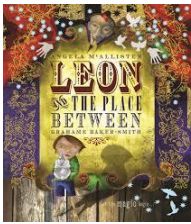

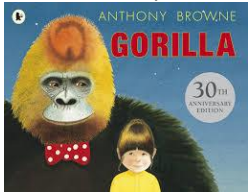
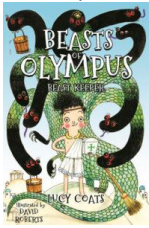
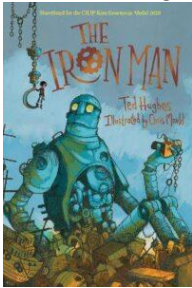


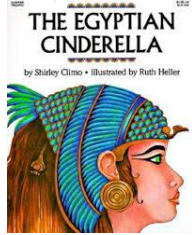
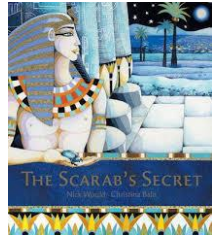



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Great Fire of London		Sensational Stockport		Going on Safari	
<b><u>Text</u></b>	<p>Goldilocks and the Three Bears</p>  <p>500-word challenge (opens 23.9.25- closes 7.11.25)</p> 	<p>Toby and the Great Fire of London</p>  <p>The Great Fire of London Emma Adams and James Weston Lewis.</p> 	<p>Supertato, Sue Hendra and Paul Linnet</p>  <p>Jack and the Beanstalk</p> 	<p>The Secret Sky Garden, Linda Sarah and Fiona Lumbers</p>  <p>Stanley's Stick</p> 	<p>Wangari's Trees of Peace – Jeanette Winter</p>  <p>Meerkat Mail -Emily Gravett</p> 	<p>One Day on our blue Planet, Ella Bailey</p>  <p>The Lion Inside- Rachel Bright and Jim Field</p> 
<b><u>Writing outcome/ purpose</u></b> (F) Fiction (NF) Non-Fiction	<p>Re-tell the Narrative (F)</p> <p>BBC's 500-word story competition – narrative writing</p>	<p>Narrative recount of the Great Fire of London</p> <p>Great Fire of London information text</p>	<p>Narrative writing Adventure Story, character description (F)</p> <p>Jack and the Beanstalk recount</p>	<p>Setting Description (F)</p> <p>Narrative</p>	<p>Re-tell own version of the narrative (F)</p> <p>Letter</p>	<p>Information Text - Fact File (NF)</p> <p>Narrative - Write the next part of the story. (F)</p>
<b><u>Key Objectives</u></b>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>• Use capital letters, finger spaces and full stops.</li> <li>• Adjectives to describe characters</li> <li>• Sentence openers</li> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>• Use capital letters, finger spaces and full stops.</li> <li>• Conjunctions - and</li> <li>• Adjectives</li> <li>• Sentence openers</li> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces.</li> <li>• Adjectives</li> <li>• Conjunctions - and</li> <li>• !</li> </ul>	<p><u>Setting Description</u></p> <ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Capital Letters, Full Stops, ?!</li> <li>• Sentence Structure</li> <li>• Conjunction - and</li> </ul>	<p><u>Letter</u></p> <ul style="list-style-type: none"> <li>• Senders address</li> <li>• Date</li> <li>• Greeting</li> <li>• Introduction</li> <li>• Conclusion</li> </ul>	<p><u>Non-Chronological Report</u></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, ?!</li> <li>• Use capital letters for names, places</li> <li>• Present tense</li> </ul>

