



Year 1 Text Coverage

<p>Stories with predictable phrasing (6 weeks – or 3 + 3 weeks)</p> <p>Write simple sentences using patterned language, words and phrases taken from familiar stories</p> <p>Related skills bursts: linking words, past tense, grammatical accuracy, expanded noun phrases, connectives, apostrophes, correct punctuation, conjunctions.</p>	<p>Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)</p> <p>Write a series of sentences to retell events based on personal experience.</p> <p>Related skills bursts: linking words, past tense, grammatical accuracy, expanded noun phrases, connectives, apostrophes, correct punctuation, conjunctions.</p>	<p>Traditional Tales - Fairy tales (6 weeks – or 2 + 2 + 2 weeks)</p> <p>Write a re-telling of a traditional story.</p> <p>Related skills bursts: linking words, past tense, grammatical accuracy, expanded noun phrases, connectives, apostrophes, correct punctuation, conjunctions</p>	<p>Take One Book’ 1</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>Take One Book’ 2</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>Poetry Vocabulary building (1 week per term)</p> <p>Make adventurous word choices to describe closely observed experiences. Use simple poetry structure to write new lines and substitute your own ideas</p>	<p>Poetry Structure– rhyming couplets (1 week per term)</p> <p>Use structures from poems and the basis for writing by extending or substituting elements, inventing own lines and verses. Experiment with alliteration to create humorous and surprising combinations. Use simple repeating phrases or lines as models</p>
<p>Labels, lists and captions</p> <p>Write labels and sentences for an in-class exhibition/ museum display.</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, capital letters for headings, titles and names</p>	<p>Recounts</p> <p>Write simple first person recounts based on personal experience, using adverbs of time to aid sequencing</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases</p>	<p>Reports 1</p> <p>A simple non chronological 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</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, capital letters for headings, titles and names</p>	<p>Reports 2</p> <p>A simple non chronological 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</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, capital letters for headings, titles and names</p>	<p>Instructions</p> <p>Following a practical experience, write up the instructions for a simple recipe</p> <p>Related skills bursts: linking phrases, expanded noun phrases, capitals for headings and titles, commas in lists, past and present tense, different sentences types – commands and imperatives</p>	<p>Explanations</p> <p>Draw pictures to illustrate a simple process and prepare several sentences to support the explanation</p> <p>Related skills bursts: connectives and conjunctions, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases, present tense & continuous verbs, linking words</p>	

Year 2 Text Coverage

<p>Stories with recurring literacy language (4 weeks – or 2 + 2 weeks)</p> <p>Use a familiar story as a model to write a new story.</p> <p>Related skills bursts: linking words, past tense, grammatical accuracy, expanded noun phrases, connectives, apostrophes, correct punctuation, conjunctions.</p>	<p>Contemporary fiction – stories reflecting children’s own experience (4 weeks – or 2 + 2 weeks)</p> <p>Write a series of sentences to retell events based on personal experience.</p> <p>Related skills bursts: linking words, past tense, grammatical accuracy, expanded noun phrases, connectives, apostrophes, correct punctuation, conjunctions.</p>	<p>Traditional Tales – Myths (Creation stories) (4 weeks – or 2 + 2 weeks)</p> <p>Write a creation myth based on ones read e.g. how the zebra got his stripes.</p> <p>Related skills bursts: linking words, past tense, grammatical accuracy, expanded noun phrases, connectives, apostrophes, correct punctuation, conjunctions</p>	<p>‘Take One Book’ 1</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>‘Take One Book’ 2</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>Poetry Vocabulary building-list poems</p> <p>Read list poems. Write and perform own versions.</p>	<p>Poetry Structure– Calligrams</p> <p>Write own calligrams (based on single words)</p> <p>Poetry Structure– Calligrams</p> <p>Write own calligrams (shape poems)</p>
<p>Recounts</p> <p>Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases</p>	<p>Reports</p> <p>Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, capital letters for headings, titles and names</p>	<p>Instructions</p> <p>Write a series of fiction-based instructions (i.e. ‘How to trap an ogre’), including diagrams.</p> <p>Related skills bursts: linking phrases, expanded noun phrases, capitals for headings and titles, commas in lists, past and present tense, different sentences types – commands and imperatives</p>	<p>Explanations 1</p> <p>Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.</p> <p>Related skills bursts: connectives and conjunctions, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases, present tense & continuous verbs, linking words</p>	<p>Explanations 2</p> <p>Produce a flowchart, ensuring content is clearly sequenced</p> <p>Related skills bursts: connectives and conjunctions, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases, present tense & continuous verbs, linking words</p>		

