

Genre, writing skills and book spine progression

- Core text is to be studied to inspire writing
- Class readers may be core text if they are a novel. If they are a picture book (Y2 +) then a novel should be chosen as a class reader. Suggestions are indicated in other texts.
- Other texts could be used for Guided Reading, as part of Learning Quest or simply to read for pleasure
- (I) Means that this is an inclusive text and includes references to other cultures/ disabilities / difference
- Texts have been chosen with the context of the school in mind in terms of location and developing PRAISE values

Year Group	Term	Learning Quest	Genre	Features	Expectation	Writing Skills
YEAR 1	1	Once Upon A Time... Core Texts: Oral storytelling of traditional tales e.g. Little Red Riding Hood, Three Little Pigs, Goldilocks and the Three Bears	Narrative – familiar stories <i>Retelling a traditional tale.</i>	<ul style="list-style-type: none"> • Opening, build up, problem, resolution, ending • Descriptive language • Creates suspense • Creates atmosphere (makes the reader feel something) 	<i>Sequenced simple sentences. Some use of conjunctions.</i>	<ul style="list-style-type: none"> • Write sentences that are sequenced to form a short narrative • Full stops and capital letters • Spelling <u>some</u> words correctly and making phonically-plausible attempts at others • Spell some common exception words • Form lower-case letters • Use spacing between words • <i>WTS – establishing e.g. GPC correspondence</i>
		Little Red and the Big Hungry Lion – Alex T Smith (I) Other Texts: Mixed Up FairyTales by Hilary Robinson and Nick Sharratt Variety of traditional tales	Recount – letter <i>Letter from a character about their experiences in the story</i>	<ul style="list-style-type: none"> • First person • Past tense • Chronological order • Shows personality 	<i>Sequenced simple sentences. Some use of conjunctions.</i>	<ul style="list-style-type: none"> • Full stops and capital letters including personal pronoun I • Spelling <u>some</u> words correctly and making phonically-plausible attempts at others • Spell some common exception words • Form lower-case letters • Use spacing between words • <i>GD – question marks</i> • <i>WTS – establishing e.g. GPC correspondence</i>
	2	Go Jettters Explore Core Text: Blown Away by Rob Biddulf Other Texts: Lost and Found by Oliver Jeffers Wonders of our World by Carron Brown	Instructions <i>How to make a map holder /kite</i>	<ul style="list-style-type: none"> • Headings and subheadings • List of what you need using bullet points • Imperative verbs • Chronological order 	<i>Multiple simple sentences under subheadings. Some use of conjunctions and adverbials of time.</i>	<ul style="list-style-type: none"> • Full stops and capital letters including personal pronoun I • Spelling <u>some</u> words correctly and making phonically-plausible attempts at others • Spell some common exception words • Form lower-case letters • Use spacing between words • <i>WTS – establishing e.g. GPC correspondence</i> • <i>GD – question marks and exclamation marks</i> • <i>GD – co-ordination</i>
		Let's Celebrate!: Festival Poems from Around the World by Debjani Chatterjee, Brian D'Arcy, Shirin Adl (I)	Poetry <i>Poems inspired by different countries or features e.g. the Himalayan Mountains</i>	Depends on type of poem	Depends on type of poem	<ul style="list-style-type: none"> • Spelling <u>some</u> words correctly and making phonically-plausible attempts at others • Spell some common exception words • Form lower-case letters • Use spacing between words • <i>WTS – establishing e.g. GPC correspondence</i> • <i>GD – ing</i>
	3	Being a child – how has life changed? Core Text: Major Glad, Major Dizzy by Jan Oke Other Texts: Great Women Who Changed the World by Kate Pankhurst (I)	Narrative – traditional tales <i>Retelling a traditional tale – link with Grandparents and stories they have been told?</i>	<ul style="list-style-type: none"> • Opening, build up, problem, resolution, ending • Descriptive language • Creates suspense • Creates atmosphere (makes the reader feel something) 	<i>Sequenced simple sentences. Some use of conjunctions.</i>	<ul style="list-style-type: none"> • Write sentences that are sequenced to form a short narrative • Full stops and capital letters • Spelling <u>some</u> words correctly and making phonically-plausible attempts at others • Spell some common exception words • Form lower-case letters • Use spacing between words • <i>GD – coordination and some subordination</i>
		Little Leaders series (I)	Recount – letter	<ul style="list-style-type: none"> • First person • Past tense • Chronological order 	<i>Sequenced simple sentences. Some use of conjunctions.</i>	<ul style="list-style-type: none"> • Full stops and capital letters including personal pronoun I

