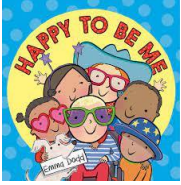
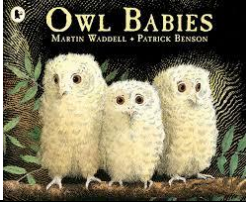
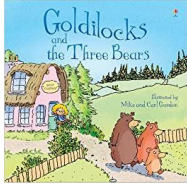
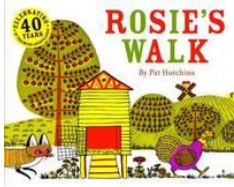
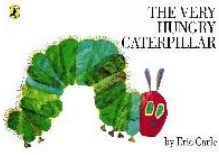
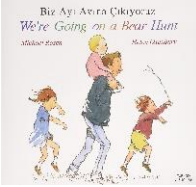


St. Wilfrid's
Writing
Curriculum



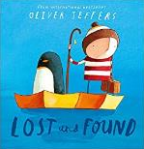
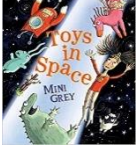

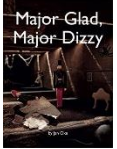
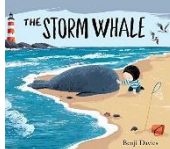

Nursery

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text: Happy to be me	Text: Owl Babies	Text: Goldilocks and The Three Bears	Text: Rosie's Walk	Text: The Very Hungry Caterpillar	Text: We're Going on a Bear Hunt
					
Tale of the term: Little Red Riding Hood	Tale of the term: The Gingerbread Man	Tale of the term: The Three Little Pigs	Tale of the term: Jack and the Bean Stalk	Tale of the term: Princess and the Pea	Tale of the term: The Frog Prince
<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>
<ul style="list-style-type: none"> • Imitates drawing simple shapes such as circles and lines. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools 	<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Starting to use one-handed tools and equipment, e.g. makes snips in paper with child scissors. • May be beginning to show preference for dominant hand. • Distinguishes between the different marks they make. 	<ul style="list-style-type: none"> • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Starting to trace letters of their name • Sometimes gives meaning to marks as they draw and paint. • Sometimes ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Sometimes gives meaning to marks as they draw and paint. • Can trace letters of their name • Sometimes gives meaning to marks as they draw and paint. • Sometimes ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Can confidently trace letters of their name • Starting to copy some letters, e.g. letters from their name. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places. 	<ul style="list-style-type: none"> • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Sometimes gives meaning to marks as they draw and paint. • Ascribes meanings to marks that they see in different places.

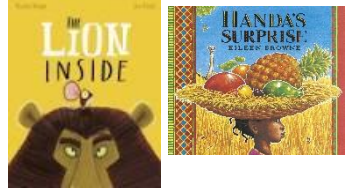
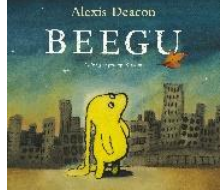
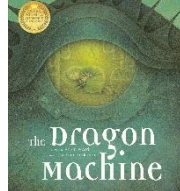

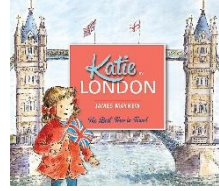

Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic/Text: Mouse House</p>  <p>TFW – The Little Red Hen</p>	<p>Topic/Text: Nativity</p>  <p>TFW - Nativity</p>	<p>Topic/Text: What the Ladybird Heard</p>  <p>TFW - The Enormous Turnip</p>	<p>Topic/Text: There is No Dragon In this Story</p>  <p>TFW – The Three Billy Goats Gruff</p>	<p>Topic/Text: Tiddler</p>  <p>TFW – Going For A Song</p>	<p>Topic/Text: Supertato</p>  <p>Transition</p>
<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>	<u>Writing outcomes</u>
<ul style="list-style-type: none"> • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. <ul style="list-style-type: none"> • Begins to form recognisable letters. • Can hold a pencil. 	<ul style="list-style-type: none"> • Hold a pencil with a hold hand grasp. • Hold pencil with tripod grip. • Ascribe meaning to marks they make. • Write initial sounds. • Write name. • Write Phase 2 Phonemes 	<ul style="list-style-type: none"> • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. • Writes own name. • Begins to write CVC words. • Begins to write labels. • Write Phase 2 HFW. 	<ul style="list-style-type: none"> • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. • Confidently write CVC words. • Confidently write labels. • Begins to write a caption. • Write Phase 3 HFW. • Write Phase 3 Phonemes. 	<ul style="list-style-type: none"> • Holds a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. • Confidently write a caption. • Begins to write simple sentences. • Write Phase 4 HFW. 	<ul style="list-style-type: none"> • Write a simple sentence. • Write CCVC words. • Write CVCC words. • Write a simple sentence. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

