

English – Writing

St Thomas and St Anne's CE Primary
School



Long Term Rolling Programme

2023-2024

Our curriculum is designed to equip all children with the knowledge, including skills, that will enable them to be successful and creative in their future lives. Our curriculum is underpinned by the basic principles that:

1. Learning is change to long-term memory
2. Our aim is to ensure that our pupils experience a wide breadth of study and that they have a long-term memory of an ambitious body of procedural and semantic knowledge.

Our curriculum has been developed using the Chris Quigley 'Essentials Curriculum'.

Our Long, medium- and short-term planning are supported by resources based on the Chris Quigley milestones. We also use the Non-nonsense literacy teaching sequences along with other resources to support such as Alan Peat Sentences.

We plan for 5 daily English sessions each week of 50 – 60 minutes length.

Our rolling programme has been adopted to cater for our mixed age class structure. This will be reviewed regularly depending on the overall school structure as our class groups often change from year to year. We follow the breadth of study chart to ensure coverage.

We ensure that children are building on previously learning by referring to progression grids (see below) as well as our milestones for English writing (see below).

Our threshold concepts (key areas of learning that the children revisit in each unit of work) for languages are:

Transcription	Composition	Analysis and presentation
<ul style="list-style-type: none"> • Present neatly This concept involves developing an understanding of handwriting and clear presentation. • Spell correctly This concept involves understanding the need for accuracy. • Punctuate accurately This concept involves understanding that punctuation adds clarity to writing. 	<ul style="list-style-type: none"> • Write with purpose This concept involves understanding the purpose or purposes of a piece of writing. • Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description. • Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description. • Use paragraphs This concept involves understanding how to group ideas so as to guide the reader. • Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect. 	<ul style="list-style-type: none"> • Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing. • Present writing This concept involves learning to reflect upon writing and reading it aloud to others.

Threshold Concept		Milestone 1	Milestone 2	Milestone 3
Composition	<p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p>	<ul style="list-style-type: none"> • Say first and then write to tell others about ideas. • Write for a variety of purposes. • Plan by talking about ideas and writing notes. • Use some of the characteristic features of the type of writing used. • Write, review and improve. 	<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. 	<ul style="list-style-type: none"> • Identify the audience for writing. • Choose the appropriate form of writing using the main features identified in reading. • Note, develop and research ideas. • Plan, draft, write, edit and improve.
	<p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Use well-chosen adjectives to add detail. • Use names of people, places and things. • Use well-chosen adjectives. 	<ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases 	<ul style="list-style-type: none"> • Use the techniques that authors use to create characters, settings and plots. • Create vivid images by using alliteration, similes, metaphors and personification.

		<ul style="list-style-type: none"> • Use nouns and pronouns for variety. • Use adverbs for extra detail. 	including some collective nouns.	<ul style="list-style-type: none"> • Interweave descriptions of characters, settings and atmosphere with dialogue.
	<p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p>	<ul style="list-style-type: none"> • Re-read writing to check it makes sense. • Use the correct tenses. • Organise writing in line with its purpose. 	<ul style="list-style-type: none"> • Use organisational devices such as headings and sub headings. • Use the perfect form of verbs to mark relationships of time and cause. • Use connectives that signal time, shift attention, inject suspense and shift the setting. 	<ul style="list-style-type: none"> • Guide the reader by using a range of organisational devices, including a range of connectives. • Choose effective grammar and punctuation. • Ensure correct use of tenses throughout a piece of writing.
	<p>Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p>	<ul style="list-style-type: none"> • Write about more than one idea. • Group related information. 	<ul style="list-style-type: none"> • Organise paragraphs around a theme. • Sequence paragraphs. 	<ul style="list-style-type: none"> • Write paragraphs that give the reader a sense of clarity. • Write paragraphs that make sense if read alone. • Write cohesively at length.

Use sentences appropriately

This concept involves using different types of sentences appropriately for both clarity and for effect.

- Write so that other people can understand the meaning of sentences.
- Sequence sentences to form clear narratives.
- Convey ideas sentence by sentence.
- Join sentences with conjunctions and connectives.
- Vary the way sentences begin.