		<p>The House that Once Was by Julie Fogliano & Lane Smith</p> <p>Step Inside Homes Through History by Goldie Hawk & Sarah Gibb</p>	<p><i>Letter from Major Glad or Major Dizzy about what they could see</i></p>	<ul style="list-style-type: none"> Shows personality 		<ul style="list-style-type: none"> Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words GD – coordination and some subordination GD – question marks and exclamation marks GD - - ed
	4	<p>Celebrating Somerset</p> <p>Core Text: The Secret of Black Rock by Joe Todd Stanton</p> <p>Other texts: Town and Country (A Turnaround Book) by Craig Shuttlewood</p> <p>A First Book of Nature by Nicola Davies</p> <p>Stickman by Julia Donaldson</p> <p>Sally and the Limpet by Simon James</p>	<p>Narrative – character description</p> <p><i>Description of Black Rock</i></p>	<ul style="list-style-type: none"> 5 senses Descriptive language Creates atmosphere (makes the reader feel something) 	<p><i>Sequenced simple sentences. Some use of conjunctions.</i></p>	<ul style="list-style-type: none"> Full stops and capital letters Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words GD – prefix -un, -er and -est (linked with adjectives)
			<p>Instructions</p> <p><i>How to save/care for Black Rock or the local environment</i></p>	<ul style="list-style-type: none"> Headings and subheadings List of what you need using bullet points Imperative verbs Chronological order 	<p><i>Multiple simple sentences under subheadings. Some use of conjunctions and adverbials of time.</i></p>	<ul style="list-style-type: none"> Full stops and capital letters Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words GD - -s or -es for suffixes GD – coordination and some subordination
	5	<p>Oh I Do Like To Be Beside The Seaside</p> <p>Core text: The Lighthouse Keeper's Lunch by Ronda Armitage and David Armitage</p> <p>Other texts: A First Book of the Sea by Nicola Davies</p> <p>Storm Whale by Benji Davies</p> <p>Seaside Poems by Jill Bennett</p>	<p>Non-chronological report</p> <p><i>Seaside animal</i></p>	<ul style="list-style-type: none"> Headings and subheadings Technical vocabulary Information and facts Present tense (usually!) Third person Formal language 	<p><i>Multiple simple sentences under subheadings. Some use of conjunctions.</i></p>	<ul style="list-style-type: none"> Full stops and capital letters Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words GD – coordination and some subordination GD – ? !
			<p>Poetry</p> <p><i>Poems about the sea/beach</i></p>	<p>Depends on type of poem</p>	<p>Depends on type of poem</p>	<ul style="list-style-type: none"> Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words
	6	<p>Jurassic Giants</p> <p>Core Text: There's a T-Rex in Town by Ruth Symons</p> <p>Other texts: Dinosaur Bones by Bob Barner</p> <p>Captain Flinn and the Pirate Dinosaurs by</p>	<p>Narrative – familiar stories</p> <p><i>Familiar story including a dinosaur. This could be retelling a 'dinosaur story' or using a known story and changing one of the characters to a dinosaur.</i></p>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<p><i>Sequenced simple sentences. Some use of conjunctions.</i></p>	<ul style="list-style-type: none"> Write sentences that are sequenced to form a short narrative Full stops and capital letters Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words GD – coordination and some subordination GD – applying all taught criteria
			<p>Recount – letter</p>	<ul style="list-style-type: none"> First person Past tense 	<p><i>Sequenced simple sentences. Some use of conjunctions.</i></p>	<ul style="list-style-type: none"> Full stops and capital letters