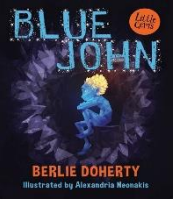
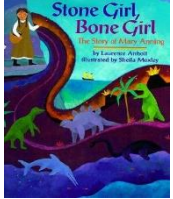


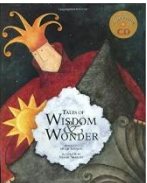

Key Stage One – Even Cycle

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic: Seasons		Topic: Toys, games and books		Topic: Significant people		Topic: House and homes		Topic: Beachcombers		Topic: Beachcombers	
	Lost & Found by Oliver Jeffers		Toys in Space by Mini Grey		The Curious Case of the Missing Mammoth by Ellie Hattie		Major Glad, Major Dizzy by Jan Oke		The Storm Whale by Benji Davies		Granddad's Secret Giant by David Litchfield
Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes
<ul style="list-style-type: none"> - Setting description of ocean. - Story writing (adventure), based on structure of Lost & Found. 	<ul style="list-style-type: none"> - Labels for animals. - Factual sentences about penguins to create whole class fact book. 	<ul style="list-style-type: none"> - Character description of space creature. - Diary entry. - Story writing (fantasy), based on toys on spaceship following structure. (changing the characters) 	<ul style="list-style-type: none"> - Informal letter: to a little boy/girl explaining the feelings of Hoctopize - Invitation to party. - Instructions: making party food 	<ul style="list-style-type: none"> - Story writing (adventure) based on the structure of 'The Curious Case of the Missing Mammoth' (changing of character and setting) 	<ul style="list-style-type: none"> - Description of endangered or extinct animal (top trumps cards) - Fact file linked to significant people (TOPIC) 	<ul style="list-style-type: none"> - Diary: historical events from the text a toy's point of view. 	<ul style="list-style-type: none"> - Informal letter to their hero - Instructions: how to make a doll. - Informal letter to a grandparent/relative (Boat Lane Court): life in the past. 	<ul style="list-style-type: none"> - Story writing (fantasy): based on the 'Storm Whale'. 	<ul style="list-style-type: none"> - Script writing for TV nature narration - Non-chronological report on sea creatures (e.g. whales, turtles) - Formal letter: ban single-use plastic RRSA link/action 	<ul style="list-style-type: none"> - Character description - Setting description - Diary entry - Story writing: story with a moral focus/acceptance of others 	<ul style="list-style-type: none"> - Instructions: care of local area or coastal town (Geog link) - Formal letter to local councillor or HM, sharing ideas to improve local environment. RRSA link/action
Poetry		Poetry		Poetry		Poetry		Poetry		Poetry:	
Exposure to poems and rhymes - Repetitive poem (senses) based on the seasons: I see...I hear...		*Exposure to poems and rhymes* - Acrostic poem and shape poem linked to toys.		- Modelled/repetition poem (Using 'We Can' by Michael Rosen). Children's poems using questions, repetition and verbs.		- Modelled poem: Using 'When I Grow Up' from Matilda to create a poem about hopes and dreams. - Repetitive poem: 'Home is...'		- Two-verse poem, contrasting calm/raging sea. Powerful verbs - Verb poem: jellyfish		- Cinquain poems linked to people in the community - Acrostic poem: vocabulary focus	
Cultural capital:		Cultural capital:		Cultural capital:		Cultural capital:		Cultural capital:		Cultural capital:	
<ul style="list-style-type: none"> - Awe and wonder of natural world - Climate change/individual & global responsibility. 		<ul style="list-style-type: none"> - History: living memory changes. - Global awareness: different lifestyles/economies 		<ul style="list-style-type: none"> - World history – achievements of significant people. - Endangered animals. 		<ul style="list-style-type: none"> - Local/British history – how local area/life has changed - History: living memory changes 		<ul style="list-style-type: none"> - Global and individual responsibility to Earth. - Activism. 		<ul style="list-style-type: none"> - Stories with moral lessons. - Appreciation of local area/environment - Activism. 	
Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. Poetry produced in writing lessons should be performed. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading. Links to RRSA, 'real world' will make learning more memorable/powerful.											