• Use a mixture of simple, compound and complex sentences.

• Write sentences that include:

- conjunctions
- adverbs
- direct speech, punctuated correctly
- clauses
- adverbial phrases.

• Write sentences that include:

- relative clauses
- modal verbs
- relative pronouns
- brackets
- parenthesis
- a mixture of active and passive voice
- a clear subject and object
- hyphens, colons and semi colons
- bullet points.

Transcription

Present neatly

This concept involves developing an understanding of handwriting and clear presentation.

- Sit correctly and hold a pencil correctly.
- Begin to form lower-case letters correctly.
- Form capital letters.
- Form digits 0-9.
- Understand letters that are formed in similar ways.
- Form lower-case letters of a consistent size.
- Begin to join some letters.
- Write capital letters and digits of consistent size.
- Use spacing between words that reflects the size of the letters.

- Join letters, deciding which letters are best left un-joined.
- Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.

- Write fluently and legibly with a personal style.

Spell correctly

This concept involves understanding the need for accuracy.

- Spell words containing 40+ learned phonemes.

- Use prefixes and suffixes and understand how to add them.

- Use prefixes appropriately.
- Spell some words with silent letters

- Spell common exception words (the, said, one, two and the days of the week).

- Name letters of the alphabet in order.

- Use letter names to describe spellings of words.

- Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks).

- Use the prefix un.

- Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.

- Use spelling rules.

- Spell homophones correctly.

- Spell correctly often misspelt words.

- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).

- Use the first two or three letters of a word to check its spelling in a dictionary.

- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

(knight, psalm and solemn).

- Distinguish between homophones and other words that are often confused.

- Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.

- Use dictionaries to check spelling and meaning of words.

- Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary.

- Use a thesaurus.

- Spell the vast majority of words correctly.

- Write simple sentences dictated by the teacher.
- Spell by segmenting words into phonemes and represent them with the correct graphemes.
- Learn some new ways to represent phonemes.
- Spell common exception words correctly.
- Spell contraction words correctly (can't, don't).
- Add suffixes to spell longer words (-ment, -ness, -ful and -less).
- Use the possessive apostrophe. (singular) (for example, the girl's book)
- Distinguish between homophones and near-homophones.

Punctuate accurately

This concept involves understanding that punctuation adds clarity to writing.

- Leave spaces between words.
- Use the word 'and' to join words and sentences.
- Begin to punctuate using a capital letter for the name of people, places, the days of the week and I.
- Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms.
- Use sentences with different forms: statement, question, exclamation and command.
- Use extended noun phrases to describe and specify (e.g. the blue butterfly).

- Develop understanding of writing concepts by:
 - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
 - Using the present perfect form of verbs in contrast to the past tense.
 - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 - Using conjunctions, adverbs and prepositions to express time and cause.
 - Using fronted adverbials.
- Indicate grammatical and other features by:

- Develop understanding of writing concepts by:
 - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
 - Using passive verbs to affect the presentation of information in a sentence.
 - Using the perfect form of verbs to mark relationships of time and cause.
 - Using expanded noun phrases to convey complicated information concisely.
 - Using modal verbs or adverbs to indicate degrees of possibility.
 - Using relative clauses beginning with

- Use subordination (when, if, that or because).
- Use coordination (or, and, but).
- Use some features of standard written English.
- Use the present and past tenses correctly, including the progressive form.

- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.

- who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- Indicate grammatical and other features by:
 - Using commas to clarify meaning or avoid ambiguity in writing.
 - Using hyphens to avoid ambiguity.
 - Using brackets, dashes or commas to indicate parenthesis.
 - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 - Using a colon to introduce a list.
 - Punctuating bullet points consistently.

Analysis and presentation

Analyse writing

This concept involves understanding how grammatical choices give effect and meaning to writing.

- Discuss writing with the teacher and other pupils.

- Use and understand grammatical terminology in discussing writing:

Year 1

- word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark.

Year 2

- Use and understand grammatical terminology in discussing writing:

- verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.