		<u>Information text:</u> <ul style="list-style-type: none"> <li>• A title</li> <li>• Introduction</li> <li>• Facts based on a particular topic</li> <li>• Information ordered into sections</li> <li>• ?</li> </ul>	<u>Recount</u> <ul style="list-style-type: none"> <li>• Capital letters, full stops, ! ?</li> <li>• Past Tense</li> <li>• First Person</li> <li>• Sequencing -First, next etc.</li> <li>• Emotions/Feelings</li> </ul>	<u>Recount</u> <ul style="list-style-type: none"> <li>• Past Tense</li> <li>• First Person</li> <li>• Sequencing</li> <li>• Emotions/Feelings</li> <li>• Capital Letters, Full Stops, Sentence Structure</li> <li>• Conjunction - and</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Question and exclamation statements</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces.</li> <li>• Use capital I for names, places and pronouns</li> <li>• Sentence openers</li> <li>• Conjunction - and</li> </ul>	<ul style="list-style-type: none"> <li>• Text structure – grouping ideas in sections</li> <li>• Title/subtitle</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>• Capital letters, full stops, ?!</li> <li>• Use capital I for names, places and</li> <li>• Conjunction -and</li> <li>• Adjectives</li> </ul>
<u>Cross curricular writing opportunities</u>	The Great Fire of London.					Write a recount of a trip to Reddish Vale

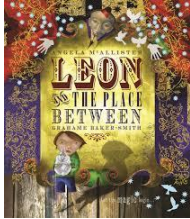

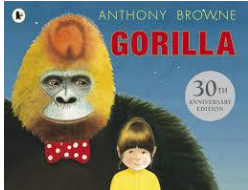
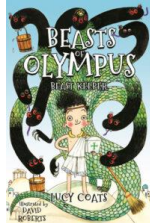
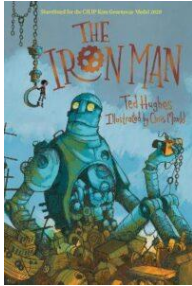


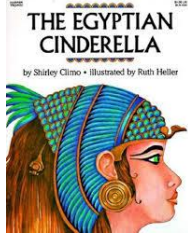
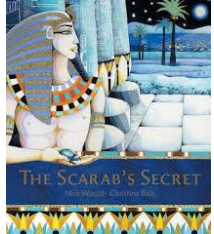

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Dungeons and Dragons		The Secret Garden		Going on Safari	
<b><u>Text</u></b>	<p>Goldilocks and the Three Bears</p>  <p>500-word challenge (opens 23.9.25- closes 7.11.25)</p> 	<p>Toby and the Great Fire of London</p>  <p>The Great Fire of London Information text</p> 	<p>Supertato, Sue Hendra and Paul Linnet</p>  <p>Jack and the Beanstalk</p> 	<p>The Secret Sky Garden, Linda Sarah and Fiona Lumbers</p>  <p>Stanley's Stick</p> 	<p>Wangari's Trees of Peace – Jeanette Winter</p>  <p>Meerkat Mail -Emily Gravett</p> 	<p>One Day on our blue Planet, Ella Bailey</p>  <p>The Lion Inside- Rachel Bright and Jim Field</p> 
<b><u>Writing outcome/ purpose</u></b> (F) Fiction (NF) Non-Fiction	<p>Re-tell the Narrative (F)</p> <p>BBC's 500-word story competition – narrative writing</p>	<p>Narrative recount of the Great Fire of London</p> <p>Great Fire of London information text</p>	<p>Narrative writing Adventure Story (F)</p> <p>Jack and the Beanstalk recount</p>	<p>The Secret Sky garden: Setting Description (F) and poem</p> <p>Narrative</p>	<p>Re-tell own version of the narrative (F)</p> <p>Letter – Persuasive</p>	<p>Information Text - Fact File (NF)</p> <p>Narrative - Write the next part of the story. (F)</p>
<b><u>Key Objectives</u></b>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Use capital letters, finger spaces and full stops.</li> <li>Conjunctions</li> <li>Adjectives to describe characters and settings.</li> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Use capital letters, finger spaces and full stops, ?</li> <li>Conjunctions – coordinating and subordinating.</li> <li>Adjectives (noun Phrases)</li> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Capital letters, full stops and finger spaces. !</li> <li>Adjectives (Noun Phrases)</li> <li>Conjunctions (no need to name them)</li> </ul>	<p><u>Poetry:</u></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> </ul>	<p><u>Narrative</u></p> <ul style="list-style-type: none"> <li>Capital letters, full stops and finger spaces., ?!</li> <li>Commas in lists.</li> </ul>	<p><u>Non-Chronological Report</u></p> <ul style="list-style-type: none"> <li>Capital letters, full stops and finger spaces.</li> <li>Apostrophe for possession</li> <li>Use capital I for names, places and pronouns</li> </ul>