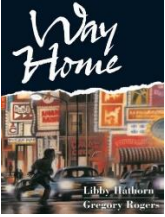
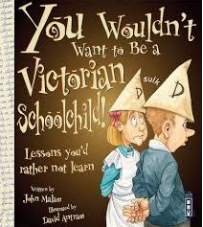

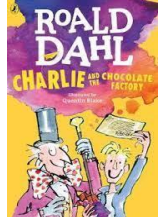
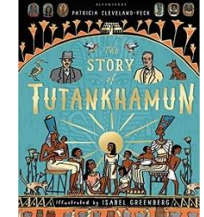
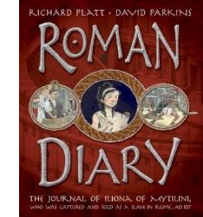
Key Stage One – Odd Cycle

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Topic: Africa		Topic: Explorers		Topic: Castles and Dragons		Topic: Manchester		Topic: London		Topic: Great Fire of London	
											
Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes	Fiction outcomes	Non-fiction outcomes
<p>Story writing (journey) based on the structure of The Lion Inside/Handa's Surprise.</p> <p>Setting & character descriptions</p>	<p>Factual sentences about African Animals to create class book</p> <p>Labels, lists and captions.</p> <p>Fruit salad instructions.</p>	<p>Story writing based on the structure of the text (fantasy)</p> <p>Create own character and describe.</p>	<p>Non chronological report on:</p> <ul style="list-style-type: none"> - Beegu - own creature - an explorer researched. 	<p>Descriptions of dragons</p> <p>Setting descriptions</p> <p>Diary entry</p> <p>Story writing (adventure) changing the character & setting</p>	<p>Information leaflet 'How to care for dragons'</p> <p>Non chronological reports about dragons</p> <p>Recount of trip to Skipton Castle</p>	<p>Character descriptions of a bog baby</p> <p>Diary entry.</p>	<p>Explanation- life cycle of a Bog Baby</p> <p>Instruction writing – how to look after a bog baby</p> <p>Letter writing to persuade local people to save trees RRSA link</p>	<p>Postcard/ Letter from Katie recounting her adventures in London</p> <p>Descriptive writing about Katie's sights.</p>	<p>Information leaflet 'A Guide to London'</p> <p>Letter to an MP.</p>	<p>Diary entry in role.</p> <p>Fiction: story from different characters.</p>	<p>Instructions – how to make bread</p> <p>Historical report about the Great Fire of London</p>
<p>Poetry</p> <p>- Animal riddles, animal kennings.</p>		<p>Poetry</p> <p>List poems – The Magic Box</p>		<p>Poetry</p> <p>- Performance poetry</p>		<p>Poetry</p> <p>Exploring pattern and rhyme</p>		<p>Poetry</p> <p>Shape poems (calligrams)</p>		<p>Poetry</p> <p>Kennings, London's Burning</p>	
<p>Themes:</p> <p>- Global awareness: different lifestyles/economies RRSA link</p> <p>Stories with a moral lesson</p>		<p>Themes:</p> <p>- Empathy and understanding, moral focus, imagination and creativity, inspirational people.</p>		<p>Themes:</p> <p>- Visit to local castle.</p> <p>- British history</p>		<p>Themes:</p> <p>- Global individual responsibility to Earth, stories with moral lessons, appreciation of local area/environment, activism.</p>		<p>Themes:</p> <p>- British history and London, important buildings and democratic processes.</p>		<p>Themes:</p> <p>- British History – significant event, empathy.</p>	
<p>Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. Poetry produced in writing lessons should be performed. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading. Links to RRSA, 'real world' will make learning more memorable/powerful.</p>											

