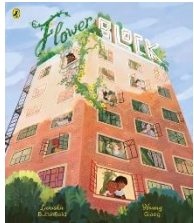
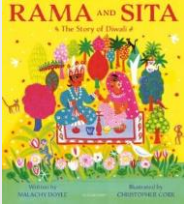


Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Down in the deep, dark woods		Amazing Adventurers		A Taste of India	
<b><u>Text</u></b>	<p>Traditional Tale: Little Red Riding Hood</p>  <p>BBC 500 words competition</p> <p>Plan and write their own narrative</p>	<p>Inside the Villains by Clotilde Perrin</p>  <p>The true story of the three little pigs by Jon Scieszka</p> 	<p>The Boy who Sailed the World by Julia Green</p>  <p>Look by Gabi Snyder</p> 	<p>Lost in the Toy Museum by David Lucas</p>  <p>The Smile Shop by Satoshi Kitamura</p>  <p>The Owl and the Pussycat (P)</p>	<p>The Extraordinary Life of Mahatma Gandhi by Chitra Soundar and Dalia Adillon</p>  <p>Under the Great Plum Tree by Sufiya Ahmed and Reza Dalvand</p> 	<p>Pattan's Pumpkin an Indian Flood story by Chitra Soundar (Traditional tales from around the world)</p>  <p>Flower Block by Lanisha Butterfield</p> 
<b><u>Writing outcome/ purpose</u></b> (F) Fiction (NF) Non-Fiction	<p>Narrative- Simple sentences related to the story or characters from Little Red Riding Hood. (F)</p> <p>Character descriptions of villains (F)</p>	<p>Simple retell of the story (F)</p> <p>Diary entry from Hansel or Gretel (NF)</p>	<p>-Setting Description based on the illustrations in the book (F)</p> <p>-Poetry based on where they would sail to. (P)</p>	<p>Children tell their own version of the story. (F)</p> <p>Poem based on The Owl and the Pussy Cat (P)</p>	<p>Gandhi Biography (NF)</p> <p>Narrative: Re-telling of the story (F)</p>	<p>Instructions on how to grow own vegetable or plant (NF)</p> <p>Narrative (F)</p>
<b><u>Key Objectives</u></b>	<p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces.</li> <li>- Exclamation marks -</li> <li>- Question marks</li> </ul>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Conjunctions</li> <li>- Question marks</li> </ul>	<p><b><u>Setting Description:</u></b></p> <ul style="list-style-type: none"> <li>-Capital letters for names and the pronoun I</li> <li>- full stops</li> <li>- Prepositions</li> <li>- Similes</li> </ul>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>-Capital letters</li> <li>- full stops</li> <li>-Simple sentences</li> <li>-Conjunctions 'and'</li> <li>- exclamation marks</li> </ul>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops and finger spaces.</li> </ul>	<p><b><u>Instructions:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops, finger spaces.</li> <li>- Imperative verbs</li> <li>- Instructions in chronological order</li> </ul>

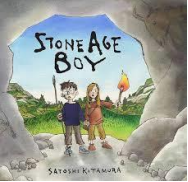
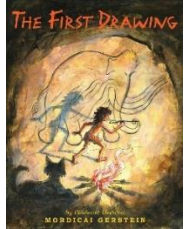
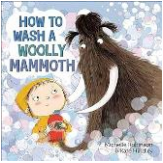
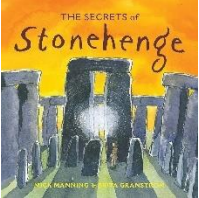
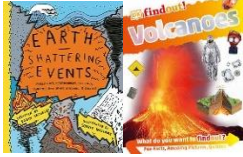


