

Year 1						
	Term 1		Term 2		Term 3	
<b>Narrative</b>	<b>Stories with predictable phrasing</b> (6 weeks – or 2 + 2 + 2 weeks)		<b>Contemporary fiction – stories reflecting</b> children’s own experience (4 weeks – or 2+2 weeks)		<b>Traditional Tales - Fairy tales</b> (6 weeks – or 2 + 2 + 2 weeks)	
Suggested final written outcome	Write simple sentences using patterned language, words and phrases taken from familiar stories		Write a series of sentences to retell events based on personal experience.		Write a re-telling of a traditional story.	
<b>Non-fiction</b>	<b>Labels, lists and captions</b> 1 week	<b>Recount</b> 2 weeks - or 1 + 1 week	<b>Report</b> 2 weeks	<b>Instructions</b> 2 weeks	<b>Report</b> 2 weeks	<b>Explanations</b> 2 weeks
Suggested final written outcome	Write labels and sentences for an in-class exhibition/ Museum display	Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing	A simple nonchronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Following a practical experience, write up the instructions for a simple recipe	A simple nonchronological report with a series of sentences to describe aspects of the subject; distinguish between a description of a single member of a group and the group in general	Draw pictures to illustrate a simple process and prepare several sentences to support the explanation
<b>Poetry</b>	<b>Vocabulary building</b> (1 week)	<b>Structure - rhyming couplets</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure – rhyming couplets</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (1 week)
Suggested outcome	Read, write and perform free verse	Recite familiar poems by heart	Read, write and perform free verse	Recite familiar poems by heart Not read, write and perform free verse	Read, write and perform free verse	Personal responses to Poetry. Recite familiar poems by heart

Year 2						
	Term 1		Term 2		Term 3	
<b>Narrative</b>	<b>Traditional Tales - Fairy tales</b> (4 weeks – or 2 + 2 weeks)		<b>Stories with recurring literary language</b> (4 weeks – or 2 + 2 weeks)		<b>Traditional Tales – Myths (creation stories)</b> (4 weeks - or 2 + 2 weeks)	
Suggested final written outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.		Write a creation myth based on ones read e.g. how the zebra got his stripes.	
<b>Non-fiction</b>	<b>Explanations</b> 2 weeks	<b>Recount</b> 2 weeks - or 1 + 1 week	<b>Report</b> 4 weeks – or 2 + 2 weeks		<b>Instructions</b> 2 weeks	<b>Explanations</b> 2 weeks
Suggested final written outcome	Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate		Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams.	Produce a flowchart ensuring content is clearly sequenced
<b>Poetry</b>	<b>Vocabulary Building (list poems)</b> (2 weeks)	<b>Structure - calligrams</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure – calligrams</b> (2 weeks – or 1+1weeks)	<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (2 weeks)
Suggested outcome	Read list poems. Write and perform own versions	Write own calligrams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)	Read, write and perform free verse	Personal responses to Poetry. Recite familiar poems by heart

Year 3						
	Term 1		Term 2		Term 3	
<b>Narrative</b>	<b>Traditional Tales - Fables</b> (2 weeks)	<b>Writing and performing a Play</b> (2 weeks)	<b>Traditional Tales - Fairy tales (alternative versions)</b> (3 weeks)		<b>Adventure stories</b>  (6 weeks – or 2 + 2 + 2 weeks)	
Suggested final written outcome	Write a new fable to convey a moral.	Write and perform a play, based on a familiar story	Write a traditional tale from a key characters perspective.		Write an adventure story, focusing on plot.	
<b>Non-fiction</b>	<b>Recount</b> 2 weeks	<b>Instructions giving directions</b> 2 weeks	<b>Explanations</b> 2 weeks	<b>Report</b> 3 weeks	<b>Persuasion - persuasive letter writing</b> 3 weeks	
Suggested final written outcome	Write a news/ sports report of an unfolding event (e.g. commentary), including detail expressed in ways that will engage the reader/viewer	Write and evaluate a range of instructions, including directions e.g. a treasure hunt	Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.	Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader	
<b>Poetry</b>	<b>Vocabulary building</b> (2 weeks)	<b>Structure - limericks</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure - haiku, tanka and kennings</b> (2 weeks)	<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (2 weeks)
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart	Read, write and perform free verse	Read, write haiku, tanka and kennings	Read, write and perform free verse	Research a particular poet. Personal responses to Poetry Recite familiar poems by heart