	<ul style="list-style-type: none"> <li>• Sentence openers</li> <li>• Time openers</li> <li>• Story written in sequence</li> </ul>	<ul style="list-style-type: none"> <li>• Sentence openers</li> <li>• Expanded noun phrases</li> <li>• Exclamation sentences</li> <li>•</li> </ul>	<p><u>Recount</u></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, ! ?</li> <li>• Statements, questions, exclamations, commands.</li> <li>• Past Tense</li> <li>• First Person</li> <li>• Sequencing -First, next etc.</li> <li>• Emotions/Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Use suffixes 'er' and 'est' added to adjectives to form comparatives and superlatives.</li> </ul> <p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops and finger spaces.</li> <li>• Adjectives</li> <li>• Conjunctions</li> <li>• Pronouns</li> <li>• Prepositions</li> <li>• Expanded noun phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use capital I for names, places and pronouns</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Subordinating and coordinating conjunctions</li> </ul> <p><u>Letter:</u></p> <ul style="list-style-type: none"> <li>• Senders address /Structure of a letter</li> <li>• Date</li> <li>• Greeting</li> <li>• Introduction</li> <li>• Conclusion</li> <li>• Question and exclamation statements</li> <li>• Apostrophes for contraction.</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas to separate items in a list</li> <li>• Past tense verbs</li> <li>• Time conjunctions</li> <li>• Adding 'er' and 'est' to show comparisons in adjectives.</li> <li>• Use of technical vocabulary</li> </ul>
<b><u>Cross curricular writing opportunities</u></b>	Recount on the Great Fire of London					Write a recount of trip to Reddish Vale.