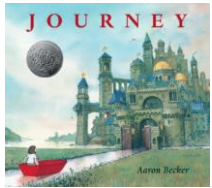

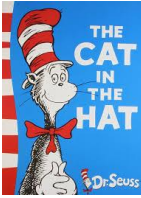

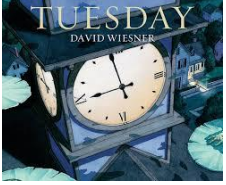
	<p><b><u>Character Description:</u></b></p> <ul style="list-style-type: none"> <li>-Capital letters</li> <li>- Full stops and finger spaces.</li> <li>-Adjectives</li> <li>Exclamation marks -</li> <li>Question marks</li> <li>Simple similes (y2)</li> </ul>	<p><b><u>Diary Entry:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stop</li> <li>- Finger spaces</li> <li>- Use pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>- Use Capitals for I, names and places</li> <li>- Conjunctions</li> <li>- Adjectives</li> </ul> <p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops, finger spaces and commas.</li> <li>- New sentence , new line</li> <li>- Adjectives/Expanded Noun phrases to describe</li> <li>- Simple similes</li> </ul>	<p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops and finger spaces.</li> <li>- Adjectives to describe</li> <li>- Use 5 senses to describe</li> <li>- Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>- Use exclamation marks and question marks</li> <li>- Use capital I for names, places and pronouns</li> <li>- Prepositions</li> <li>- Conjunctions</li> <li>- Adjectives</li> </ul>	<p><b><u>Narrative:</u></b></p> <p>Capital letters, full stops and finger spaces.</p> <ul style="list-style-type: none"> <li>- Capital I for names and places</li> <li>- Conjunctions</li> <li>- Adjectives</li> </ul>
<p><b><u>Cross curricular writing opportunities</u></b></p>			<p>Amelia Earhart Little People Big Dreams by Maria Isabel Sanchez Vegara</p> 			<p>Rama and Sita The Story of Diwali</p> 

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Down in the deep, dark woods		Amazing Adventurers		A Taste of India	
<b>Text</b>	<p>Traditional Tale: Little Red Riding Hood</p>  <p>Inside the Villains by Clotilde Perrin</p> 	<p>The true story of the three little pigs by Jon Scieszka</p>  <p>Hansel and Gretel by Anthony Browne</p> 	<p>The Boy who Sailed the World by Julia Green</p>  <p>Look by Gabi Snyder</p> 	<p>Lost in the Toy Museum by David Lucas</p>  <p>The Smile Shop by Satoshi Kitamura</p>  <p>The Owl and the Pussycat (P)</p>	<p>The Extraordinary Life of Mahatma Gandhi by Chitra Soundar and Dalia Adillon</p>  <p>Under the Great Plum Tree by Sufiya Ahmed and Reza Dalvand</p> 	<p>Pattan's Pumpkin an Indian Flood story by Chitra Soundar (Traditional tales from around the world)</p>  <p>Flower Block by Lanisha Butterfield</p> 
<b>Writing outcome/ purpose</b> (F) Fiction (NF) Non-Fiction	<p>Narrative- retelling of the whole story (F)</p> <p>Character description of villain (F)</p>	<p>Retell of the story. (F)</p> <p>Diary Entry from Hansel/ Gretel (NF)</p>	<p>Setting Description (F)</p> <p>-Poetry based on where they would sail to. (F)</p>	<p>-Setting Description (F)</p> <p>-Poetry based on where they would sail to.</p> <p>Retell own version of the story (F)</p>	<p>Biography of Gandhi (NF)</p> <p>Narrative retell of the story (F)</p>	<p>Instructions on how to grow own vegetable or plant (NF)</p> <p>Narrative (F)</p>

