



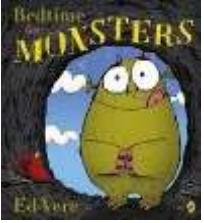



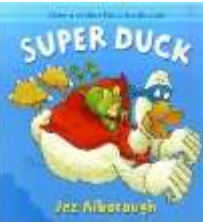

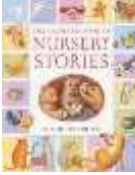



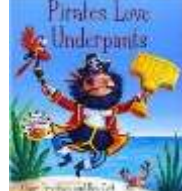

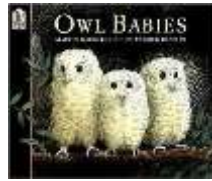
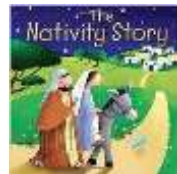


	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Year R	<p><u>So Much</u></p>  <p><u>The Boo Babv</u></p>  <p><u>My First Mother Goose</u></p>  <p>Shows an interest in illustrations, print in books and print around them. Looks at books independently.</p> <p>Handles books carefully. Knows information can be relayed in the form of print. Holds books</p>	<p><u>Non-fiction book on Autumn</u></p>  <p><u>Bedtime for Monsters</u></p> 	<p><u>We're Going on a Bear Hunt</u></p>  <p><u>Hunt</u></p> <p><u>First Facts about Dinosaurs</u></p> 	<p><u>Supertato</u></p>  <p><u>Super Duck</u></p>  <p><u>Superkid</u></p>  <p>Describes main story setting, events and principal characters. Uses vocabulary</p>	<p><u>The Orchard Book of Nursery Stories</u></p>  <p><u>The Very Hungry Caterpillar</u></p>  <p><u>Yucky Worms</u></p>  <p><u>The Growing Story</u></p>  <p>Children write some irregular words.</p>	<p><u>Surprising Sharks</u></p>  <p><u>Pirates Love underpants</u></p>  <p><u>Ten Little pirates</u></p> 

the correct way and turns pages. Enjoys rhyming activities. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words. Phase 2 phonics. Gives meaning to marks they makes as they draw, write and pain.

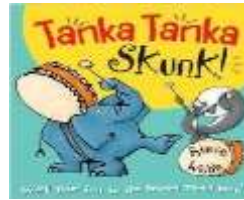


Owl Babies



The Nativity Story

Recognises rhyme in spoken words. Joins in and listens to stories and poems, one to one and in small groups. Beginning to be aware of how



Tank Tanka Skunk

Begins to read words and simple sentences. Writes down name and other things such as labels, captions. Children start to use their phonics knowledge to write words in ways which match their spoken sound. S suggests how stories might end. Listens to stories with increasing recall. Knows that

and forms of speech that are increasingly influenced but their experiences of books..

Enjoys an increasing range of books. Knows that information can be retrieved from books.

Children read an understand simple sentences. Use their phonic knowledge to decode regular words and read them aloud accurately. They also red some common irregular words. Children use their phonic knowledge to write words in ways which match their spoken sounds.

They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children demonstrate understanding when talking with others about what they say and read.



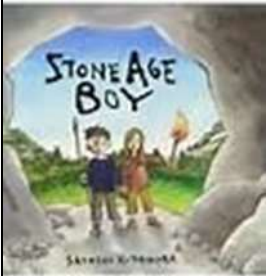

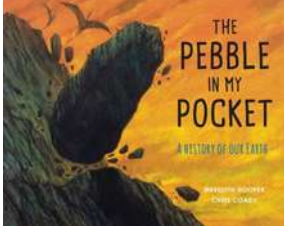
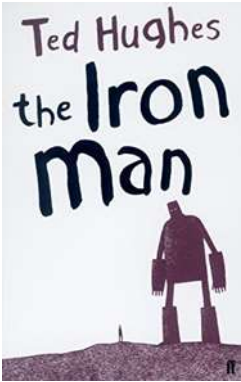

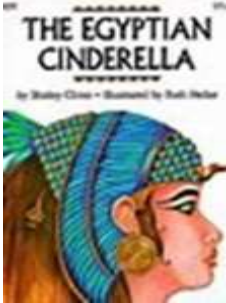
Teatime for Pirates

Children write some irregular words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Children demonstrate