- Use and understand grammatical terminology when discussing writing and reading:

Year 3

- word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

Year 4

- pronoun, possessive pronoun, adverbial.

- Use and understand grammatical terminology when discussing writing and reading:

Year 5

- relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity.

Year 6

- active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

Present writing

This concept involves learning to reflect upon

- Read aloud writing clearly enough to be

- Read aloud writing to a group or whole class, using appropriate intonation.

- Perform compositions, using appropriate intonation and volume.

writing and reading it
aloud to others.

heard by peers and the
teacher.

- Read aloud writing
with some intonation.

Breadth of study:

	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations. • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).
Note:	<p>Only the following are statutory at KS1:</p> <ul style="list-style-type: none"> • personal experiences • real events • poetry • different purposes. 	<p>Only the following are statutory at KS2:</p> <ul style="list-style-type: none"> • narratives • non-fiction • poetry • different purposes.

Theme/ Term	Missions & quests – Autumn 1			Free to be me – Autumn 2		
Writing Root Text	 I Want My Hat Back Jan Klassen	 BRINGING THE RAIN TO KAPITI PLAIN Verma Aandema	 ANANSI THE SPIDER Gerald McDermott	 LEO AND THE OCTOPUS Isabelle Marinov	 HALIBUT JACKSON David Lucas	 I AM HENRY FINCH Alexis Deacon
Length	15 sessions, 3 weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	15 sessions, 3 weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks
Outcomes	Story sequels Questions, speech bubbles, letters, lists	Tourist information leaflets Labels and captions, retellings, simple explanations	Booklets about spiders Labels and captions, call-and-response poems, descriptive posters, simple explanations	Fact file This is Me! posters, letters of advice, factual descriptions, logbooks, scripts	Narrative sequels Signs and labels, captions, invitations, thought bubbles, advertisements, letters of advice	Guidebooks - How to Think Timetables, thought-bubbles, lists, commands, letters of advice
Theme/ Term	Talents & powers – Spring 1			Nature & the planet – Spring 2		
Writing Root Text	 Super Milly and the Super School Day Stephanie Clarkson	 BILLY AND THE BEAST Nadia Shireen	 SEND FOR A SUPERHERO Michael Rosen & Katharine McEwan	 THE SEA SAW Tom Percival	 THE EXTRAORDINARY CARDENER Sam Boughton	 THE TINY SEED Eric Carle
Length	10+ sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks
Outcomes	Alternative character version Letters of encouragement, retellings, song lyrics, job applications	Own version 'defeat a monster' narratives Wanted posters, summaries, emails, character descriptions, recipes	Own version superhero narratives Wanted posters, letters, speech bubbles, diaries, emails, character descriptions	Own version narrative Writing in role, notes of advice, missing posters, diary entries, letters of thanks	Narrative inspired by the original text Labels, letters of advice, instructions, narratives	Advice leaflets Labels and captions, advice, retellings, writing in role, narrative, letters
Theme/ Term	Perfect fit – Summer 1			Sharing & caring – Summer 2		
Writing Root Text	 JULIAN IS A MERMAID Jessica Love	 WEIRDO Zadie Smith and Nick Laird	 SO MUCH Trish Cooke and Helen Owenbury	 PIG THE PUG Aaron Blabey	 Hairy Maclary from Donaldson's Dairy Lynley Dodd	 BEEGU Alexis Deacon
Length	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	10+ sessions, 2+ weeks	15+ sessions, 3+ weeks	10+ sessions, 2+ weeks	10 sessions, 2 weeks
Outcomes	Three-verse poems Instructions, writing in role, advertisements	Instructional guides to being brave Writing in role, letters, labels and captions, narrative retellings	Own 'So Much' narrative poems Past tense sentences, writing in role, performance/ narrative poetry	'How to' guides Character comparisons, fact sheets, shared poetry, own version narratives	Alternative version narratives Character descriptions, writing in role, letters, leaflets	Own version 'alien' narratives Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction reports