<p><b><u>Key Objectives</u></b></p>	<p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Finger spaces.</li> <li>- Exclamation marks -</li> <li>- Question marks</li> <li>-Prepositions</li> <li>-Similes</li> <li>-Conjunctions</li> </ul> <p><b><u>Character Description:</u></b></p> <ul style="list-style-type: none"> <li>-Capital letters</li> <li>- Full stops and finger spaces.</li> <li>-Adjectives</li> <li>-Conjunctions</li> <li>-Similes</li> </ul>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stops</li> <li>- Conjunctions</li> <li>- Question marks</li> </ul> <p><b><u>Diary Entry:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters</li> <li>- Full stop</li> <li>- Finger spaces</li> <li>- Use pronoun I</li> <li>- Use adverbials: first, next, then</li> </ul>	<p><b><u>Setting Description:</u></b></p> <ul style="list-style-type: none"> <li>- Prepositions</li> <li>- Similes</li> <li>- Use Capitals for I, names and places</li> <li>- Conjunctions</li> <li>- Adjectives</li> </ul>	<p><b><u>Narrative</u></b></p> <ul style="list-style-type: none"> <li>-Capital letters for names and the pronoun I</li> <li>- full stops</li> <li>-Simple sentences</li> <li>-Conjunctions ‘and’</li> <li>- exclamation marks</li> </ul> <p><b><u>Poetry:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops and finger spaces.</li> <li>- Adjectives to describe</li> <li>- Use 5 senses to describe</li> <li>- Expanded noun phrases</li> </ul>	<p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops and finger spaces.</li> <li>- Exclamation marks and question marks</li> <li>- Capital I for names, places and pronouns</li> <li>- Prepositions</li> <li>- Conjunctions</li> <li>- Adjectives</li> <li>- Similes</li> </ul>	<p><b><u>Instructions:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops, finger spaces.</li> <li>- Imperative verbs</li> <li>- instructions in chronological order</li> <li>- Conjunctions</li> <li>- Commas</li> </ul> <p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>- Capital letters, full stops and finger spaces.</li> <li>- Exclamation marks and question marks</li> <li>- Capital I for names, places and pronouns</li> <li>- Prepositions</li> <li>- Conjunctions</li> <li>- Adjectives</li> <li>- Similes</li> </ul>
<p><b><u>Cross curricular writing opportunities</u></b></p>	<p>Explanation text on how we can look after our natural environment. (NF)</p>					<p>Rama and Sita The Story of Diwali</p> 

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stones N' Bones		Extreme Earth		As Mad as a Hatter	
<b>Text</b>	<p>Stone Age Boy by Satoshi Kitamura</p>  <p>The first drawing by Mordicai Gerstein</p> 	<p>How to wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</p>  <p>The Secrets of Stonehenge by Mick Manning</p> 	<p>Earth Shattering Events DK Find out – Volcanos</p>  <p>Volcano poem (Volcano shape outline)</p> 	<p>Flood by Alvardo F Villa</p>  <p>Journey by Aaron Becker</p> 	<p>Alice in Wonderland extract</p>  <p>Cat in the Hat- Dr Seuss style Poetry</p> 	<p>Visit Stockport Persuasive leaflet</p>  <p>Tuesday- David Wiesner –</p> 
<b>Writing outcome/ purpose</b> (F) Fiction (NF) Non-Fiction	<p>Narrative: retelling of the story. (NF)</p> <p>Character description of the Woolly Mammoth (F)</p>	<p>Instruction writing on how to wash the Woolly Mammoth (NF)</p> <p>Non-Chronological report on Stonehenge (NF)</p>	<p>Non-Chronological Report on natural disasters (NF)</p> <p>Poetry</p>	<p>Narrative - retelling of the story (F)</p> <p>Setting description (F)</p>	<p>Setting description and Narrative (F)</p> <p>Poetry</p>	<p>Persuasive leaflet – Stockport (NF)</p> <p>Narrative (F)</p>
<b>Key Objectives:</b>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Capital letters, full stops</li> <li>Commas</li> <li>Direct Speech with inverted commas</li> <li>Simple and compound sentences</li> <li>Adjectives</li> <li>Adverbs</li> </ul>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>Imperative verbs</li> <li>Organisational devices eg title</li> <li>Written in chronological order</li> <li>Commas</li> <li>Conjunctions</li> <li>Technical vocabulary</li> </ul>	<p><b>Non-Chronological report:</b></p> <ul style="list-style-type: none"> <li>Adverbs of time, place and manner</li> <li>Nouns and pronouns used for clarity and cohesion</li> <li>A wider range of conjunctions</li> <li>Correct use of simple past, past</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Range of conjunctions</li> <li>Adverbs of time, manner and place</li> <li>Prepositions</li> <li>Similes and metaphors</li> <li>Apostrophes to mark</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>Capital letters, full stops</li> <li>Expanded noun phrases</li> <li>Propositions</li> <li>Adjectives to describe settings</li> <li>Adjectives</li> <li>Adverbs of place</li> </ul>	<p><b>Persuasive leaflet:</b></p> <ul style="list-style-type: none"> <li>Adjectives to describe</li> <li>Rhetorical questions</li> <li>Fronted adverbials</li> <li>conjunctions</li> </ul>