Year 3 Text Coverage

<p>Traditional Tales – Fables</p> <p>Write a new fable to convey a moral.</p> <p>Related skills bursts: powerful adjectives, past and present tense verbs, connectives and time openers, conjunctions, pronouns, commas in lists, different sentence types – 2a sentence, list sentence, 3 ed sentences, speech marks to punctuate dialogue</p>	<p>Writing and performing a play</p> <p>Write and perform a play, based on a familiar story</p> <p>Related skills bursts: powerful adjectives, verbs – past and present, powerful verb selection, connectives, conjunctions and prepositions and adverbs</p>	<p>Traditional Tales – fairy tales (alternative versions)</p> <p>Write a traditional tale from a key characters perspective.</p> <p>Related skills bursts: powerful adjectives, past and present tense verbs, connectives and time openers, conjunctions, pronouns, commas in lists, different sentence types – 2a sentence, list sentence, 3 ed sentences, speech marks to punctuate dialogue</p>	<p>Adventure stories</p> <p>Write an adventure story, focusing on plot</p> <p>Related skills bursts: powerful adjectives, past and present tense verbs, connectives and time openers, conjunctions, pronouns, commas in lists, different sentence types – 2a sentence, list sentence, 3 ed sentences, speech marks to punctuate dialogue</p>	<p>‘Take One Book’ 1</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>‘Take One Book’ 2</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>Poetry 1</p> <p>Structure –limericks</p> <p>Poetry 1</p> <p>Structure –haiku, tanka and kennings</p>
<p style="text-align: center;">Recounts</p> <p>Write a news/ sports report of an ‘unfolding event’ (e.g. commentary), including detail expressed in ways that will engage the reader/viewer</p> <p>Related skills bursts: connectives and conjunctions, past and present tense, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases</p>	<p style="text-align: center;">Instructions- giving directions</p> <p>Write and evaluate a range of ins directions e.g. a treasure hunt</p> <p>Related skills bursts: 1st, 2nd and 3rd person, prepositions, adjectives, plural forms, pronouns, conjunctions, time and sequential connectives.</p>	<p style="text-align: center;">Explanations</p> <p>Create and use a flowchart to write an explanation of a process, ensuring relevant details are include ended effectively.</p> <p>Related skills bursts: connectives and conjunctions, grammatical accuracy, apostrophes, commas in lists, linking words, expanded noun phrases, present tense & continuous verbs, linking words</p>	<p style="text-align: center;">Reports</p> <p>Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject and using a spidergram to organise the information.</p> <p>Related skills bursts: 1st, 2nd and 3rd person, prepositions, adjectives, plural forms, determiners, pronouns, conjunctions</p>	<p style="text-align: center;">Persuasion –persuasive letter writing</p> <p>Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.</p> <p>Related Skills Bursts: apostrophes for possession and omission, powerful adjectives, comparative and superlative adjectives, adverbial phrases, commas for lists and embedded clauses, connectives and conjunctions, explore word order</p>		