		Giles Andreae & Russell Ayto (I) If I had a dinosaur by Gabby Dawnay & Alex Barrow	<i>Trip recount/discovering a dinosaur/fossil</i>	<ul style="list-style-type: none"> Chronological order Shows personality 		<ul style="list-style-type: none"> Spelling <u>some</u> words correctly and making phonically-plausible attempts at others Spell some common exception words Form lower-case letters Use spacing between words <i>GD – coordination and some subordination</i> <i>GD – applying all taught criteria</i>
YEAR 2	1	Our Environment (The UK) Core Text: The Five Bears Other texts: Paddington's London Treasury by Michael Bond Insect Detective by Steve Voake	Instructions <i>How to rescue the bear from the tree</i>	<ul style="list-style-type: none"> Headings and subheadings List of what you need using bullet points Imperative verbs Chronological order 	<i>Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time.</i>	<ul style="list-style-type: none"> Demarcate with capital letters and full stops. Use expanded noun phrases. <i>GDS - Make simple additions, revisions and proof-read.</i> Coordinating and subordinating conjunctions. <i>GDS - Apostrophes for contractions and possessions.</i> Use tense correctly. Write a variety of sentence types. E.g. question / statement / command / exclamation.
			Non-Fiction – non-chronological report <i>Habitats</i>	<ul style="list-style-type: none"> Headings / subheadings Questions as headings Paragraphs of information Third person / Formal Language 	<i>Extended paragraph. Use of conjunctions to join clauses. Some variation in sentence openings. Some children may begin to use paragraphing in relation to sections of planning e.g. leave a line after the opening. Apostrophes for possession and contractions.</i>	<ul style="list-style-type: none"> Write about real events. Demarcate with capital letters and full stops. Use spacing between words Use expanded noun phrases. Use conjunctions <i>GDS - Make simple additions, revisions and proof-read.</i> Coordinating and subordinating conjunctions. <i>GDS - Apostrophes for contractions and possessions.</i> Use tense correctly. Variety of sentence types
	2	Farm to Fork Core Text: A Squash and a Squeeze by Julia Donaldson	Narrative – familiar stories <i>Children write a recount from the old lady's point of view (A Squash and a Squeeze)</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Extended paragraph. Use of conjunctions to join clauses. Some variation in sentence openings. Some children may begin to use paragraphing in relation to sections of planning e.g. leave a line after the opening.</i>	<ul style="list-style-type: none"> Demarcate with capital letters and full stops. Use expanded noun phrases. <i>GDS - Make simple additions, revisions and proof-read.</i> Coordinating and subordinating conjunctions. Use tense correctly. <i>GDS - Using progressive forms of verbs correctly.</i> <i>GDS – suffixes -ment, -ful, -less, -ly</i>
		Other texts: What the Ladybird Heard by Julia Donaldson Farmer Duck by Martin Waddell & Helen Oxenbury	Non Fiction – Fact Sheet (What the Ladybird Heard) <i>Children will write about the animals that live on farms</i>	<ul style="list-style-type: none"> Headings / subheadings Questions as headings Paragraphs of information Third person / Formal Language 	<i>Children will use their research about farms and farmers to write a simple factsheet. Some children will have label a picture and write a simple sentence, others will write more detailed sentences and some will use subheadings</i>	<ul style="list-style-type: none"> Write about real events. Demarcate with capital letters and full stops. Use spacing between words Use expanded noun phrases. Use conjunctions Use adjectives to describe
		The Lighthouse Keeper's Lunch by David Armitage and Ronda Armitage	Instructions <i>Healthy recipes</i>	<ul style="list-style-type: none"> Headings and subheadings List of what you need using bullet points Imperative verbs Chronological order 	<i>Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time.</i>	<ul style="list-style-type: none"> Demarcate with capital letters and full stops. Use expanded noun phrases. <i>GDS - Make simple additions, revisions and proof-read.</i> Coordinating and subordinating conjunctions. <i>GDS - Apostrophes for contractions and possessions.</i> Use tense correctly. Write a variety of sentence types. E.g. question / statement / command / exclamation. <i>GDS – suffixes -ment, -ful, -less, -ly</i>
	3	The Great Fire of London Core Text: Toby and The Great Fire Of London by Margaret Nash & Jane Cope	Poetry Children create Haiku poems based on what Toby experienced during the story	Depends on type of poem	Depends on type of poem	<ul style="list-style-type: none"> Use expanded noun phrases. <i>GDS - Make simple additions, revisions and proof-read.</i>
			Narrative – setting description <i>Description of the Great Fire of London</i>	<ul style="list-style-type: none"> 5 senses Descriptive language Creates atmosphere (makes the reader feel something) 	<i>Paragraph using clauses joined by conjunctions with some variation of sentence openings.</i>	<ul style="list-style-type: none"> Write simple coherent narratives. Demarcate with capital letters and full stops. Spell using phonics Spell common exception words.

		Other texts: Vlad and the Great Fire of London by Kate Cunningham & Sam Cunningham				<ul style="list-style-type: none"> Form letters correctly. Use spacing between words Use expanded noun phrases. Use conjunctions for coordination. Present tense GDS - Make simple additions, revisions and proof-read. GDS – commas in a list
		The Great Fire Of London by Liz Gogerly Mr Fawkes, the King and the Gunpowder Plot by Tom Bradman & Tony Bradman	Recount – diary <i>Children recount the first part of the story in the context of a diary entry from Toby's point of view.</i>	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	<i>Paragraph using clauses joined by conjunctions with some variation of sentence openings.</i>	<ul style="list-style-type: none"> Write sentences that are sequenced. Demarcate with capital letters and full stops. Spell using phonics Spell common exception words. Form letters correctly. Use spacing between words Use expanded noun phrases. Use conjunctions for coordination. Question marks Past tense GDS - Make simple additions, revisions and proof-read.
	4	Australia Core text: The Koala who Could by Rachel Bright and Jim Field Other texts: Goldilocks and the 3 koalas by Kel Richards	Narrative – familiar stories <i>Goldilocks and the 3...</i> And/or Diary Entry <i>Children write a diary entry in the role of the koala (The Koala who Could).</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Extended paragraph. Use of conjunctions to join clauses. Some variation in sentence openings. Some children may begin to use paragraphing in relation to sections of planning e.g. leave a line after the opening.</i>	<ul style="list-style-type: none"> WTS - Write sentences that are sequenced. Demarcate with capital letters and full stops. Spell using phonics Spell common exception words. WTS - Form letters correctly Use spacing between words Use expanded noun phrases. Use conjunctions. GDS - Make simple additions, revisions and proof-read.
		Diary of a Wombat by Jackie French and Bruce Whately Walking with the Seasons in Kakadu by Diane Lucas and Ken Searle	Non-chronological report <i>Australian animals, e.g Koala</i>	<ul style="list-style-type: none"> Headings and subheadings Technical vocabulary Information and facts Present tense (usually!) Third person Formal language 	<i>Short paragraphs under subheadings where clauses are joined by conjunctions.</i>	<ul style="list-style-type: none"> Demarcate with capital letters and full stops. Use expanded noun phrases. Use conjunctions for coordination. GDS - Make simple additions, revisions and proof-read. Coordinating and subordinating conjunctions GDS - Apostrophes for contractions and possessions. Use tense correctly.
	5	Inventions Core text: Be More Barnard by Simon Phillip and Kate Hendley Other texts: Izzy Gizmo by Pip Jones Going Places by Peter H Reynolds	Narrative – character description <i>Character that will appear in their own Be More Barnard story</i>	<ul style="list-style-type: none"> 5 senses Descriptive language Creates atmosphere (makes the reader feel something) 	<i>Paragraph using clauses joined by conjunctions with some variation of sentence openings.</i>	<ul style="list-style-type: none"> Write coherent narratives Demarcate with capital letters and full stops. Spell using phonics Spell common exception words. Form letters correctly. Use spacing between words Use expanded noun phrases. Use conjunctions for coordination. GDS - Make simple additions, revisions and proof-read. Question marks and exclamation marks. GDS - Possessive apostrophes
		Rosie Revere, Engineer by Andrea Beaty	Narrative <i>Narrative inspired by Be More Barnard – e.g. next part of the story, keeping the characters but changing the events, changing the setting etc.</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Extended paragraph. Use of conjunctions to join clauses. Some variation in sentence openings. Some children may begin to use paragraphing in relation to sections of planning e.g. leave a line after the opening.</i>	<ul style="list-style-type: none"> Demarcate with capital letters and full stops. Use expanded noun phrases. Use conjunctions for coordination. GDS - Make simple additions, revisions and proof-read. Coordinating and subordinating conjunctions GDS - Apostrophes for contractions and possessions. Use tense correctly.