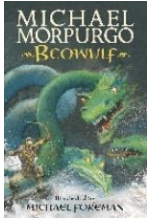
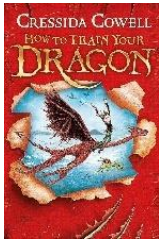


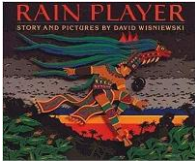
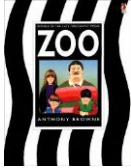
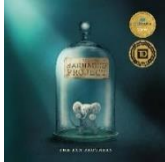

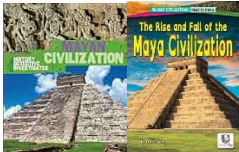
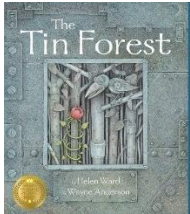

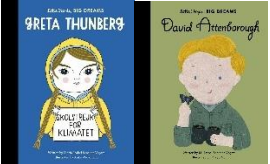
	<ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Similes</li> </ul> <p><b><u>Character Description:</u></b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</li> <li>• Similes to describe</li> <li>• Adjectives and Adverbs</li> <li>• Fronted adverbials punctuated with a comma.</li> </ul>	<p><b><u>Non-Chronological Report:</u></b></p> <ul style="list-style-type: none"> <li>• Adverbs of time, place and manner</li> <li>• Nouns and pronouns used for clarity and cohesion</li> <li>• A wider range of conjunctions</li> <li>• Correct use of simple past, past progressive and past perfect</li> <li>• Fronted adverbials First and third person</li> </ul>	<p>progressive and past perfect</p> <ul style="list-style-type: none"> <li>• Fronted adverbials First and third person</li> </ul> <p><b><u>Shape Poem:</u></b></p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Similes</li> <li>• Lines of varying lengths</li> <li>• Capital letters and full stops used as you would in a normal sentence.</li> </ul>	<p>contraction and possession Inverted commas to punctuate speech.</p> <p><b><u>Setting Description</u></b></p> <ul style="list-style-type: none"> <li>• Range of conjunctions</li> <li>• Adverbs of time, manner and place</li> <li>• Prepositions</li> <li>• Similes and metaphors</li> </ul>	<ul style="list-style-type: none"> <li>• Apostrophes to mark singular and plural possession</li> <li>• conjunctions</li> </ul> <p><b><u>Poetry</u></b></p> <ul style="list-style-type: none"> <li>• A rhythmic pattern</li> <li>• Alterations in pace throughout.</li> <li>• Onomatopia</li> <li>• Alliteration</li> <li>• Emotive language</li> </ul>	<p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>• Range of conjunctions</li> <li>• Adverbs of time, manner and place</li> <li>• Adjectives and Adverbs</li> <li>• Fronted adverbials punctuated with a comma.</li> <li>• Prepositions</li> <li>• Similes to describe</li> <li>• Apostrophes to mark contraction and possession Inverted commas to punctuate speech.</li> </ul>
<p><b><u>Cross curricular writing opportunities</u></b></p>	<p>NF explanation text: How to Survive in the Stone Age</p>					