Year 4 Text Coverage

<p>Traditional Tales – Myths/Quests</p> <p>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.</p> <p>Related Skills Bursts: adverbs, powerful adjectives, past present and future tense, speech punctuation, different sentence types, commas, conjunctions & connectives.</p>	<p>Writing and performing a play</p> <p>Write and perform a play, based on a familiar story</p> <p>Related skills bursts: powerful adjectives, verbs – past and present, powerful verb selection, connectives, conjunctions and prepositions and adverbs</p>	<p>Story settings</p> <p>Write a section of a narrative (or several narratives) focusing on setting</p> <p>Related skills bursts: powerful adjectives, past and present tense verbs, connectives and time openers, conjunctions, pronouns, commas in lists, different sentence types – 2a sentence, list sentence, 3 ed sentences,</p>	<p>A story/stories with a theme</p> <p>Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme</p> <p>Related Skills Bursts: adverbs, powerful adjectives, past present and future tense, speech punctuation, different sentence types, commas, conjunctions and connectives</p>	<p>‘Take One Book’ 1</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>‘Take One Book’ 2</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>Poetry Structure –Riddles</p> <p>Poetry 2 Structure –Narrative poetry</p>
<p>Reports</p> <p>Write own report independently based on notes gathered from several sources</p> <p>Related Skills Bursts: Verb forms (past tense) adjectival and adverbial phrases, commas in lists and for embedded clauses, pronouns and prepositions, connective devices and conjunctions</p>	<p>Persuasion</p> <p>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</p> <p>Related Skills Bursts: apostrophes for possession and omission, powerful adjectives, comparative and superlative adjectives, adverbial phrases, commas for lists and embedded clauses, connectives and conjunctions, explore word order</p>		<p>Discussion</p> <p>Consider different sides of an argument and decide on a course of action, summarising your reasons in a letter</p> <p>Skills Bursts: Formal and Informal, conditionals, modals and subjunctives, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, De:De</p>	<p>Explanation</p> <p>Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style</p> <p>Related Skills Bursts: Prepositions, standard English, explore word order, complex sentences and embedded clauses, adverbial phrases, adjectives for precise description, conjunctions and connectives</p>		

Year 5 Text Coverage

<p>Traditional Tales – Legends</p> <p>Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.</p> <p>Related Skills Bursts: adverbs, powerful adjectives, past present and future tense, speech punctuation, different sentence types, commas, conjunctions & connectives</p>	<p>Suspense and mystery</p> <p>Develop skills of building up atmosphere in writing e.g. passages building up tension</p> <p>Related Skills Bursts: adverbs, powerful adjectives, past present and future tense, speech punctuation, different sentence types, commas, conjunctions and connectives, cohesion,</p>	<p>Fiction from our literary heritage</p> <p>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.</p> <p>Related Skills Bursts: adverbs, powerful adjectives, past present and future tense, speech punctuation, different sentence types, commas, conjunctions and connectives, language choice, understanding old fashioned language</p>	<p>‘Take One Book’ 1</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>‘Take One Book’ 2</p> <p>One (or more) written outcomes, linked with fiction/ non-fiction modules already covered during the term.</p> <p>Allows wider creative freedom and an enhanced opportunity to focus on the ‘reading for pleasure’ element of the curriculum. One book is chosen, and from this, a variety of outcomes could be produced, and links made across the curriculum where appropriate.</p>	<p>Structure – cinquain</p> <p>Read and respond to cinquains. Experiment with writing their own.</p> <p>Structure – spoken word poetry/rap</p> <p>Listen to, read and respond to raps. Experiment with writing their own.</p>
<p style="text-align: center;">Recount</p> <p>Compose a biographical account based on research</p> <p>Related Skills Bursts: Past, present and future tense, standard English, direct and reported speech, complex sentences (embedded clauses) commas, fronted adverbials</p>	<p style="text-align: center;">Explanation</p> <p>Links to Geography/ Science PoS rivers, mountains, volcanoes and earthquakes, the water cycle, how we see things, how we hear sounds, how the heart works etc.</p> <p>Related Skills Bursts: Prepositions, standard English, explore word order, complex sentences and embedded clauses, adverbial phrases, adjectives for precise description, conjunctions and connectives</p>	<p style="text-align: center;">Persuasion</p> <p>Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes.</p> <p>Related Skills Bursts: apostrophes for possession and omission, powerful adjectives, comparative and superlative adjectives, adverbial phrases, commas for lists and embedded clauses, connectives and conjunctions, explore word order</p>	<p style="text-align: center;">Instructions</p> <p>Detailed instructions with clear introduction and conclusion.</p> <p>Related Skills Bursts: commas in lists, prepositions, connectives, explore word order, embedded clauses, adverbial phrases, comparative and superlative adjectives, apostrophes for possession and omission</p>	<p style="text-align: center;">Reports</p> <p>Write a report, in the form of an information leaflet, in which two or more subjects are compared</p> <p>Related Skills Bursts: Verb forms (past tense) adjectival and adverbial phrases, commas in lists and for embedded clauses, pronouns and prepositions, connective devices and conjunctions</p>	<p style="text-align: center;">Discussion</p> <p>Write up a balanced discussion presenting two sides of an argument, following a debate</p> <p>Skills Bursts: Formal and Informal, conditionals, modals and subjunctives, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, De:De</p>