Cycle B Y2/Y3

Theme/ Term	Twisted tales – Autumn 1		
Writing Root/ Spelling Seed Text	Jim, A Cautionary Tale Hilary Bellac	Goldilocks & the Three Bears Lauren Child	OR Jim and the Beanstalk Raymond Briggs
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Narrative poems Warning poster, warning announcement, alternative ending, performance poetry, letter of apology	Sequel stories Wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	Sequel stories Narrative retellings (including dialogue), thought bubbles, informal letters
Literary Leaf Text	The Spider and the Fly Mary Howitt and Tony DiTerlizi	A Book of Bears Katie Viggers	Cinderella An Art Deco Fairy Tale Lynn Roberts and David
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks

Theme/ Term	Dreams & curiosity – Autumn 2		
Writing Root/ Spelling Seed Text	The Dragon Machine Heven Ward	The BFG Roald Dahl	The Tear Thief Carol Ann Duffy
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Own version dragon stories Dragon guides & encyclopaedias, letters of advice, dragon machine explanations, shopping lists, descriptions, letters	Own version fantasy narratives Recount (diary entry), character descriptions, wanted posters, new chapters, instructions	Letters of explanation Shared poems, persuasive posters, discussions
Literary Leaf Text	New and Collected Poems for Children Carol Ann Duffy	The BFG Roald Dahl	
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	

Theme/ Term	Leaders & followers – Spring 1		
Writing Root/ Spelling Seed Text	The Pied Piper of Hamelin Michael Morpurgo	Wolves Emily Gravett	How to Live Forever Colin Thompson
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Own version myths/legends Writing in role, information reports, adverts, formal letters	Non-chronological leaflets Captions, information writing, character descriptions and comparisons	Prequels Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning
Literary Leaf Text	The Pied Piper of Hamelin Robert Browning	A Necklace of Raindrops Joan Aiken	
Length	11 sessions, 2+ weeks	14 sessions, 2+ weeks	

Theme/ Term	Bravery & courage – Spring 2		
Writing Root/ Spelling Seed Text	Our Tower Joseph Coelho	The Bear Under the Stairs Helen Cooper	OR The Bear and the Piano David Litchfield
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Extended fantasy narratives Poems, setting descriptions, diary entries, dialogue, letters of thanks	Information texts Letters, retellings, own version narratives	Own version narratives about bravery Letters of advice, short news reports, writing in role, retellings, information posters
Literary Leaf Text	Africa, Amazing Africa Atinuke	Too Small Toa Atinuke	Rabbit and Bear by Julian Cough & Jim Field
Length	15 sessions, 3 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks

Theme/ Term	Discovery & wonder – Summer 1		
Writing Root/ Spelling Seed Text	Rosie Revere, Engineer Andrea Beaty	Cinderella of the Nile Beverly Naidoo	OR The First Drawing Mordcai Gerstein
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks
Outcomes	Leaflet for local landmarks Short explanations, writing in role, reports, adverts	Own version narratives Descriptive passages, how-to guides, letters, discussions, non-chronological reports	Own historical narratives Character descriptions, diaries, recounts
Literary Leaf Text	Ada Twist and the Perilous Pantalons Andrea Beaty	Arthur and the Golden Rope Joe Todd Stanton	The Magic Finger Roald Dahl
Length	14 sessions, 2+ weeks	15 sessions, 3 weeks	12 sessions, 2+ weeks

Theme/ Term	Fantasy worlds – Summer 2		
Writing Root/ Spelling Seed Text	The Day I Swapped my Dad for Two Goldfish Neil Gaiman	Ocean Meets Sky Eric Fan and Terry Fan	OR Toys in Space Mimi Grey
Length	12 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks
Outcomes	Own version narratives Thought bubbles, missing scenes, diaries	Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue	Own version fantasy world narrative Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions
Literary Leaf Text	Fortunately, the Milk Neil Gaiman	Eric Shaun Tan	Cakes in Space Philip Reeve
Length	12 sessions, 2+ weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks