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stones N' Bones		Extreme Earth		As Mad as a Hatter	
<b>Text</b>	<p>Stone Age Boy by Satoshi Kitamura</p>  <p>The first drawing by Mordicai Gerstein</p> 	<p>How to wash a Woolly Mammoth by Michelle Robinson and Kate Hindley</p>  <p>The Secrets of Stonehenge by Mick Manning</p> 	<p>Earth Shattering Events DK Find out – Volcanos</p>  <p>Volcano poem (Volcano shape outline)</p>  <p>Poetry</p>	<p>Flood by Alvaro F Villa</p>  <p>Journey by Aaron Becker</p> 	<p>Alice in Wonderland extract</p>  <p>Cat in the Hat- Dr Seuss style Poetry</p> 	<p>Visit Stockport Persuasive leaflet</p>  <p>Tuesday- David Wiesner –</p> 
<b>Writing outcome/ purpose</b> (F) Fiction (NF) Non-Fiction	<p>Narrative: retelling of the story. (NF)</p> <p>Character description of the Woolly Mammoth</p>	<p>Instruction writing on how to wash the Woolly Mammoth</p> <p>Information leaflet on Stonehenge</p>	<p>Non-Chronological Report on natural disasters (NF)</p>	<p>Narrative - retelling of the story (F)</p> <p>Setting Description</p>	<p>Setting description and Narrative</p> <p>Poetry in style of Dr Seuss</p>	<p>Persuasive leaflet- Stockport (NF)</p> <p>Third Person Narrative (N)</p>
<b>Key Objectives:</b>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops</li> <li>• Expanded noun phrases</li> <li>• Propositions</li> <li>• Adjectives to describe settings</li> <li>• Adjectives</li> <li>• Adverbs of place</li> </ul>	<p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Organisational devices eg title</li> <li>• Written in chronological order</li> <li>• Commas</li> <li>• Conjunctions</li> </ul>	<p><b>Non-Chronological report:</b></p> <ul style="list-style-type: none"> <li>• Adverbs of time, place and manner</li> <li>• Nouns and pronouns used for clarity and cohesion</li> <li>• A wider range of conjunctions</li> <li>• Correct use of simple past, past progressive and past perfect</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Range of conjunctions</li> <li>• Adverbs of time, manner and place</li> <li>• Prepositions</li> <li>• Similes and metaphors</li> <li>• Apostrophes to mark contraction and possession</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Doubt and suspense built through vocabulary choices.</li> <li>• Who, what, where, why is established</li> <li>• Adverbs of time, manner and place</li> </ul>	<p><b>Persuasive leaflet:</b></p> <ul style="list-style-type: none"> <li>• Adjectives to describe</li> <li>• Rhetorical questions</li> <li>• Fronted adverbials</li> <li>• Wider range of conjunctions</li> <li>• Repetition</li> <li>• List of 3</li> </ul>

	<ul style="list-style-type: none"> <li>• Apostrophes to mark singular and plural possession</li> <li>• Wider range of conjunctions</li> <li>•</li> </ul> <p><b><u>Character Description:</u></b></p> <ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</li> <li>• Similes to describe</li> <li>• Adjectives and Adverbs</li> <li>• Fronted adverbials punctuated with a comma.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Technical vocabulary</li> </ul> <p><b><u>Non-Chronological report:</u></b></p> <ul style="list-style-type: none"> <li>• Adverbs of time, place and manner</li> <li>• Nouns and pronouns used for clarity and cohesion</li> <li>• A wider range of conjunctions</li> <li>• Correct use of simple past, past progressive and past perfect</li> <li>• Fronted adverbials</li> <li>• Written in first and third person</li> </ul>	<ul style="list-style-type: none"> <li>• Fronted adverbials First and third person</li> </ul> <p><b><u>Shape Poem:</u></b></p> <ul style="list-style-type: none"> <li>• Alliteration</li> <li>• Similes</li> <li>• Lines of varying lengths</li> <li>• Capital letters and full stops used as you would in a normal sentence.</li> </ul>	<p>Inverted commas to punctuate speech.</p> <p><b><u>Setting Description</u></b></p> <ul style="list-style-type: none"> <li>• Range of conjunctions</li> <li>• Adverbs of time, manner and place</li> <li>• Prepositions</li> </ul> <p>Similes and metaphors</p>	<ul style="list-style-type: none"> <li>• Paragraphs are used to show a clear timeline of events.</li> <li>• Correct use of simple present, present progressive and present perfect</li> <li>• Commas after fronted adverbials</li> <li>• Inverted commas to punctuate speech</li> </ul>	<p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>• Range of conjunctions</li> <li>• Adverbs of time, manner and place</li> <li>• Adjectives and Adverbs</li> <li>• Fronted adverbials punctuated with a comma.</li> <li>• Prepositions</li> <li>• Similes and metaphors</li> <li>• Apostrophes to mark contraction and possession</li> </ul> <p>Inverted commas to punctuate speech.</p>
--	---	--	--	--	---	--