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Eureka!		Globe Trotters		Tomb Raiders	
<b><u>Text</u></b>	<p>Leon and the Place between, Grahame Baker-Smith</p>  <p>Non-Chronological report on Greek Mythological creatures</p> 	<p>Gorilla, Anthony Browne</p>  <p>Beasts of Olympus - Beast Keeper</p> 	<p>Iron Man- Tim Hughes</p>  <p>Persuasive text- Visit Barcelona!</p> 	<p>Great Adventures, Alastair Humphreys</p> 	<p>The Egyptian Cinderella, Shirley Climo</p> 	<p>The Scarabs Secret, Nick Would and Christina Balit</p>  <p>News Report on Howard Carter's findings of King Tutankhamun's tomb</p> 
<b><u>Writing outcome/ purpose</u></b> (F) Fiction (NF) Non-Fiction	<p>Non-Chronological report (NF)</p> <p>Third person Narrative (F)</p>	<p>Gorilla- narrative writing (F)</p> <p>Beast keeper instruction writing (NF)</p>	<p>Narrative (F)</p> <p>Persuasive leaflet (NF)</p> <p>(Units from Spring 1 and 2 will overlap due to 5 week and 4 week term)</p>	<p>Non-Chronological report (NF)</p>	<p>Narrative (F)</p> <p>Diary Entry (NF)</p>	<p>Stories from other cultures (NF)</p> <p>News Report (NF)</p>
<b><u>Key Objectives:</u></b>	<p><u>First person recount:</u></p> <ul style="list-style-type: none"> <li>Capital letters, full stops</li> <li>Expanded noun phrases</li> <li>Propositional phrases</li> <li>Adjectives</li> <li>Adverbs of place</li> <li>Apostrophes to mark singular possession</li> <li>Conjunctions</li> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Similes</li> <li>Sentence openers</li> <li>Adverbs</li> <li>Adverbial phrases</li> <li>Onomatopoeia</li> <li>2a and 4a sentences</li> <li>Past progressive tense</li> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Conjunctions</li> <li>Adverbs of time</li> <li>Prepositions</li> <li>Similes and metaphors</li> <li>Apostrophes</li> <li>Inverted commas to punctuate speech</li> </ul>	<p><u>Non-Chronological Report:</u></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> </ul>	<p><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Doubt and suspense built through vocabulary choices.</li> <li>Who, what, where, why is established</li> </ul>	<p><u>Narrative:</u></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><u>Non-Chronological Report:</u></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><u>Instructions</u></p> <ul style="list-style-type: none"> <li>Nouns and pronouns</li> <li>Adverbs</li> <li>Chronological order</li> <li>Organisational features: headings, subheadings, list of equipment</li> <li>Imperative verbs</li> </ul>	<p><u>Persuasive leaflet:</u></p> <ul style="list-style-type: none"> <li>Rhetorical questions</li> <li>List of three</li> <li>Emotive language</li> <li>Past tense</li> <li>Technical vocabulary</li> <li>Alliteration</li> </ul>	<ul style="list-style-type: none"> <li>Correct use of simple past, past progressive and past perfect</li> <li>Fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Adverbs of time, manner and place</li> <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><u>Diary Entry:</u></p> <ul style="list-style-type: none"> <li>First person</li> <li>Personal pronouns</li> <li>Thoughts and feelings</li> <li>Expanded noun phrases</li> <li>Subordinate Clauses</li> <li>Adverbs of time, manner and place</li> <li>Conjunctions</li> <li>Apostrophes for contractions (informal language)</li> </ul>	<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><u>News report:</u></p> <ul style="list-style-type: none"> <li>News report features: heading, subheading, captions</li> <li>Reported and direct speech</li> <li>Past tense</li> <li>Third person</li> <li>Subordinate clauses</li> </ul>
<p><b><u>Cross curricular writing opportunities</u></b></p>	<p>Non -Chronological report based on Ancient Greek Olympics</p> <p>Write a letter from an Ancient Greek slave</p>		<p>Write a persuasive Travel brochure on visiting Barcelona</p>		<p>Write a Biography based on King Tutankhamun. (Text: The Story of Tutankhamun Patricia Cleveland-Peck &amp; Isabel Greenberg)</p>	



Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Eureka!		Globe Trotters		Tomb Raiders	
<b><u>Text</u></b>	<p>Leon and the Place between, Grahame Baker-Smith</p>  <p>Non-Chronological report on Greek Mythological creatures</p> 	<p>Gorilla, Anthony Browne</p>  <p>Beasts of Olympus - Beast Keeper</p> 	<p>Iron Man- Tim Hughes</p>  <p>Persuasive text- Visit Barcelona!</p>  <p>(Units from Spring 1 and 2 will overlap due to 5 week and 4 week term)</p>	<p>Great Adventures, Alastair Humphreys</p> 	<p>The Egyptian Cinderella, Shirley Climo</p> 	<p>The Scarabs Secret, Nick Would and Christina Balit</p>  <p>News Report on Howard Carter's findings of King Tutankhamun's tomb</p> 
<b><u>Writing outcome/ purpose</u></b> (F) Fiction (NF) Non-Fiction	<p>Third person Narrative (F)</p> <p>Non-Chronological Report (NF)</p>	<p>Gorilla- narrative writing (F)</p> <p>Beast keeper instruction writing (NF)</p>	<p>Narrative (F)</p> <p>Persuasive leaflet (NF)</p>	<p>Non-Chronological report (NF)</p>	<p>Narrative (F)</p> <p>Diary Entry (NF)</p>	<p>Stories from other cultures (NF)</p> <p>News Report (NF)</p>
<b><u>Key Objectives:</u></b>	<p><u>Narrative:</u></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><u>Narrative:</u></p> <ul style="list-style-type: none"> <li>Similes and metaphors</li> <li>Sentence openers</li> <li>Adverbs</li> <li>Adverbial phrases</li> <li>Onomatopoeia</li> <li>2a and 4a sentences</li> <li>Past progressive tense</li> </ul> <p><u>Instructions</u></p> <ul style="list-style-type: none"> <li>Perfect present tense</li> </ul>	<p><u>Narrative:</u></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><u>Non-Chronological report:</u></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><u>Diary Entry:</u></p> <ul style="list-style-type: none"> <li>First person</li> <li>Personal pronouns</li> <li>Thoughts and feelings</li> <li>Expanded noun phrases</li> <li>Subordinate Clauses</li> </ul>	<p><u>Narrative:</u></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>