	6	Colour Chaos Core Text: The Day the Crayons Quit by Drew Daywalt 'What is Pink?' poem by Christina Rossetti's The Colour Monster by Anna Llenas Draw me a star – Eric Carl	Recount – letter <i>Children will write a letter of complaint as a classroom item on strike.</i>	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	<i>Paragraph using clauses joined by conjunctions with some variation of sentence openings.</i>	<ul style="list-style-type: none"> WTS - Write sentences that are sequenced. Write about real events, recording Demarcate with capital letters and full stops. Spell using phonics Spell common exception words. Form letters correctly. Use spacing between words Use conjunctions. Past tense GDS - Make simple additions, revisions and proof-read.
			Poetry <i>Children will use expanded noun phrases in a colour list poem (The Day the Crayons Quit)</i> <i>Children produce a poem on the theme of feelings (Colour Monster)</i>	Depends on type of poem	Depends on type of poem	<ul style="list-style-type: none"> Use expanded noun phrases. GDS - Make simple additions, revisions and proof-read.
YEAR 3/4	1A	Stone Age Core Text: Stone Age Boy by Satoshi Kitamura	Book Review –	<ul style="list-style-type: none"> Summary Opinion/conclusion Explanation of opinion 	Y3/4 <i>Paragraphs under subheadings using varying sentence structures with varying sentence openings.</i>	Y3/4 1. in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings) 2. Using time adverbials, followed by commas 3. Summarize key points of a text. 4. Express personal opinions about a text.
		Other texts: Ug: Boy Genius of the Stone Age by Raymond Briggs The Secrets of Stonehenge by Mick Manning & Brita Granström	Recount – Diary entry <i>Trip to Lyme Regis/ Mary Anning's experiences (links with text about Mary Anning)</i>	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	Y3/4 <i>Multiple paragraphs using clauses joined by conjunctions with varying sentence openings.</i>	Y3/4 <ul style="list-style-type: none"> WTS – use past tense correctly WTS – use co-ordination (e.g. or/and/but) use paragraphs to organise ideas Direct speech with inverted commas Using time adverbials, followed by commas GDS – use informal turns of phrase to create character.
	2A	Stone age Core Text: Stone Age Boy by Satoshi Kitamura	Narrative – Portal story	<ul style="list-style-type: none"> 5 senses Descriptive language Creates atmosphere (makes the reader feel something) 	<i>Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time. Variation of sentence starts.</i>	<ul style="list-style-type: none"> Describe settings Use the forms a or an according to whether the next word is a vowel or consonant Use pronouns and nouns across a sentence to aid cohesion Using fronted adverbials GDS – Use the present perfect form of verbs instead of the simple past
		Other texts: Ug: Boy Genius of the Stone Age by Raymond Briggs The Secrets of Stonehenge by Mick Manning & Brita Granström	Visitor guide - Stonehenge	<ul style="list-style-type: none"> Headings and subheadings Technical vocabulary Information and facts Present tense (usually!) Third person Formal language 	<i>Paragraphs under subheadings joined by conjunctions with varying sentence openings. Subheadings to organise different sections.</i>	<ul style="list-style-type: none"> In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings) Use the forms a or an according to whether the next word is a vowel or consonant Commas for lists
	3A	Volcanoes and Earthquakes	Non-chronological report Volcanoes	<ul style="list-style-type: none"> Headings and subheadings Technical vocabulary Information and facts Present tense (usually!) 	<i>Paragraphs under subheadings using clauses joined by conjunctions with varying sentence openings.</i>	<ul style="list-style-type: none"> In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings)

[illegible]