Year 4						
	Term 1		Term 2		Term 3	
<b>Narrative</b>	<b>Traditional Tales - Myths (quests)</b> (4 weeks)		<b>Writing and performing a play</b> (2 weeks)	<b>Story settings</b> (3 weeks)	<b>A story/stories with a theme</b> (4 weeks)	
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. descriptions (in the style of: a 'Wanted' poster; 'lonely hearts' advert; job application); link dialogue to effective characterisation, interweaving speech and action		Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focusing on setting	Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	
<b>Non-fiction</b>	<b>Report</b> 4 weeks		<b>Persuasion</b> 3 weeks		<b>Discussion</b> 2 weeks	<b>Explanation</b> 2 weeks
Suggested final written outcome	Write own report independently based on notes gathered from several sources		Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing		Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter	Create a flowchart explain how a new invention works; use the notes to write an explanation using an impersonal style
<b>Poetry</b>	<b>Vocabulary building</b> (2 weeks)	<b>Structure - riddles</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure - narrative poetry</b> (2 weeks)	<b>Vocabulary building</b> (1 week)	<b>Take one poet – poetry appreciation</b> (2 weeks)
Suggested outcome	Read, write and perform free verse	Recite familiar riddles by heart	Read, write and perform free verse	Recite some narrative poetry by heart Read and respond	Read, write and perform free verse	Research a particular poet. Personal responses to Poetry Recite familiar poems by heart

Year 5						
	Term 1		Term 2		Term 3	
<b>Narrative</b>	<b>Traditional Tales - legends</b> (3 weeks)		<b>Suspense and mystery</b> (4 weeks)		<b>Fiction from our literary heritage</b> (4 weeks)	
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.		Develop skills of building up atmosphere in writing e.g. passages building up tension		Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
<b>Non-fiction</b>	<b>Recount</b> 2 weeks	<b>Explanation</b> 2 weeks	<b>Persuasion</b> 3 weeks	<b>Instructions</b> 1 weeks	<b>Report</b> 2 weeks	<b>Discussion</b> 2 weeks
Suggested final written outcome	Compose a biographical account based on research	Links to Geography PoS 'physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes	Detailed instructions with clear introduction and conclusion.	Write a report, in the form of an information leaflet, in which two or more subjects are compared	Write up a balanced discussion presenting two sides of an argument, following a debate
<b>Poetry</b>	<b>Vocabulary building</b> (2 weeks)	<b>Structure - cinquain</b> (1 week)	<b>Vocabulary building</b> (1 week)	<b>Structure - spoken word poetry/rap</b> (2 weeks)	<b>Vocabulary building</b> (1 week)	<b>Take one poet –</b> poetry appreciation (2 weeks)
Suggested outcome	Read, write and perform free verse	Read and respond to cinquains. Experiment with writing their own.	Read, write and perform free verse	Listen to, read and respond to raps. Experiment with writing their own.	Read, write and perform free verse	Research a particular poet. Personal responses to Poetry Recite familiar poems by heart

Year 6						
	Term 1			Term 2		Term 3
<b>Narrative</b>	<b>Fiction Genres</b> (4 weeks)			<b>Narrative workshop: review key narrative technique e.g. creating settings, characterisation, atmosphere</b> (4 weeks)		<b>'Take One Book'</b> (extended book study over 5 weeks)
Suggested final written outcome	A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)			A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique		A range of written outcomes, linked modules covered across their school journey
<b>Non-fiction</b>	<b>Recount</b> 2 weeks	<b>Explanation</b> 2 weeks	<b>Report</b> 2 weeks	<b>Persuasion</b> 3 weeks	<b>Discussion</b> 2 weeks	<b>Debating skills</b> 2 weeks
Suggested final written outcome	Links to science 'reporting and Presenting findings from enquiries, Including conclusions, causal relationships and explanations of and degree of trust in results	Write in role, adapting distinctive voices, e.g. of historical characters, through preparing a CV; composing a biographical account or describing a person from different perspectives, e.g. police description, school report, newspaper obituary	Write reports as part of a Presentation on a non-fiction subject Choose the appropriate style and form of writing to suit a specific purpose and audience, drawing on knowledge of different non-fiction text types.	Construct an argument in note form or full text to persuade others of a point of view and present the case to the class or a group; use standard appropriately; evaluate its effectiveness	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints	A series of live debates on various subjects. Children work in groups /pairs/ individually to prepare and present points of views
<b>Poetry</b>	<b>Vocabulary building</b> (1 week)			<b>Vocabulary building</b> (1 week)	<b>Structure monologues</b> (1 week)	<b>Take one poet –</b> poetry appreciation (2 weeks)
Suggested outcome	Read, write and perform free verse			Read, write and perform free verse	Read and respond	Research a particular poet. Personal responses to Poetry. Recite familiar poems by heart