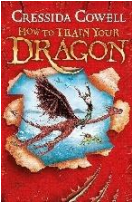
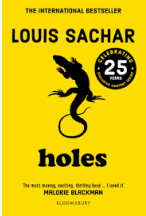

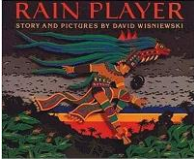
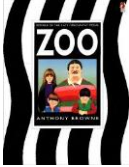
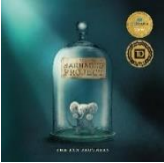
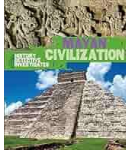
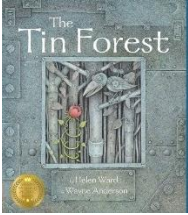




<b><u>Cross curricular writing opportunities</u></b>						
--	--	--	--	--	--	--

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Vikings and Anglo Saxons		Time Travellers		A Better Tomorrow	
<b>Text</b>	<p>Beowulf by Micheal Morpurgo</p>  <p>How to Train your Dragon by Cressida Cowell -Narrative</p> 	<p>500 word story competition (Narrative)</p>  <p>How to Train your Dragon by Cressida Cowell Instruction writing and diary entry.</p> <p>Christmas Unit: Who'Ville NF writing</p> 	<p>The Rain Player by David Wisniewski</p>  <p>Balanced argument: Should animals be kept in captivity?</p> 	<p>The Barnabus Project by the Fan Brothers</p>  <p>Come to Mexico! Persuasive holiday brochure.</p>  <p>History detectives: Mayan Civilisation and the Rise and fall of the Maya Civilisation</p> 	<p>The Tin Forest by Helen Ward and Wayne Anderson</p>  <p>The Whale by Murrow, Ethan and Vita (Wordless book)</p> 	<p>Little people big dreams books: David Attenborough and Greta Thunberg</p>  <p>Diary entry- Suffragettes.</p>
<b>Writing outcome/ purpose</b>	Character description of Beowulf (F)	Instructions on how to catch a dragon (NF)	Traditional Mayan Tale – Light Player. (F)	Setting and charcter description	Narrative (F)	Biography on environmentalists: David Attenborough or Greta Thunberg (NF)

	<p>Narrative – retelling of the story (F)</p> <p>Beowulf- Diary entry</p> <p>Narrative –How to Train your Dragon- retelling of the first 2 chapters. (F)</p>	<p>Setting description: Design own island from HTTYD (F)</p> <p>Non-Chronological report.</p> <p>Narrative</p>		<p>3<sup>rd</sup> person Narrative (F)</p> <p>Non-Chronological report on Mayans (NF)</p>	<p>A journalistic account of the incident (NF).</p>	<p>Persuasive Speech on looking after our environment. (NF)</p>
<p><b>Key Objectives</b></p>	<p><b>Character and setting description:</b></p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Alliteration</li> <li>• Personification</li> <li>• Relative clauses</li> </ul> <p><b>Diary Entry:</b></p> <ul style="list-style-type: none"> <li>• Verbs and adverbs to show past tense</li> <li>• Expanded noun phrases</li> <li>• Time adverbials</li> <li>• Emotive language</li> <li>• Prepositions</li> <li>• Conjunctions</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Speech and dialogue</li> <li>• Relative clauses</li> <li>• Apostrophe for possession/contraction</li> <li>• Fronted adverbials</li> <li>• Adjectives</li> <li>• Emotive language</li> <li>• Conjunctions</li> <li>• Similes</li> <li>• Paragraphs</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Chronological order</li> <li>• Organisational devices</li> <li>• Chatty/humorous tone</li> <li>• Closing statement</li> <li>• Conjunctions</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Speech and dialogue</li> <li>• Relative clauses</li> <li>• Apostrophe for possession/contraction</li> <li>• Fronted adverbials</li> <li>• Adjectives</li> <li>• Emotive language</li> <li>• Paragraphs</li> </ul> <p><b>Balanced Argument:</b></p> <ul style="list-style-type: none"> <li>• Formal language</li> <li>• Semi colons (Alan Peat some;others sentences)</li> <li>• Written in third person</li> <li>• Opinions and facts</li> </ul>	<p><b>Persuasive brochure:</b></p> <ul style="list-style-type: none"> <li>• Paragraphs organised into themes</li> <li>• Rhetorical questions</li> <li>• Opinions and facts</li> <li>• Clear audience</li> <li>• Descriptive language:</li> <li>• Similes and metaphors, personification</li> <li>• Alliteration</li> <li>• Exaggeration</li> </ul> <p>Alan Peat sentences</p> <p><b>Non-Chronological Report:</b></p> <ul style="list-style-type: none"> <li>• Adverbs of time, manner and place</li> <li>• Prepositional phrases and Expanded noun phrases</li> <li>• Subordinate Clauses and Relative Clauses</li> </ul>	<p><b>Narrative:</b></p> <ul style="list-style-type: none"> <li>• Speech and dialogue</li> <li>• Relative clauses</li> <li>• Apostrophe for possession/contraction</li> <li>• Fronted adverbials</li> <li>• Adjectives</li> <li>• Emotive language</li> <li>• Paragraphs</li> </ul>	<p><b>Speech:</b></p> <ul style="list-style-type: none"> <li>• Persuasive Language – superlatives, comparatives</li> <li>• Conjunctions</li> <li>• Contractions</li> <li>• Possessive Apostrophes</li> <li>• Hyphens</li> <li>• Adverbs</li> <li>• Synonyms</li> </ul> <p><b>Biography:</b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Variation of Sentence Structure – (Alan Peat)</li> <li>• Adverbs</li> <li>• Tenses – Past, Present, Present Perfect</li> <li>• Organisational Features</li> <li>• Technical Vocabulary</li> <li>• Conjunctions</li> </ul>