	<ul style="list-style-type: none"> <li>• Apostrophes to mark singular and plural possession</li> <li>• Wider range of conjunctions</li> </ul> <p><u>Non-Chronological Report:</u></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>	<ul style="list-style-type: none"> <li>• Nouns and pronouns</li> <li>• Adverbs</li> <li>• Chronological order</li> <li>• Organisational features: headings, subheadings, list of equipment</li> <li>• Imperative verbs</li> </ul>	<ul style="list-style-type: none"> <li>• Inverted commas to punctuate speech.</li> </ul> <p><u>Persuasive leaflet:</u></p> <ul style="list-style-type: none"> <li>• Rhetorical questions</li> <li>• List of three</li> <li>• Emotive language</li> <li>• Past tense</li> <li>• Technical vocabulary</li> <li>• Alliteration</li> <li>• Exaggeration</li> </ul>	<p>progressive and past perfect</p> <ul style="list-style-type: none"> <li>• Fronted adverbials</li> <li>• First and third person</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs of time, manner and place</li> <li>• Conjunctions</li> <li>• Apostrophes for contractions (informal language)</li> </ul>	<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><u>News report:</u></p> <ul style="list-style-type: none"> <li>• News report Features: heading, subheading, captions</li> <li>• Reported and direct speech</li> <li>• Past tense</li> <li>• Third person</li> <li>• Subordinate clauses</li> </ul>
<b><u>Cross curricular writing opportunities</u></b>	<p>Non -Chronological report based on Ancient Greek Olympics</p> <p>Write a letter from an Ancient Greek slave</p>		Write a persuasive Travel brochure on visiting Barcelona		Write a Biography based on King Tutankhamun. (Text: The Story of Tutankhamun Patricia Cleveland-Peck & Isabel Greenberg)	



Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Behind Enemy Lines		What a Wonderful World!		Raiders or Traders	
<b><u>Text</u></b>  Letters from the Lighthouse, Emma Carroll   Cloud Soup, Kate Wakeling (National Poetry Day- 2.10.25) 	Letters from the Lighthouse, Emma Carroll   Cloud Soup, Kate Wakeling (National Poetry Day- 2.10.25) 	Literacy Shed- Film – Beyond the lines   Instruction writing – How the Grinch Stole Christmas 	(Malamander, Thomas Taylor)   2025-26 Freedom Bird Jerdine Nolen   Queen of the Falls- Chris Van Allsburg 	The Man who Walked Between the Towers   Fantastic Beasts – JK Rowling 	Escape from Pompeii, Christina Balit   Non- Chronological Report on The Romans 	Stitch Head, Guy Bass 
<b><u>Writing outcome/ purpose</u></b> (F) Fiction (NF) Non-Fiction	Letters (home to mother from Olive) (NF)  Poetry  Letters from the Lighthouse- Setting description. (F)	Beyond the Lines – Narrative (F)  How the Grinch stole Christmas Instructions (NF)	Malamander/Freedom Bird (2025-26)- First person narrative (F)  Malamander/Queen of the Falls(2025-26)- News report (NF)	Narrative – retelling of the story  Beasts descriptions in the style of JK Rowling (NF)	Narrative (F)  Non-Chronological Report (NF)	Narrative (F)  Diary Entry (NF)
<b><u>Key Objectives</u></b>	<b><u>Letter:</u></b> <ul style="list-style-type: none"> <li>Fronted adverbials</li> <li>Relative clause</li> </ul>	<b><u>Beyond the Lines - Narrative:</u></b> <ul style="list-style-type: none"> <li>Speech and dialogue</li> </ul>	<b><u>Narrative</u></b>	<b><u>Explanation Text:</u></b> <ul style="list-style-type: none"> <li>Organisational features:</li> </ul>	<b><u>Narrative:</u></b> <ul style="list-style-type: none"> <li>Speech and dialogue</li> </ul>	<b><u>Narrative</u></b> <ul style="list-style-type: none"> <li>Setting and character</li> </ul>