YEAR 3/4	6	The UK	Poetry	<ul style="list-style-type: none"> Imperative verbs Chronological order Depends on the type of poetry	Depends on the type of poetry	<ul style="list-style-type: none"> Commas in lists Use the forms a or an according to whether the next word is a vowel or a consonant
			Persuasive advert	<ul style="list-style-type: none"> Rhetorical questions Persuasive language (comparative and superlatives) First person Past tense Chronological order Shows personality 	<i>Multiple paragraphs using clauses joined by conjunctions with varying sentence openings.</i>	<ul style="list-style-type: none"> Use paragraphs to organise ideas use paragraphs to organize ideas use co-ordination (e.g. <i>or / and / but</i>) and subordination (e.g. <i>when / if / that / because</i>) to join clauses commas in lists apostrophes for contraction <i>GDS – use a range of conjunctions to build cohesion across their writing</i>
	1B	Roman Britain The Romans Core Text: Romans on the Rampage by Jeremy Strong Other texts: The Orchard Book Of Roman Myths by Geraldine McCaughrean & Emma Chichester Clark So You Think You've Got It Bad: A Kid's Life in Ancient Rome by Chae Strathie & Marisa Morea Empire's End - A Roman Story by Leila Rasheed	Narrative – setting description of a Roman town	<ul style="list-style-type: none"> 5 senses Descriptive language Creates atmosphere (makes the reader feel something) 	<i>Multiple paragraphs using clauses joined by conjunctions with varying sentence openings.</i>	<ul style="list-style-type: none"> Describe settings Use the forms a or an according to whether the next word is a vowel or consonant form nouns using a range of prefixes (e.g. anti- super-, auto- apostrophes for contractions commas for lists <i>GDS – Use the present perfect form of verbs instead of the simple past</i>
			Letter from a Roman soldier	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	<i>Multiple paragraph using clauses joined by conjunctions with varying sentence openings. Fronted adverbials.</i>	<ul style="list-style-type: none"> <i>WTS – present tense</i> question marks use co-ordination (e.g. <i>or / and / but</i>) and subordination (e.g. <i>when / if / that / because</i>) to join clauses paragraphs to organise ideas form nouns using a range of prefixes (e.g. anti- super-, auto- <i>GDS – use conjunctions to build cohesion across their writing</i>
			Instructions <i>How to live/survive on The Blue Planet</i>			<ul style="list-style-type: none"> in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. <i>headings, sub-headings, bullet points</i>) question marks apostrophes for contraction
	2B	Shang Dynasty Core Text: Shang Dynasty China (Great Civilisations) Tracey Kelly Tales from China Cyril Birch The Willow Pattern Story Allan Drummond The Firework Maker's Daughter	Poetry	Depends on type of poetry	Depends on type of poetry	Depends on type of poetry
			Narrative – fantasy <i>Inspired by Firework Maker's Daughter</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> In narratives, describe settings and characters Paragraphs to organise ideas Use inverted commas and other punctuation to indicate direct speech Fronted adverbials correctly demarcated with commas Use Standard English forms for verb inflections (eg <i>we were</i> instead of <i>we was</i> and <i>I did</i> instead of <i>I done</i>)

		Phillip Pullman				
	3B	Food and Farming Core Text: Oliver's Vegetables by Vivian French and Alison Bartlett Other texts: Eddie's Garden: and How to Make Things Grow by Sarah Garland Katie and the Sunflowers by James Mayhew Tree: Seasons Come, Seasons Go by Patricia Heggarty and Britta Tekentrup Storm by Sam Usher	Non-chronological report – from farm to plate	<ul style="list-style-type: none"> Headings / subheadings Questions as headings Paragraphs of information and facts Third person / Formal Language 	Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time. Variation of sentence starts.	<ul style="list-style-type: none"> In non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings</i>) Use the forms a or an according to whether the next word is a vowel or consonant Commas for lists
		Instructions <i>How to grow vegetables/healthy recipes</i> Storm by Sam Usher	Instructions <i>How to grow vegetables/healthy recipes</i>	<ul style="list-style-type: none"> Headings and subheadings List of what you need using bullet points Imperative verbs Chronological order 	Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time. Variation of sentence starts. Use of modal verbs	<ul style="list-style-type: none"> In non-narrative writing, use simple devices to structure the writing and support the reader (<i>e.g. headings, sub-headings</i>) Use the forms a or an according to whether the next word is a vowel or consonant Commas for lists
	4b	Our Wonderful World	Narrative- Story from another culture	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something)	Extended paragraph using clauses joined by conjunctions with varying sentence openings.	<ul style="list-style-type: none"> WTS – use past tense correctly WTS – use co-ordination (<i>e.g. or/and/but</i>) use paragraphs to organise ideas use capital letters, full stops, singular apostrophe's for possession <u>mostly</u> correctly.