				<ul style="list-style-type: none"><li>• Variation in sentence length to support cohesion</li><li>• Use of passive and active voice</li><li>• Correct use of simple past, past progressive and past perfect</li><li>• Fronted adverbials</li><li>• Use of modal verbs</li></ul>		
<b><u>Cross curricular writing opportunities</u></b>	-Viking Speech -Non-Chronological report on Anglo Saxons/ Vikings					

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Vikings and Anglo Saxons		Time Travellers		A Better Tomorrow	
<u>Text</u>	<p>Beowulf by Micheal Morpurgo</p>  <p>500 words competition – Narrative</p> 	<p>War Poetry -Remembrance Day</p>  <p>How to Train your Dragon by Cressida Cowell</p>  <p>Holes by Louis Sachar</p>  <p>Polar express persuasive writing.</p> 	<p>The Rain Player by David Wisniewski</p>  <p>Balanced argument: Should animals be kept in captivity?</p> 	<p>The Barnabus Project by the Fan Brothers</p>  <p>History detectives: Mayan Civilisation and the Rise and fall of the Maya Civilisation</p> 	<p>The Tin Forest by Helen Ward and Wayne Anderson</p>  <p>The Whale by Murrow, Ethan and Vita (Wordless book)</p> 	<p>Little people big dreams books: David Attenborough and Greta Thunberg</p>  <p>Diary entry- Suffragettes.</p>

<p><b>Writing</b> <b>outcome/</b> <b>purpose</b> (F) Fiction (NF) Non-Fiction</p>	<p>Setting descriptions of mead hall and lair (F)  Character description- Beowulf  Narrative – 500 word story competition</p>	<p>Remembrance day poems  How to train your dragon set of instructions  <u>Holes</u>- Non-chronological report on Yellow spotted lizards  Polar express narrative based on film.</p>	<p>Traditional Mayan Tale – Light Player  Balanced argument: should animals be kept in captivity? (NF) Using Anthony Browne 'Zoo' as a stimulus.</p>	<p>Setting and character description  Third person Narrative  Non-Chronological report on Mayans (NF)</p>	<p>Narrative (F)  A journalistic account of the incident (NF).</p>	<p>Biography on environmentalists: David Attenborough or Greta Thunberg (NF) Persuasive Speech on looking after our environment. (NF)</p>
---	---	--	--	---	--	---