		<p>stories are structured. Hears and says the initial sound in words. Links sounds to letter, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Begins to break the flow of speech into words. Can segment the sounds in simple words and blend them together</p>	<p>print carries meaning, is read from left to right, top to bottom. Attempt to write short sentences in meaningful contexts.</p>			<p>understanding when talking with others about what they say and read.</p>
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<p>Year 1</p>	<p><u>Harry and the bucketful of dinosaurs go to school</u></p>  <p>To read a range of stories of Harry and the bucketful To look at the fiction stories as well as non-fiction books about dinosaurs To sequence together a story To write a character description of a dinosaur To write dinosaur names To use my phonics to sound our words To write my own version of Harry and the bucketful of dinosaurs</p>	<p><u>The Jolly Postman</u></p>  <p>To explore familiar and unfamiliar rhymes and stories To provide an opportunity to perform rhymes and poems To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives. To develop creative responses to the text To write in role To write and publish their own book.</p>	<p><u>Rainbow fish</u></p>  <p>Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; Sequence sentences to form short narratives; Write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; Reread and evaluate writing to check it makes sense and make simple revisions; Read writing aloud with appropriate intonation to make the meaning clear; Use new and familiar punctuation correctly; Use sentences in different forms; Expand noun phrases to describe and specify; Use past and present tense correctly and consistently; Use simple conjunctions to link subordinate and coordinating clauses.</p>	<p><u>Jack and the Beanstalk</u></p>  <p>Draft and write by composing and rehearsing sentences orally Sequence sentences to form short narratives In narrative create settings, characters and plot Write for different purposes including fictional narratives and information Reread writing to check it makes sense and make simple revisions Discuss and evaluate what they have written</p>	<p><u>Georges marvellous medicine</u></p>  <p>'Tell Me' responses Role on the Wall Character descriptions of George and Grandma Interview questions Script for news report including interview Front page newspaper article Writing in role (diary entries, postcards, letters and invitations) Information Poster Recipes Instruction writing</p>
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		Traditional tales and stories	In narrative create settings, characters and plot; Write for different purposes including about fictional personal experiences and fictional narratives; . Exploring rhyming words.	with the teacher or other pupils Read aloud what they have written with appropriate intonation to make the meaning clear		
Year 2	<p>Zog</p>  <p>Non-Fiction - Recount Prediction Narrative - Character Description Narrative - Setting Description</p>	<p>How to catch a dragon</p>  <p>Narrative - Role Play Non-Fiction - Recount of a Trip Narrative - Adventure Story Writing Narrative - Letter - Informal</p>	<p>Goldilocks and the Three Bears</p>  <p>Non-Fiction - Recount of the holiday Narrative – Fairy Tales - Retelling a story Narrative - Fairy Tales - Alternative story writing Narrative –Letter – Informal</p>	<p>Charlie and the Chocolate factory</p>  <p>Narrative - Setting Description Non- Fiction - Discussion Text Non-Fiction – Persuasive Text - Book review Non-Fiction – Book review</p>	<p>Beegu</p>  <p>Non-Fiction - Instructions Non-Fiction - Non-Chronological Report SATs Revision Non-Fiction – Persuasive Text</p>	<p>John Lewis Advert The Man on the Moon</p>  <p>Non-Fiction – Persuasive Text Non-Fiction - Non-Chronological Report Poetry Poetry</p>

Year 3	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	 <p>Poetry Character Description Persuasive Poster Letter Writing Narrative – Short Story Narrative – Story Writing</p>	 <p>Balanced Argument Narrative – Own story writing Character description/Diary Setting Description Narrative – Retell Narrative – Retell</p>	 <p>Writing in role Information text Sequencing of events Formal letter Descriptive writing Research</p>	 <p>Monologue Writing in role Narrative</p>	 <p>Character Description Newspaper Report Diary Entry Letter Writing Information Leaflet Narrative - Retell</p>	 <p>Poetry Newspaper Report Non - Chronological Leaflet Play Script Explanation Text Narrative - Retell</p>

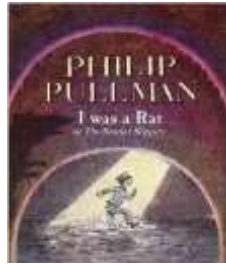
Year
4

Why the
Whales Came.



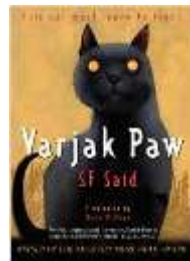
Read and Respond
Leaflet
Diary Writing
Adventure Stories
Non-chronological
Report

I was a Rat



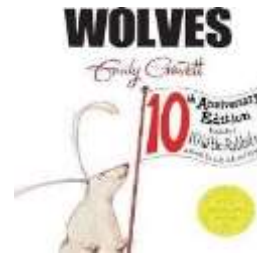
Poetry
Character
Descriptions
Narrative
Newspaper reports
Play scripts
Letters

Varjak Paw



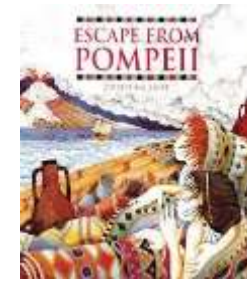
Power of Reading
Diary Writing
Informal letter
Adverts
Story writing
Non-chronological report

