Writi	ing	Autu	ımn 1	Autum	nn 2	Spri	ng 1	Sprii	ng 2	Sun	nmer 1	Summer 2		
		Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	Fiction	Non Fiction	
Pre - School	Text Author		•	he Early Year		rk on child		ests so thei		will vary t	hroughout th	ne year		
Year R	Text Author													
	Text type	Traditio	Traditional Tales Stories set in a Familiar Setting Stories from different cultures A range of fiction stories to support their learning in topics A range of information books to support their learning in topics											
	GPS	2. K 3. To 4. To 5. Be	 Recognise whether or not oral sentences make sense. Know that words are ordered from left to right. To orally use 'and' and 'because' in everyday speech. To use past, present and future tenses when talking about events. Begin to use capital letters for the start of sentences and full stops at the end. 											
	Poetry		•	nd Repetition ry Rhymes		Rhyme and Repetition Nursery Rhymes				Rhyme and Repetition Nursery Rhymes				

Writ	ing	Autu	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 1	Text Author	Three little pigs	How to trap the big bad wolf	Jack and the beanstalk	Jack's Day	Toby and the Great Fire of London	Samuel Pepys diary	The Lighthouse Keeper's Lunch	All about Lighthouses	The Last Wolf Mini Grey	How can we protect habitats?	Where the wild things are	How to catch a dragon	
	Toolkit	Journey	Instructions	Defeating the monster	Newspaper recount	Journey	Diary	Solve a problem	Information Text	Narrative and Poetry	Explanation	Fantasy, extended narrative	Instructions	
	GPS	 Leaving spaces between words Separation of words with spaces Capital letters and full stops Name the letters of the alphabet in order. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 					y words can comb lamations - Introdustrate sentences inning to punctua amation mark. ular plural noun s	te sentences using uffixes s or es [for ncluding the effect	nces ition marks to g an example, dog,	 Questions - Introduction to question marks to demarcate sentences Beginning to punctuate sentences using a question mark Regular plural noun suffixes s or es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun. Prefixes - How the prefix un changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat Suffixes - Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) 				
	Poetry Acrostics					Rid	dles			Shap	e Poems			

Writ	ing	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
Year 2	Text Author	The Twits	How to make bird pie	Mousehole Cat	Why the great storm cat disappeared	Samson's Titanic Adventure	Blobberhoffs	The true story of the 3 little pigs	Design a house for a pig	Greta and the Giants	Should the giants be silenced?	The Enchanted Tree	Please do not chop down the tree	
	Toolkit	Defeating the villain	Instructions	Warning	Explanation	Tale of fear	Non Chron report	Journey	Explanation	Wishing	Discussion	Portal	Persuasion	
	GPS	 Joining words and joining clauses using 'and' Commas to separate items in a list Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon] Conjunctions Co-ordination (using or, and, or but) Subordination (using when, if, that, or because) Write "question" sentences Write "command" sentences 			 Use of –ly in Standard English to turn adjectives into adverbs Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Write "exclamation" sentences Write "statement" sentences Tenses Learn how to use the present and past tenses correctly and consistently including the progressive form Suffixes Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) 				1. Use of the suffixes –er, –est in adjectives 2. Revision of all KS1 GPS objectives					
	Poetry			rostics ne Poems		Riddles Haikus				Limericks Free Verse				

Writ	ing	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 3/4	Text Author	Stone Age Boy	How to catch a woolly mammoth	The Iron Man	What happened at the beach?	LLama Out Loud	All about me	Escape from Pompeii	Caught in a disaster!	Varjak Paw	Should the Elder cat	Queen's Orang-utan	How to trap an Orang-utan
	Toolkit	Adventure	Instructions	Adventure	Recount / letter	Overcoming barriers	Autobiography	Settings	Diary	Tale of Fear	Discussion	Warning	Instruction
	GPS Y3	an flo 2. Se Qu 3. Co Su 4. Co 5. Ap spi exi 6. Lei co foi 7. Us 8. Co Ex cla inc Us	d specify [for exaur, the man in the ntence Types: lestions, commanium tions: lestions, commanium tions: lestions, commanium tions to separa lestions to male ling and to male ling and to male ling and to male ling and consistent of the forms and consistent of the forms and lesting with a lample, a rock, armium tions lesting the ranguage by using a well luding: when, if, ing conjunctions	nds, Statements, Ex ng or and , or but ng when, if, that , or te items in a list ork where letters are k singular possession name] he present and past stently including the an according to who	ses to describe terfly, plain clamations because missing in on in nouns [for tenses e progressive ether the next vel [for more than one nctions, dicause [for	1. Adv Expi exai 2. Prei Expi exai 3. Spe Intro spec 4. Tens Use	mple, then, next, positions ress time, place al mple, before, afte ech oduction to invert ech ses of the present pe	nd cause using pre r, during, in, becau sed commas to pur erfect form of verb ple, He has gone of	epositions [for use of] nctuate direct	 Paragraphs Introduction to paragraphs as a way to group related material Headings and sub headings to aid presentation Word Families Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Prefixes Formation of nouns using a range of prefixes [for example super —, anti —, auto 			
	GPS Y4	2. Exicla incomplete i	ord begins with a ample, a rock, ar tending the rang use by using a welluding: when, if, press time, place ample, when, be press time, place ample, then, nex press time, place ample, before, are of the present e simple past [fontrasted with Heroduction to paraterial conted Adverbials and the bad new	e of sentences with rider range of conjui- because, although and cause using co- fore, after, while, so and cause using ac t, soon, therefore] and cause using pr fter, during, in, beca- perfect form of veri r example, He has g went out to play] agraphs as a way to s [for example,Later	more than one nctions, njunctions [for one one out to play group related that day, I	 Pronouns Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Speech Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit!" Apostrophes Indicating possession by using the possessive apostrophe with plural nouns The grammatical difference between plural and possessive s Apostrophes to mark plural possession[for example, the girl's name, the girls' names] Noun Phrases Noun Phrases Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Suffixes Spell words with endings sounding like / 3ə / or t ʃə / Spell words with endings which sound like / 3ə n 				spo did 2. Par Use 3. Suf Spe Spe Spe Spe	ken forms [for examinstead of I done] agraphs of paragraphs to of fixes 2 ell using the suffix -1 ell using the suffix -1 ell using the suffix -1	ly	l of we was, or I a theme