	<ul style="list-style-type: none"><li>Expanded noun phrases</li><li>Parenthesis</li><li>Colon</li></ul>	<ul style="list-style-type: none"><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>	<ul style="list-style-type: none"><li>Setting and character described 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>Paragraphs</li><li>Parenthesis</li></ul>	<p>Subheading, titles, paragraphs</p> <ul style="list-style-type: none"><li>Conjunctions</li><li>Events in chronological order</li><li>Illustrations, diagrams, charts.</li><li>Brackets, dashes and colons</li></ul>	<ul style="list-style-type: none"><li>Interesting problem</li><li>Prepositional phrases</li><li>Expanded noun phrases</li><li>Subordinate Clauses/Relative Clauses</li><li>Paragraphs to organise ideas.</li></ul>	<p>described using figurative language</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><li>Parenthesis</li></ul>
	<p><u>Poetry:</u></p> <ul style="list-style-type: none"><li>Adjectives</li><li>Colon for a list</li><li>Apostrophe for possession/contraction</li><li>Parenthesis</li><li>Onomatopoeia</li><li>Humorous language</li></ul> <p><u>Setting Description:</u></p> <ul style="list-style-type: none"><li>Expanded noun phrases</li><li>Similes</li><li>Metaphors</li><li>Personification</li><li>Adjectives and adverbs</li><li>Descriptions using the 5 senses</li></ul>	<p><u>Instructions:</u></p> <ul style="list-style-type: none"><li>Organisational features: subheadings, titles, list of equipment</li><li>Headings and subheadings</li><li>Chronological order</li><li>Adverbs of time</li><li>Imperative verbs</li><li>Parenthesis</li><li>Opening and closing statement</li><li>Diagrams with labels</li><li>Technical vocabulary</li></ul>	<p><u>News Report:</u></p> <ul style="list-style-type: none"><li>Time adverbials</li><li>Headings and subheadings</li><li>Facts and opinions</li><li>Formal language</li><li>Direct quotes</li><li>Hyphens</li></ul>	<p><u>Non-Chronological Report:</u></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>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><u>Diary Entry:</u></p> <ul style="list-style-type: none"><li>Written in first person</li><li>Written using informal language</li><li>Past tense for main events</li><li>Time conjunctions</li><li>Time adverbials</li><li>Brackets for parenthesis</li></ul>	
<p><u>Cross curricular writing opportunities</u></p>	Biography- significant person during WW2	Carrot cookies -recipe	North America – non -chronological report. (Geography)	Rivers and coasts non- Chronological report.	Biography on Nero	Roman Speech

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Behind Enemy Lines		What a Wonderful World!		Raiders or Traders	
<p><b><u>Text</u></b></p>	<p>When the Sky Falls, Phil Earle</p>  <p>Refugee poetry – ‘Back to front poem’ (National Poetry Day- 2.10.25)</p>	<p>When the Sky Falls- Formal Letter of complaint</p>  <p>Literacy Shed + Film – Beyond the lines</p>  <p>Instruction writing – How the Grinch Stole Christmas</p> 	<p>Holes, Louis Sachar</p> 	<p>The Man who Walked Between the Towers</p>  <p>Fantastic Beasts and where to find them</p> 	<p>Escape from Pompeii, Christina Balit</p>  <p>Non- Chronological Report on The Romans</p> 	<p>Alma – Literacy Shed Video</p> 
<p><b><u>Writing outcome/ purpose</u></b></p> <p>(F) Fiction (NF) Non-Fiction</p>	<p>Setting Description of London City during war (F)</p> <p>Diary Entry (from Joseph) (NF)</p> <p>Poem- Refugee</p>	<p>Formal letter (NF)</p> <p>Narrative writing (F)</p> <p>Instructions (NF)</p>	<p>Letter home to mother and diary entry of the truth on opposite page) (NF)</p> <p>Holes- Persuasive holiday brochure based on Camp Green Lake. (NF)</p>	<p>Third person Narrative (F)</p> <p>Descriptive writing (of own beast) (NF)</p>	<p>Flashback story from Tranio/Livia's view point (F)</p>	<p>Narrative (F)</p>