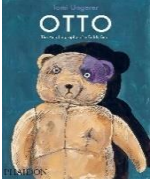
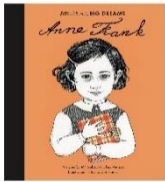

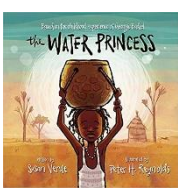
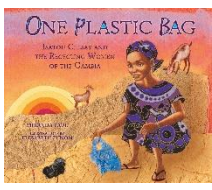
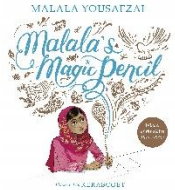
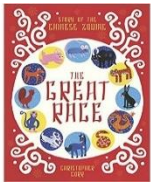
Lower Key Stage Two – Even Cycle

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Mountains & Volcanoes	Topic: The Stone Age	Topic: The Tudors	Topic: The Tudors	Topic: Europe	Topic: Europe
				 (Other links to Fairy Tales.)	
Outcomes:	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
Persuade (AFOREST) - Visit Blue John Leaflet. - Persuasive advert: selling the Blue John rock.	Persuade (AFOREST) - Persuasive advert: selling Mary's 'curiosities'.	Persuade (AFOREST) - Discussion text: What should Macbeth do? - Debate from different perspectives.	Persuade (AFOREST) - Persuasive letter to African diver to help Eve and her mother. RRSA link to teach	Persuade (AFOREST) - Discussion text: Fish in the Forest. What should he do?	Persuade (AFOREST) - Persuasive speeches. - Persuasive letter to MP: for local/global. RRSA action link
Inform - Information report about Blue John Cavern.	Inform - Biography of Mary Anning. - Recount - newspaper article of discoveries. - Postcard home.	Inform - Instructional text: potions. - Recount – newspaper article: the king is dead! - Macbeth Informal letter	Inform - Recount in role- diary entries: Eve and Bess, comparison of days and experiences in history.	Inform - Recount in role - diary entry: Shepherd's Dream – 'out of body experience'. - Informal letter to parents.	Inform - Information report on climate change and effects - Greta Thunberg biography. - Instructional text: recycling.
Entertain - Fantasy story: opportunities for figurative language (personification of Blue John).	Entertain - Historical story: Mary's achievements. Description of discoveries.	Entertain - Playscript: Create, write and perform own playscript from the story.	Entertain - Historical fiction story: description of Bess meeting Water Raleigh's ghost!	Entertain - Traditional tales: creative re-telling and making our own books.	Entertain Descriptive 'Imagine a World' imagery: setting of world with then without natural beauty
Poetry - Haiku, Kennings, descriptive poems all based on volcanoes.	Poetry - Kennings: funny Stone Age creatures!	Poetry - Rhyming couplets: witches.	Poetry - Haikus: comparison of experiences of Bess and Eve.	Poetry - Kennings: Rat poem. - Rhyming couplets: rat story.	Poetry Shape poetry: Tree, before and after deforestation.
Cultural Capital: - Appreciation, respect and awe for outdoors and nature. - Cavern visit/country hike.	Cultural Capital: - Promotes female role models - British History.	Cultural Capital: - Exploration of Shakespeare. - Moral dilemmas/crime/power.	Cultural Capital: - British History of Tudor life. - Exploration of history (black Tudors) and untold stories.	Cultural Capital: - Stories from other cultures: French, Irish, Russian, English. - Stories with moral lessons.	Cultural Capital: - Global and individual responsibility to Earth. - Democratic processes.
Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. PIE 'Persuade, Entertain, Inform' to guide purpose of writing for them as a writer – audience and role should be discussed. 'E' can symbolise explain if required. Poetry purpose can be either 'E'. Poetry produced in writing lessons should be performed. AFOREST acronym to be used to teach persuasive writing. Clearly states features of persuasive language. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading – e.g. classics such as 'The Jabberwocky' in poetry. Links to RRSA, the 'real world' and developing 'cultural capital' will make learning more memorable and powerful.					