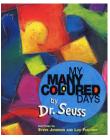
Poetry	Acrostics Shape Poems Riddles	Haikus Limericks	Free Verse Kenning Poems

Writ	ing	Autumn 1		Autumn 2		Spring 1 Spring 2			Summer 1 Summer 2			ner 2	
Year 5	Text Author	Cosmic	Day Liam entered space	Cogheart	Recount My viewTim Peaks	Garbage King	Should children be forced to work/ held captive	Holes	Why digging holes is a punishment	Street Child	Should children be forced to work/ held captive?	Nowhere Emporium	The amazing Nowhere Emporium (letter/advert)
	Toolkit	Portal	Recount	Taking risks	Understand a historical event	Tale of Fear	Discussion	Defeating the villain	Explanation	Extended Narrative/ playscript	Discussion	Warning	Persuasion
	GPS	2. an 3. No ad te cu 4. Us 5. Th pc 6. Us in th co 7. Re	d cohesion and soun phrases expa- jectives, nouns a acher expanded rly hair) sing fronted adve- sing commas after expanded dessessive —sing control condicate direct sperie reporting claus mmas: The conditative Clauses sing relative clauser appropriate the conditative clauser reporting clauser clauser relative clauser clauser relative clauser clauser relative clauser reporting relative clauser relative clauser relative clauser reporting relative clauser relative relat	er fronted adverbials lifference between p mmas and other pur ech [for example, a c se; end punctuation ductor shouted, "Sit ses beginning with v se, that or with an i	on of modifying ases (e.g. the leacher with solural and lectuation to comma after within inverted down!"]	1. Modal Verbs Using modal verbs to indicate degrees of possibility [for example, might, should, will, must] 2. Adverbs Indicating degrees of possibility using adverbs [for example, perhaps, surely] 3. Parenthesis Using brackets, dashes or commas to indicate parenthesis 4. Expanded Noun Phrases Using expanded noun phrases 5. Tenses Using the perfect form of verbs to mark relationships of time and cause				 Commas Using commas to clarify meaning or avoid ambiguity in writing Cohesion			
	Poetry		Shap	crostics oe Poems iddles		Diamantes Haikus				Limericks Free Verse			

Writi	ing	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Year 6	Text Author	Percy Jackson and lightning thief	The underworld	Who let the Gods out?	How to trap the Daemon of Death	Macbeth Much Ado	Witches are evil	The Journey	SATs revision	SATs revision	TBC	TBC	ТВС
Ū	Toolkit	Journey	Non Chron report	Wishing	Instructions	Defeating the villain	Discussion	Narrative/ recount					
	GPS	whom 2. Inc [fo 3. Inc exa 4. Us pai 5. Us inf 6. Us of 7. Us in v Ho an' 9. Sul Thi inf for dis The spe an He sul	nere, when, who nitted) relative production of the period	of possibility using r t, should, will, must of possibility using a surely] shes or commas to in oun phrases to conve ely. orm of verbs to mar clarify meaning or av	nplied (ie nodal verbs dverbs [for ndicate ry complicated relationships oid ambiguity synonyms and relationships ical of oriate for re, find out cal of informal formal speech estion tags: se of Vere they to	Usir Use Pun 2. Acti Use Pun 2. Acti Use info wind gree 3. Forr Reccapp subj The specand requ The specand He's subj com 4. Pun Use inde up] Use inde	ve and Passive of the passive to rmation in a sente dow in the greenle enhouse was brok mal and Informal ognising vocabula ropriate for forms difference betwe ech and vocabular writing [for exam uest; go in enter] difference betwee ech and structure writing [for exam your friend, isn't unctive forms such is in some very for ctuation of the semi colon ependent clauses of the dash to ma ependent clauses hens	thin lists points to list inform affect the presentation of for example, iouse versus The wen (by me) ry and structures till speech and writin en vocabulary typin y appropriate for for ple, find out discontent of the content of th	hat is ng, including cal of informal formal speech ver; ask for lead of informal ormal speech estion tags: le of lere they to peech. lead of informal speech estion tags: le of lere they to peech. lead of informal speech lere they to peech.	Link coh con the Layı colu 2. Cor	esive devices: reper nections [for exampother hand in control out devices [for exampother exampos, bullets, or tales association]	ragraphs using a wider tition of a word or phrole, the use of adverbings, or as a consequer mple, headings, sub holes, to structure text]	ase, grammatical als such as on nce], and ellipsis eadings,
	Poetry		Shap Ri Dia	rostics de Poems iddles mantes laikus			Free	actys Verse entameter			Fre	nericks e Verse ng Poems	

Suggested poetry books

Year R



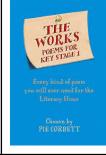




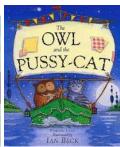




Key Stage 1

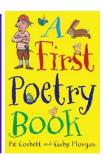












Sassoon