Theme/ Term	Imagination & freedom – Autumn 1			Invention & transformation – Autumn 2			
Writing Root/ Spelling Seed Text	Tale Search Faith Ringgold	Vermints Helen Ward	The Tin Forest Helen Ward	Until I Met Dudley Roger McCough and Chris Riddell	The Iron Man Neil Gaiman	The First Drawing Mordicai Gerstein	
Length	15 sessions, 3 weeks	16 sessions, 3+ weeks	10 sessions, 2 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 2 weeks	
Outcomes	Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script)	Explanations Descriptive comparisons, retellings, setting descriptions, poetry	Own historical narratives Character descriptions, diaries, recounts	Persuasive information leaflets Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions	Two explanation texts - formal and informal Letters, short explanatory paragraphs	Mystery narratives Character descriptions, short news reports, letters of advice, menus (using descriptive devices), poetry	
Literary Leaf Text	EUNDEFEATED The Undeclared Kwame Alexander	Zombieworld Joseph Coelho	Annie Lumsden, The Girl from the Sea David Almond	The Story of Flight Jakob Whitfield	SKYGAZING Anna Claybourne	THE WILD ROBOT Peter Brown	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Theme/ Term	Leaders & followers – Spring 1			Taking courage – Spring 2			
Writing Root/ Spelling Seed Text	The Pied Piper of Hamelin Michael Morpurgo	The Selfish Giant Oscar Wilde	Cinnamon Neil Gaiman	Black Dog Levi Pinfold	Old and the Frost Giants Neil Gaiman	The Matchbox Diary Paul Fleischman	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Own version myths/legends Writing in role, information reports, adverts, formal letters	Own version narratives about kindness Letters, first person recounts, diaries, letters, posters, reports	Own version mythical tales Diaries, informal letters, dialogue, adverts, limericks and other poetic forms	Own version 'suspense' narratives Postcards, dialogue, retellings, descriptions	Retellings - alternative perspective Narrative recounts, character and setting descriptions, letters, short explanations	Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file	
Literary Leaf Text	The Pied Piper of Hamelin Robert Browning	Tamarind and the Star of Ishita Jasbinder Bilan	Viking Voyagers Jack Tibe	Norse Myths Kevin Crossley-Holland	Old Possum's Book of Practical Cats T. S. Eliot		
Length	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	12 sessions, 2+ weeks		
Theme/ Term	Exploration & discovery – Summer 1			Fantasy worlds – Summer 2			
Writing Root/ Spelling Seed Text	Weslandia Paul Fleischman	The Baker by the Sea Paula White	Flotsam David Wiesner	The Lion the Witch and the Wardrobe C. S. Lewis	Jabberwocky Lewis Carroll	The Day I Swapped my Dad for Two Goldfish Neil Gaiman	
Length	15 sessions, 3 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	10 sessions, 2 weeks	12 sessions, 2+ weeks	
Outcomes	Non-chronological reports Retellings, character descriptions, book reviews	Tourist brochure Job applications, advertisements, setting descriptions, letter in role	Sequels (mystery narratives) Postcard, setting descriptions, non-chronological reports, message in a bottle letters	Newspaper reports Packing lists (justifications), letters (formal and informal), interviews, diaries	Own version narratives (set in other worlds) Poems, eyewitness reports, an imaginary conversation, writing in role	Nonsense poems Performance poetry, explanatory descriptions	Own version narratives Thought bubbles, missing scenes, diaries
Literary Leaf Text	The Humans: Ancient civilisations Jonny Marx	Poems from a Green and Blue Planet Sabrina Mahfouz	The Lion the Witch and the Wardrobe C. S. Lewis	Fortunately, the Milk Neil Gaiman			
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	20 sessions, 4 weeks	12 sessions, 2+ weeks			