Key Objectives	Setting description:	Narrative Recount:	Letter:	Narrative:	Flash back story:	Narrative:
	<ul style="list-style-type: none"> <li>• 5 senses to describe</li> <li>• Personification</li> <li>• The more the more sentences</li> <li>• Expanded noun phrases</li> <li>• Similes and metaphors</li> <li>• Parenthesis</li> <li>• Hyphens</li> </ul>	<div> <div> <ul style="list-style-type: none"> <li>• Short simple sentences for dramatic effect</li> <li>• Character thoughts and feelings</li> <li>• Personification</li> <li>• Onomatopoeia</li> <li>• Commas for list</li> </ul> </div> <div> <u>Formal Letter:</u> <ul style="list-style-type: none"> <li>• Formal language</li> <li>• Rhetorical questions</li> <li>• Parenthesis</li> <li>• Commas, dashes and brackets</li> <li>• Emotive language</li> <li>• Relative clauses and relative pronouns</li> <li>• Ideas organised into paragraphs</li> </ul> </div> </div>	<ul style="list-style-type: none"> <li>• First person</li> <li>• Thoughts and feelings</li> <li>• Relative clauses</li> <li>• Paragraphs organised around a theme.</li> <li>• Informal vocabulary</li> <li>• Relative clauses and relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Events in chronological order</li> <li>• Setting and character described 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>• Paragraphs</li> <li>• Parenthesis</li> </ul>	<ul style="list-style-type: none"> <li>• First and third person</li> <li>• Past and present tense</li> <li>• Figurative language</li> <li>• Inverted commas to punctuate speech</li> <li>• Adverbials</li> </ul>	<ul style="list-style-type: none"> <li>• Setting and character described 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>• Paragraphs</li> <li>• Parenthesis</li> </ul> <div> <u>Explanation text:</u> <ul style="list-style-type: none"> <li>• Paragraphs to show events in chronological order</li> <li>• Formal and factual language</li> <li>• Present tense</li> </ul> </div>

	<u>Poem:</u> <ul style="list-style-type: none"> <li>• Back to front poem</li> <li>• Emotive language</li> <li>• Modal verbs</li> <li>• Descriptive language</li> <li>• Repetition</li> </ul>	<u>Instructions:</u> <ul style="list-style-type: none"> <li>• Organisational features: subheadings, titles, list of equipment</li> <li>• Headings and subheadings</li> <li>• Chronological order</li> <li>• Adverbs of time</li> <li>• Imperative verbs</li> <li>• Parenthesis</li> <li>• Opening and closing statement</li> <li>• Diagrams with labels</li> <li>• Technical vocabulary</li> </ul>	<u>Persuasive holiday brochure:</u> <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>			<ul style="list-style-type: none"> <li>• Third person</li> <li>• Passive voice</li> <li>• Diagrams and illustrations</li> <li>• Technical vocabulary</li> </ul>
<u>Cross curricular writing opportunities</u>	<p>Biography for a significant person during WW2</p> <p>Non-Chronological report (form of a leaflet) on Anderson Shelters</p>	Carrot cookies -recipe	North America – non -chronological report. (Geography)	Explanation text on Geography topic (Coasts, rivers and mountains)	Nero biographies	Diary entry- day in the life of a Roman