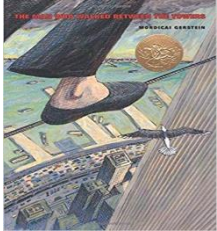
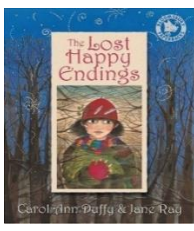
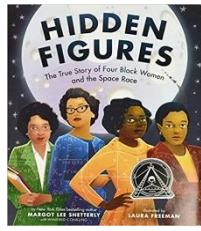
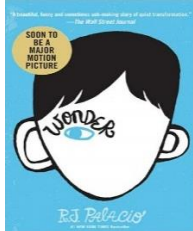
Lower Key Stage Two – Odd Cycle

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Manchester (Geog)	Topic: Victorian Britain	Topic: Rainforests (Geog)	Topic: Chocolate (Geog)	Topic: Ancient Egypt	Topic: Romans
					
Outcomes:	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes
<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Homelessness/Harvest Christmas appeal leaflet and collection. RRSA link. 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Debate topic from differing perspectives. - Abacus advert. 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Letter to Senor (do not cut down our tree). - Letter to MP. RRSA link. 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Persuasive poster to buy their own designed chocolate bar or sweet treat (advert) 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> Letter: Howard Carter asking for more money. 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> Letter home, emphasis on slavery/freedom. RRSA link.
<p><u>Inform</u></p> <ul style="list-style-type: none"> - As above – informative and persuasive combined – homelessness in Manchester. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Biography Malala Yousafzai, right to education. RRSA link. - Newspaper article 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Non-chronological report about a chosen animal. - Post cards. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Instructional writing on how to make a chocolate. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Information text on Mummification (respectfully!) - Map & describe family tree. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Newspaper report on incident from book.
<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Speech from Shane and cat. - Write own descriptive story: adventure story from cat. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Fiction: historical narrative. - Diary entry. - Letter in role. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Detailed setting description of the rainforest. - Fiction: write an alternative ending to the story. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - The chocolate room description with speech (one scene The Chocolate Room) 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Plan and write a fictional story about Tutankhamun. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Diary writing. - Adventure story in third person and also from POV of character.
<p><u>Poetry</u></p> <ul style="list-style-type: none"> - 'Home is' repetitive poem from different perspectives. - Haikus on Manchester 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> School rhyming couplet poem for both Victorian and modern school. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> Animal poem (word class, verb). 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> Chocolate poetry (Michael Rosen inspired!) 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> Egyptian Gods Kenning poetry. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> Haiku poetry on chosen theme.
<p><u>Themes:</u></p> <ul style="list-style-type: none"> Local understanding, empathy and understanding, charity appeal, wellbeing, society. 	<p><u>Themes:</u></p> <ul style="list-style-type: none"> British history, children's rights, equality, local history. 	<p><u>Themes:</u></p> <ul style="list-style-type: none"> Personal responsibility, global issues, democratic processes. 	<p><u>Themes:</u></p> <ul style="list-style-type: none"> Exploration of Fairtrade, creativity and imagination. 	<p><u>Themes:</u></p> <ul style="list-style-type: none"> Visit to museum, understanding of early civilisations and development. 	<p><u>Themes:</u></p> <ul style="list-style-type: none"> British/world history and development, understanding of slavery, morality.
<p><u>Important notes:</u> Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. PIE 'Persuade, Entertain, Inform' to guide purpose of writing for them as a writer – audience and role should be discussed. 'E' can symbolise explain if required. Poetry purpose can be either 'E'. Poetry produced in writing lessons should be performed. AFOREST acronym to be used to teach persuasive writing. Clearly states features of persuasive language. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading – e.g. classics such as 'The Jabberwocky' in poetry. Links to RRSA, the 'real world' and developing 'cultural capital' will make learning more memorable and powerful.</p>					

Upper Key Stage Two – Even Cycle

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic: World War II		Topic: Rivers and Water System	Topic: Earth Matters	Topic: Ancient Islamic Civilisation	Topic: China	
  						