Wolves



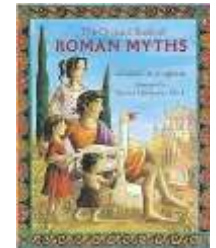
Power of Reading
Junk mail- menus/menus
Orally retelling a story
Drama retelling
Alternate endings
Poetry
Information leaflet
Non - Chronological
reports
Art- descriptions
letters

Escape From
Pompeii

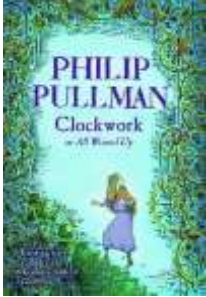


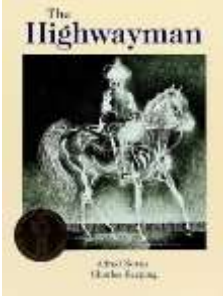
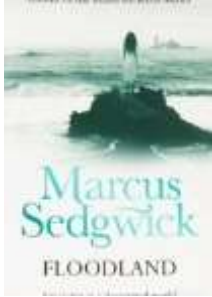
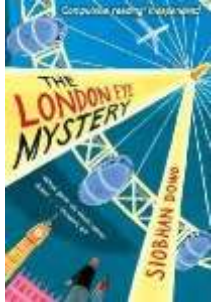


Instructional writing
Poetry
Descriptive writing
Recounts
Narrative

Roman Myths

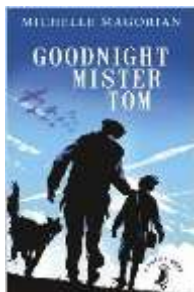


Roman Myths Romulus
and Remus
Character and settings
Newspaper reports
Wanted Posters
Fact files
Formal letters

<p>Year 5</p>	<p><u>Clockwork</u></p>  <ul style="list-style-type: none"> - Descriptive writing - Making predictions - Inference - Writing in role and first person to retell events - Character analysis - Diary entries - Extended writing of chapter 	<p><u>Viking Boy</u></p>  <ul style="list-style-type: none"> -Developing vocabulary -Drama, role-play & story-telling -Letter writing -Character analysis -Describing settings -Making predictions -Debate -Writing in role to retell a series of events 	<p><u>Shackleton's Journey</u></p>  <ul style="list-style-type: none"> -Explore dilemmas and empathise with characters -Authors' use of language, including figurative language -Retrieve, record and present information from non-fiction -Selecting the appropriate form for audience and purpose of writing 	<p><u>The Highwayman</u></p>  <ul style="list-style-type: none"> -Using dramatic language for effect -Compare themes in poetry and prose -Considering events and characters' actions -Writing from different viewpoints -Collating and presenting information gathered 	<p><u>Floodland</u></p>  <ul style="list-style-type: none"> -Describe settings, characters and atmosphere, integrate dialogue to convey character and advance action -Use a range of devices to build cohesion within and across paragraphs -Consider and evaluate different viewpoints, attending to the contributions of others 	<p><u>The London Eye Mystery</u></p>  <ul style="list-style-type: none"> -Engaging with a text; responding, predicting, making suggestions & solving the mystery -Talk for writing & writing conversations -Persuasive writing -Recounts (diary entries) -Character study - Poetry -Choosing writing form to suit the audience
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Year
6

Goodnight Mr Tom



Writing associated with topic study:

Letter in role as William Beech to his mother after evacuation.
Setting Description of the Blitz compared to Little Weirwold.
News report of the Blitz using features of a newspaper and independent research.
Writing associated with topic study
Motivational writing in the style of Winston Churchill.
Focus on emotive language.
Biography of a famous person from WW2 - children to research and present their information. Poetry based on Flanders Fields poem. Children to base their own on their knowledge of WW2. Playscript of Chapter 7 of GNMT. Blackberry picking.

Holes



.Writing associated with topic study:

Fact file of the Yellow Spotted Lizard.
Postcard from Stanley to his parents - informal language.
Quest story over a two-week period. Children to plan, edit and write.

Theseus and the Minotaur



Writing associated with topic study:

Identifying features of myths and legends and writing their own.
Writing in role as Theseus or the Minotaur.
Comparison of the two main characters.

Hercules



Writing associated with topic study

Newspaper report based on the attack of the Hydra. Formal language.
Persuasive Writing based on Ancient Greece.
Extended narrative writing retelling the fight scene between Hercules and Hydra.

Indian in the cupboard



To write a new chapter for an existing novel using integrated dialogue to advance the action. Character description of the Indian and a comparison with the cowboy.
Playscript based on the dialogue between the two characters.