Theme/ Term	Journeys & migration – Autumn 1			Conservation & preservation – Autumn 2			
Writing Root/ Spelling Seed Text	<i>The Odyssey</i> Gillian Cross	<i>Leila and the Blue Fox</i> Kiran Milwood Hargrave	<i>The Arrival</i> Shaun Tan	<i>Windrush Child</i> Benjamin Zephaniah	<i>Can We Save the Tiger?</i> Martin Jenkins	<i>The Last Bear</i> Hannah Gold	
Length	20 sessions, 4 weeks	20 sessions, 4 weeks	17 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks	
Outcomes	Epic stories Speeches (proclamation, persuasive, soliloquy), dialogue, missing scenes, postcards, adverts.	Extended blog entry Poetry, informal messages, formal letters, short info texts, diary entries, narrative / action scenes, tweets.	Extended narratives Letters, lists of rules, character descriptions, diaries, short scripts, short reports, guides.	Persuasive pitch Thought bubble, informal letter, poem, diary entry, advice, informal letter.	Discussion texts Letters, explanations, persuasive posters, & speeches, simple poems.	Newspaper article Character profile, dialogue, monologue, logbook entry, scientific report.	Balanced discussions Research notes, non-chronological reports in the form of a letter to a character.
Literary Leaf Text	<i>Fly Me Home</i> Polly Ho-Yen		<i>On the Move: Poems about Migration</i> Michael Rosen		<i>Beetle Boy</i> M. C. Leonard	<i>The Tiger Rising</i> Kate DiCamillo	
Length	15 sessions, 3 weeks		15 sessions, 3 weeks		15 sessions, 3 weeks	16 sessions, 3+ weeks	
Theme/ Term	Inspiration & activism – Spring 1			Dystopian worlds – Spring 2			
Writing Root/ Spelling Seed Text	<i>Hidden Figures</i> Margot Lee Shetterly	<i>Suffragette: The Battle for Equality</i> David Roberts	<i>The Invention of Hugo Cabret</i> Brian Selznick	<i>Robot Girl</i> Malorie Blackman	<i>Boy in the Tower</i> Polly Ho-Yen	<i>The Last Wild</i> Piers Torday	
Length	15+ sessions, 3+ weeks	10 sessions, 2 weeks	17 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	16 sessions, 3+ weeks	
Outcomes	Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques.	Persuasive campaigns Formal letters, diaries, balanced arguments, speeches, short news reports.	Biographies Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques.	Science-fiction narratives Discussions, debates, dialogue, character comparisons, reviews.	Own version narratives (past and present tense) Journalistic writing, formal letters, non-chronological reports.	Own version dystopian narratives Posters, retellings, formal reports, character descriptions, diaries, formal reports.	
Literary Leaf Text	<i>Hidden Figures Young Readers' Edition</i> Margot Lee Shetterly	<i>Malala</i> Malala Yousafzai	<i>The Little Match Girl Strikes Back</i> Lauren Child	<i>The Invention of Hugo Cabret</i> Brian Selznick	<i>Caged Bird</i> Maya Angelou	<i>The Wolves of Willoughby Chase</i> Joan Aiken	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	17 sessions, 3+ weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	
Theme/ Term	Fate & fortune – Summer 1			A Sense of Place – Summer 2			
Writing Root/ Spelling Seed Text	<i>The Last Happy Endings</i> Carol Ann Duffy	<i>The Wind in the Willows</i> Sally Gardner	<i>Romeo and Juliet</i> William Shakespeare	<i>Kaspar, Prince of Cats</i> Michael Morpurgo	<i>Some Places More Than Others</i> Renee Watson	<i>Night Mail</i> W H Auden	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	
Outcomes	Alternative perspective prequels - Newspaper reports, extended responses to a text.	Extended Gothic narrative Posters, figurative writing, descriptions, old English letter, dialogue.	Playscripts Diaries, letters, narratives, character descriptions, balanced arguments.	Newspaper articles Character descriptions, reports, letters, advertising leaflets, balanced reports.	The Suitcase Project A transition project to represent children including maps, recipes, poems, photos and a biography.	Poetry Letters, diaries, information leaflets, instructions.	
Literary Leaf Text	<i>The Listeners</i> Walter de la Mare	<i>Cogheart</i> Peter Bunzl	<i>Poetry for Kids</i> William Shakespeare (illustrated edition)	<i>Incredible Journeys</i> Levison Wood	<i>Poetry for Young People</i> Langston Hughes	<i>The Story of Titanic for Children</i> Joe Fullman	
Length	10 sessions, 2 weeks	16 sessions, 3+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