<p><b><u>Key Objectives</u></b></p>	<p><b><u>Character and setting description:</u></b></p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Alliteration</li> <li>• Personification</li> <li>• Relative clauses</li> </ul> <p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>• Character/setting description using figurative language</li> <li>• Speech and dialogue</li> <li>• Relative clauses</li> <li>• Apostrophe for possession/contraction</li> <li>• Fronted adverbials</li> <li>• Adjectives</li> <li>• Emotive language</li> <li>• Conjunctions</li> <li>• Paragraphs</li> <li>• Events in chronological order</li> </ul>	<p><b><u>Poetry:</u></b></p> <p><b><u>Instructions:</u></b></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Chronological order</li> <li>• Organisational devices</li> <li>• Chatty/humorous tone</li> <li>• Closing statement</li> <li>• Conjunctions</li> </ul> <p><b><u>Persuasive writing</u></b></p> <ul style="list-style-type: none"> <li>• Paragraphs organised into themes</li> <li>• Rhetorical questions</li> <li>• Opinions and facts</li> <li>• Clear audience</li> <li>• Descriptive language:</li> <li>• Similes and metaphors, personification</li> <li>• Alliteration</li> <li>• Exaggeration</li> <li>• Alan Peat sentences</li> </ul>	<p><b><u>Third person Narrative:</u></b></p> <ul style="list-style-type: none"> <li>• Character/setting description using figurative language</li> <li>• Speech and dialogue</li> <li>• Relative clauses</li> <li>• Apostrophe for possession/contraction</li> <li>• Fronted adverbials</li> <li>• Adjectives</li> <li>• Emotive language</li> <li>• Conjunctions</li> <li>• Paragraphs</li> <li>• Events in chronological order</li> </ul> <p><b><u>Balanced Argument:</u></b></p> <ul style="list-style-type: none"> <li>• Formal language</li> <li>• Semi colons (Alan Peat some; others sentences)</li> <li>• Written in third person</li> <li>• Subordinate clauses</li> <li>• Adverbials of manner and time</li> <li>• Opinions and facts</li> </ul>	<p><b><u>Non-Chronological Report:</u></b></p> <ul style="list-style-type: none"> <li>• Adverbs of time, manner and place</li> <li>• Prepositional phrases and Expanded noun phrases</li> <li>• Subordinate Clauses and Relative Clauses</li> <li>• Variation in sentence length to support cohesion</li> <li>• Use of passive and active voice</li> <li>• Correct use of simple past, past progressive and past perfect</li> <li>• Fronted adverbials</li> <li>• Use of modal verbs</li> </ul>	<p><b><u>Narrative:</u></b></p> <ul style="list-style-type: none"> <li>• Speech and dialogue</li> <li>• Relative clauses</li> <li>• Apostrophe for possession/contraction</li> <li>• Fronted adverbials</li> <li>• Adjectives</li> <li>• Emotive language</li> <li>• Paragraphs</li> </ul>	<p><b><u>Speech:</u></b></p> <ul style="list-style-type: none"> <li>• Persuasive Language – superlatives, comparatives</li> <li>• Conjunctions</li> <li>• Contractions</li> <li>• Possessive Apostrophes</li> <li>• Hyphens</li> <li>• Adverbs</li> <li>• Synonyms</li> </ul> <p><b><u>Biography:</u></b></p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Variation of Sentence Structure – (Alan Peat)</li> <li>• Adverbs</li> <li>• Tenses – Past, Present, Present Perfect</li> <li>• Organisational Features</li> <li>• Technical Vocabulary</li> <li>• Conjunctions</li> </ul>
-------------------------------------	--	---	--	---	--	--

						<b>Diary Entry:</b> <ul style="list-style-type: none"><li>• Verbs and adverbs to show past tense</li><li>• Expanded noun phrases</li><li>• Time adverbials</li><li>• Emotive language</li><li>• Prepositions</li><li>• Conjunctions</li></ul>
<b><u>Cross curricular writing opportunities</u></b>	<ul style="list-style-type: none"><li>- Viking Speech</li><li>- Non-Chronological report on Anglo Saxons/ Vikings</li></ul>					