				<ul style="list-style-type: none">		<ul style="list-style-type: none">
	5B	<p>Somerset Flooding Core Text: Flood by Alvaro F Villa (wordless) (I)</p> <p>Other texts: Flood by Jackie French</p> <p>Somerset Tsunami by Emma Carroll (Y5/6 text but extracts may be useful and appropriate)</p>	<p>Persuasive – letter (NEW) <i>Preventing flooding and climate crisis – to PM/ minister for climate</i></p>	<ul style="list-style-type: none">Rhetorical questionsPersuasive language (comparative and superlatives)	<p>Y3 <i>Multiple paragraphs using clauses joined by conjunctions with varying sentence openings.</i></p>	<ul style="list-style-type: none"><i>WTS – present tense</i>question marksuse co-ordination (e.g. <i>or / and / but</i>) and subordination (e.g. <i>when / if / that / because</i>) to join clausesparagraphs to organise ideasform nouns using a range of prefixes (e.g. anti- super-, auto-<i>GDS – use conjunctions to build cohesion across their writing</i>
			<p>Narrative – setting description <i>Describing scene of a flood</i></p>	<ul style="list-style-type: none">5 sensesDescriptive languageCreates atmosphere (makes the reader feel something)	<p><i>Extended paragraph using clauses joined by conjunctions with varying sentence openings.</i></p>	<ul style="list-style-type: none">Describe settingsUse the forms a or an according to whether the next word is a vowel or consonantform nouns using a range of prefixes (e.g. anti- super-, auto-apostrophes for contractionscommas for listsUse pronoun or noun to avoid repetition<i>GDS – Use the present perfect form of verbs instead of the simple past</i>

	6b	Coast to coast Can You Catch a Mermaid? by Jane Ray. Corey's Rock by Sita Brahmachari and Jane Ray Annie Lumsden, The Girl from the Sea by David Almond,	Persuasive advert – Beach holiday	<ul style="list-style-type: none"> Rhetorical questions Persuasive language Setting descriptions 	<i>Multiple paragraphs using clauses joined by conjunctions with varying sentence openings</i>	<ul style="list-style-type: none"> in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. <i>headings, sub-headings</i>) Use the forms a or an according to whether the next word is a vowel or consonant Apostrophes for contraction <i>GDS – use conjunctions to build cohesion across their writing</i>
			Poetry	<ul style="list-style-type: none"> Depends on the type of poem 	Depends on the type of poem	<ul style="list-style-type: none"> Commas in lists Use the forms a or an according to whether the next word is a vowel or a consonant
YEAR 5/6	1a)	Rainforests Core Text: The Explorer by Katherine Rundell Other texts: Journey to the River Sea by Eva Ibbotson Survivors by David Long Dear Matafele Peinam – poem from UN Climate Summit (Youtube) (I)	Newspaper– <i>Report on plane missing over the Amazon Rainforest, after take-off.</i>	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Conjunctions Dashes to separate clauses Parenthesis Adverbials of time and place <i>GD – characterisation</i>
			Narrative – adventure <i>Something goes wrong at their camp – based on knowledge from geography lessons about the Amazon</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Contracted forms in dialogue Dialogue to convey character and advance action Conjunctions inc punctuation to avoid ambiguity <i>GD – characterisation, literary language</i>
	2a)	Rainforests Core Text: The Explorer by Katherine Rundell Other texts: Journey to the River Sea by Eva Ibbotson Survivors by David Long	Narrative – adventure <i>Something goes wrong at their camp – based on knowledge from geography lessons about the Amazon</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Contracted forms in dialogue Dialogue to convey character and advance action Conjunctions inc punctuation to avoid ambiguity <i>GD – characterisation, literary language</i>

		Dear Matafele Peinum – poem from UN Climate Summit (Youtube) (I)	Non-chronological report <i>About Amazon rainforest</i>	<ul style="list-style-type: none">Headings and subheadingsTechnical vocabularyInformation and factsPresent tense (usually!)Third personFormal language	<i>Extended paragraphs under subheadings using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none">SynonymsFormal conjunctions for cohesionColons to introduce a listPassive verbs
	3a)	Anglo-Saxons Core Text: King Alfred and the Cakes Other texts: Beowulf by Michael Morpurgo Anglo-Saxon Boy by Tony Bradman King Arthur and the Knights Of The Round Table by Marcia Williams	Narrative – Legend <i>Inspired by Myths and Legends</i>	<ul style="list-style-type: none">Opening, build up, problem, resolution, endingDescriptive languageCreates suspenseCreates atmosphere (makes the reader feel something)	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none">in narratives, describe settings and charactersuse a range of devices to build cohesion (e.g. adverbials of time and place, pronouns, synonyms) within and across paragraphsNot in curriculum – inverted commas and correct punctuation for direct speech<i>GDS - integrate dialogue in narratives to convey character and advance the action</i><i>GDS - distinguish between the language of speech and writing(3) and choose the appropriate register</i>
			Biography	<ul style="list-style-type: none">Past tense (usually!)Third personFormal languageHeadings and subheadingsTechnical vocabularyInformation and factsLife events normally in chronological order	<i>Extended paragraphs under subheadings using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none">SynonymsFormal conjunctions for cohesionColons to introduce a listPassive verbs
	4A)	Anglo-Saxons Core Text: Anglo-Saxon Boy by Tony Bradman Other texts: Beowulf by Michael Morpurgo King Arthur and the Knights Of The Round Table by Marcia Williams	Explanation – Write about Anglo-Saxon Crime and Punishments	<ul style="list-style-type: none">Present tense Technical vocabularyFormal languageThird person	<i>Extended paragraph using varying sentences structure with varying sentence openings. Consistent use of formal language.</i>	<ul style="list-style-type: none">Passive verbsVerb tense/ Standard EnglishConjunctions for cohesionSemi-colonsFormal language<i>Establishing WTs criteria e.g. paragraphs, full stops and capital letters.</i>
			Persuasive – Leaflet to visit Rural Life Museum (following trip)	<ul style="list-style-type: none">Rhetorical questionsPersuasive language (comparative and superlatives)Pictures and captions	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none">use a range of devices to build cohesion (e.g. conjunctions) within and across paragraphsUse verb tenses consistentlyindicate degrees of possibility with adverbs (perhaps or surely) or modal verbs (eg might, should, will, must)Parenthesis<i>GDS - select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using appropriate vocabulary and structures for formal writing; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</i>
5A)	OLYMPICS	Non-chronological report on mythical beasts	<ul style="list-style-type: none">Headings and subheadings#Technical vocabularyInformation and factsPresent tense (usually!)	<i>Extended paragraphs under subheadings using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none">SynonymsFormal conjunctions for cohesionColons to introduce a list	