Year 6 Text Coverage

<p>Fiction Genres</p> <p>A range of short stories conveying different genres; a genre-swap story (where the genre changes from one paragraph to the next)</p> <p>Related Skills Bursts: Expanded Noun Phrases, Adverbs & Adverbials, Complex Sentences, 3 bad-, De: De, Connectives, Active and Passive narration, Many questions, If, If, If, then...</p>	<p>Narrative workshop: review</p> <p>key narrative technique e.g. creating settings, characterisation, atmosphere</p> <p>A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique</p> <p>Related Skills Bursts: Expanded Noun Phrases, Adverbs & Adverbials, Complex Sentences, Connectives, Active and Passive narration, variety of sentences types</p>	<p>'Take One Book' 1</p> <p>One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i></p>	<p>Take One Book' 2</p> <p>One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term. <i>This could include non-fiction text types not taught as a unit in this year group (e.g. recounts, instructions)</i></p>	<p>Take one poet - Poetry appreciation</p> <p>Read poems by different authors and explore use of rhyme, rhythm and assonance. Perform poems. Explore writer's use of figurative language and how they vary structures e.g. haiku, analyse how poets communicate moods, messages and feelings across linked themes e.g. the four seasons. Read poems including nonsense words and explore how writers make meaning. Write poems in different forms.</p>	<p>Poetry Vocabulary building</p> <p>Read, write and perform free verse</p>
<p>Argument/Persuasion</p> <p>Read strong arguments and learn how good writer's structure points for effect, elaborate with evidence and illustrations. 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 English appropriately; evaluate its effectiveness</p> <p>Skills Bursts: Formal and Informal, conditionals, modals and subjunctives, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences some; others, if, if, if then, De: De, all the ws</p>	<p>Discussion Texts</p> <p>Learn the text and language features of discussion texts and study how good writers construct balanced discussions, summarising and exploring strengths and weaknesses of both sides. Hold a debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints</p> <p>Skills Bursts: Formal and Informal, conditionals, modals and subjunctives, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, De:De</p>	<p>Explanation Texts</p> <p>Revise language features of explanation texts and practise speaking and writing in a passive, impersonal, present tense style. Links to science PoS 'reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results.</p> <p>Skills Bursts: Formal and Informal, Active and Passive voice, conditionals, modals and subjunctives, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, expanded noun phrases & adverbs to convey information concisely</p>	<p>Recounts</p> <p>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.</p> <p>Skills Bursts: Formal and Informal, Active and Passive voice, conditionals, modals, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, expanded noun phrases & adverbs to convey information concisely, variety of sentence types</p>	<p>Biographies and Autobiographies</p> <p>learn about the differences in voice and style, consider the writers implicit and explicit viewpoint, write about a person/event from different perspectives and plan and write a biographical text of your own</p> <p>Skills Bursts: Formal and Informal, Active and Passive voice, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, Variety of sentence types if, if, if, then, 3 bad-,</p>	<p>Non Chronological Reports</p> <p>Select appropriate styles and forms to write for a range of purposes and audiences; drawing of a knowledge of a range of text types.</p> <p>Skills Bursts: Formal and Informal, Active and Passive voice, conditionals, modals, connecting words and phrases, adverbials as connectives, colons, brackets and dashes, complex sentences, expanded noun phrases & adverbs to convey information concisely, De: De, Some; Others.</p>