YEAR 6		<p>Core Text: Leo and The Gorgon's Curse by Joe Todd - Stanton</p> <p>Other texts: Who Let the Gods Out? By Maz Evans</p> <p>The Orchard Book of Greek Myths by Geraldine McCaughrean</p> <p>The Iliad and the Odyssey by Marcia Williams</p> <p>The Ancient Greek Mysteries by Saviour Pirotta & Freya Hartas</p> <p>Simply the Quest and Beyond the Odyssey (next in Maz Evans series)</p>	<p>Narrative – Own version narrative to include, character description, setting description</p>	<ul style="list-style-type: none"> • Third person • Formal language • Opening, build up, problem, resolution, ending • Descriptive language • Creates suspense • Creates atmosphere (makes the reader feel something) 	<p><i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i></p>	<ul style="list-style-type: none"> • Passive verbs • in narratives, describe settings and characters • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • GDS - write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure) • GDS - use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.^
	6A	<p>OLYMPICS</p> <p>Core Text: Leo and The Gorgon's Curse by Joe Todd - Stanton</p> <p>Other texts: Who Let the Gods Out? By Maz Evans</p> <p>The Orchard Book of Greek Myths by Geraldine McCaughrean</p> <p>The Iliad and the Odyssey by Marcia Williams</p> <p>The Ancient Greek Mysteries by Saviour Pirotta & Freya Hartas</p> <p>Simply the Quest and Beyond the Odyssey (next in Maz Evans series)</p>	<p>Recount – Postcard/ letter home after visiting Sparta and Athens</p>	<ul style="list-style-type: none"> • First person • Past tense • Chronological order • Shows personality • Emotive language • Senses 	<p><i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i></p>	<ul style="list-style-type: none"> • Synonyms • Conjunctions • Modal verbs • Establishing WTs criteria e.g. paragraphs, full stops and capital letters.
	1	<p>What did the Victorians ever do for us? Victorian Inventions</p>	<p>Recount – diary <i>Lily's diary as she starts school and after she finds out the news about her father</i></p>	<ul style="list-style-type: none"> • First person • Past tense • Chronological order • Shows personality 	<p><i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i></p>	<ul style="list-style-type: none"> • Synonyms • Conjunctions • Modal verbs • Establishing WTs criteria e.g. paragraphs, full stops and capital letters.

		Core Text: Cogheart by Peter Bunzl	Narrative – different perspective <i>Excerpt from Malkin’s point of view</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Fronted adverbials Pronouns <i>Establishing WTs criteria e.g. paragraphs, full stops and capital letters.</i>
		Other texts: Son of the Circus - A Victorian Story by E. L. Norry (I)				
		Gaslight by Eloise Williams	Explanation <i>How a Victorian invention works</i>	<ul style="list-style-type: none"> Present tense Technical vocabulary Formal language Third person 	<i>Extended paragraph using varying sentences structure with varying sentence openings. Consistent use of formal language.</i>	<ul style="list-style-type: none"> Passive verbs Verb tense/ Standard English Conjunctions for cohesion Semi-colons Formal language <i>Establishing WTs criteria e.g. paragraphs, full stops and capital letters.</i>
		Lots of non-fiction about inventions and famous inventors in the library				
	2	Was life in Victorian Britain fair?	Narrative – mystery <i>Something goes wrong at Mr Scrooge’s house e.g. a burglary, carol singers playing pranks</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Verb tenses Hyphens Synonyms <i>GD – characterisation, literary language</i>
		Core Text: Christmas Carol by Charles Dickens				
		Other texts: The Lottie Project by Jaqueline Wilson	Instructions (in Learning Quest) <i>How to make a Victorian toy</i>	<ul style="list-style-type: none"> Headings and subheadings List of what you need using bullet points Imperative verbs Chronological order 	<i>Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time. Variation of sentence starts.</i>	<ul style="list-style-type: none"> Colons to introduce a list <i>WTs criteria – subheadings, bullet points</i>
		Street Child by Berlie Doherty				
		Cogheart by Peter Bunzl	Balanced Argument (NEW) <i>Should all children be allowed to go to school?</i>	<ul style="list-style-type: none"> Present tense Third person Formal language Contrasting opinions Explanations of opinions Technical vocabulary 	<i>Extended paragraph using varying sentences structure with varying sentence openings. Consistent use of formal language.</i>	<ul style="list-style-type: none"> Synonyms Pronouns Conjunctions for cohesion Passive verbs Formal language <i>GD – appropriate register</i>
		Oliver Twist Lyrics				
	3	Do humans live everywhere?	Recount – letter <i>Letter home after landing in the rainforest</i>	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Conjunctions Dashes to separate clauses Parenthesis Adverbials of time and place <i>GD – characterisation</i>
		Core Text: The Explorer by Katherine Rundell				
		Other texts: Survivors by David Long (I)	Narrative – adventure <i>Something goes wrong at their camp – based on knowledge from geography lessons about the Amazon</i>	<ul style="list-style-type: none"> Opening, build up, problem, resolution, ending Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Contracted forms in dialogue Dialogue to convey character and advance action Conjunctions inc punctuation to avoid ambiguity <i>GD – characterisation, literary language</i>
		The Shaman's Apprentice by Lynne Cherry & Mark Plotkin (I)				
		Journey to the River Sea by Eva Ibbotson	Non-chronological report (in Learning Quest) <i>About country other than Uk e.g. Brazil or European country</i>	<ul style="list-style-type: none"> Headings and subheadings Technical vocabulary Information and facts Present tense (usually!) Third person Formal language 	<i>Extended paragraphs under subheadings using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Synonyms Conjunctions for cohesion Colons to introduce a list Passive verbs
		Dear Matafele Peinam – poem from UN Climate Summit (Youtube) (I)				
	4	Let’s Explore! What is bravery?	Persuasive – letter <i>Applying to join Shackleton’s crew</i>	<ul style="list-style-type: none"> Rhetorical questions Persuasive language (comparative and superlatives) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Semi-colons within list Colons to introduce a list Conjunctions for cohesion Formal language Passive verbs <i>GD – appropriate register</i>
		Core Text: Shackleton’s Journey by William Grill				

		Other Texts: The Explorer by Katherine Rundell	Narrative – setting description <i>Describing their views of Antarctica</i>	<ul style="list-style-type: none"> Descriptive language Creates suspense Creates atmosphere (makes the reader feel something) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Colons to separate clauses Adverbials of time and place Synonyms Parenthesis <i>GD – literary language</i>
		Ice Trap by Meredith Hooper	Newspaper <i>Reporting their exploration and safe return</i>	<ul style="list-style-type: none"> Headline Hook Interviews Third person Past tense Information about the main event in chronological order 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings. Including interviews.</i>	<ul style="list-style-type: none"> Inverted commas and other punctuation to indicate direct speech Contracted forms in dialogue Dialogue to convey character and advance action Passive verbs Pronouns <i>GD – appropriate register</i>
		The Polar Bear Son by Lydia Dabovich				
		Sky Song by Abi Elphinstone				
	5	Evacuate!	Recount – letter <i>Arriving in Devon letter home to mum</i>	<ul style="list-style-type: none"> First person Past tense Chronological order Shows personality 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Synonyms Conjunctions Adverbials of time and place Pronouns Colons to separate clauses <i>GD – characterisation</i>
		Core Text: Letters from the Lighthouse by Emma Carroll	Instructions <i>WW2 rationing recipe</i>	<ul style="list-style-type: none"> Headings and subheadings List of what you need using bullet points Imperative verbs Chronological order 	<i>Multiple sentences using conjunctions to join clauses under subheadings. Use of adverbials of time. Variation of sentence starts.</i>	<ul style="list-style-type: none"> Colon to introduce a list Modal verbs
		Other texts: Once by Morris Gleitzman (I)				
		Rose Blanche by Christopher Gallaz				
		The Lion and the Unicorn by Shirley Hughes				
		The Children of Castle Rock by Natasha Farrant	Persuasive – advert <i>WW2 propaganda radio advert</i>	<ul style="list-style-type: none"> Rhetorical questions Persuasive language (comparative and superlatives) 	<i>Multiple extended paragraphs using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Modal verbs Synonyms Dashes to separate clauses Semi-colons in a list
		Skylark's War by Hilary McKay				
		Voices from the Second World War by First News	Poetry <i>Inspired by events of WW2</i>	<ul style="list-style-type: none"> Dependent on type of poetry 	Dependent on type of poetry	<ul style="list-style-type: none"> Synonyms
	6	Evacuate! <i>Including production</i>				
		Core Text: Carrie's War by Nina Bawden (I)	Book Review <i>Favourite books from the year to then leave for next year's Y6 to read</i>	<ul style="list-style-type: none"> Summary Opinion/conclusion Explanation of opinion 	<i>Extended paragraphs under subheadings using varying sentence structures with varying sentence openings.</i>	<ul style="list-style-type: none"> Passive verbs Synonyms Conjunctions Colons to separate clauses
		Other texts: Anne Frank by Josephine Barrett				
		Hitler's Canary by Sandi Toksvig				
		Goodnight Mr Tom by Michelle Magorian				
		When Hitler Stole Pink Rabbit by Judith Kerr				
		My Secret War Diary by Marcia Williams				

		Poems from the Second World War by Gaby Morgan				
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