Outcomes:	Outcomes	Outcomes	Outcomes	Outcomes	Outcomes	
<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Debate: What should Anne do? - Speech from Anne Frank. - Advertisement: Otto the bear 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Formal Letter to send to MP. - Balanced Argument: Chairs. RRSA Link 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Persuasive leaflet: raising money for clean water charity and sending it off. RRSA action 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Persuasive Radio Advert: Plastic bags. RRSA Link. 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Persuasive Speech to United Nations: Malala on the right to an education. RRSA Link 	<p><u>Persuade (AFOREST)</u></p> <ul style="list-style-type: none"> - Leaflet: Visit China. 	
<p><u>Inform</u></p> <ul style="list-style-type: none"> - Recount: Newspaper article based on Otto. - Biography of Anne Frank 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Eye Witness Report: Seeing girl. - Informal Letter: From pupils to the girl. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Instructional Manual: Role of Princess, how to get water. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Information text: earthquakes. - Instructional Manual: how to make a plastic bag into a purse (link to DT). 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Blog Entry from Malala. - Recount: newspaper report about Malala. - Autobiography, written as Malala. 	<p><u>Inform</u></p> <ul style="list-style-type: none"> - Information report on one of the animals in The Great Race/Zodiac signs. 	
<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Recount: diary as Otto/Soldier - Description of the Annex. - Play Script – Otto/perform 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Narrative: flashback as girl. - Character description of girl. - Recount: diary as girl. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Setting Description – Where the Princess lives. - Story writing (written as fairy tale) based on princess. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Gambian myths: short stories. - Story writing (adventure): A story from the point of view of a piece of litter. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Character Description: Malala - Recount: Diary from Malala. 	<p><u>Entertain</u></p> <ul style="list-style-type: none"> - Story writing: re-telling event animal's perspective. - Story writing: exploration of other Chinese fables. - Play Script: The Great Race. 	
<p><u>Poetry</u></p> <ul style="list-style-type: none"> - Simile/metaphor poem based on Holocaust. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> - Repetitive poem about War using passive voice. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> - Free verse poetry: water system, using 'Water Sings Blue: Ocean Poems'. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> - Narrative poetry about Earthquakes. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> - Exploration of different poetic forms (including sonnet) around the topic of peace. 	<p><u>Poetry</u></p> <ul style="list-style-type: none"> - Limerick and Kennings Poems – On some of the animals in The Great Race 	
<u>Cultural Capital:</u>		<u>ultural Capital:</u>		<u>Cultural Capital:</u>		
<ul style="list-style-type: none"> - Moral dilemmas/crime/power. - British and European History. - Stories with moral lessons. 		<ul style="list-style-type: none"> - Global issues – Safe Water. - Poverty and charitable action. - Gender Equality. 		<ul style="list-style-type: none"> - Stories from other cultures: Islam. - Stories with moral lessons. 		<ul style="list-style-type: none"> - Democratic processes. - Stories/fables from other cultures/with moral lessons.
<p><u>Important notes:</u> Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time e a genre is revisited. PIE 'Persuade, Entertain, Inform' to guide purpose of writing for them as a writer – audience and role should be discussed. 'E' can symbolise explain if required. Poetry purpose can be either 'E'. Poetry produced in writing lessons should be performed. AFOREST acronym to be used to teach persuasive writing. Clearly states features of persuasive language. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading – e.g. classics such as 'The Jabberwocky' in poetry. Links to RRSA, the 'real world' and developing 'cultural capital' will make learning more memorable and powerful.</p>						

Upper Key Stage Two – Odd Cycle

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic: Ancient Greece	Topic: South America	Topic: Anglo-Saxons	Topic: Earth and Space	Topic: Migration	Topic: North America
					
Outcomes:	Outcomes	Outcomes	Outcomes	Outcomes	
Persuade (AFOREST) -Radio Advertisement: Wings	Persuade (AFOREST) -Formal Letter: To NY Police. -Advert: The Show.	Persuade (AFOREST) -Debate: Is Jub a villain?	Persuade (AFOREST) Persuasive/informative hybrid leaflet. RRSA link.	Persuade (AFOREST) -Persuasive Letter: Mr Tushman -Balanced Argument: Why did Jack say unkind comments?	
Inform -Informal Letter: Response -Information Text: Remembrance	Inform -Newspaper Article: Man Seen. -Narrative: Edgar.	Inform -Newspaper Article: Witch.	Inform - Biography: Katherine Johnson - Information text - space (science).	Inform -Writing a Precept. -Information Text: Treacher Collins Syndrome.	
Entertain -Diary: Boy's adventure -Newspaper Article: Man Flying -Informal Letter: Boy to father. - Fiction: myth	Entertain -Diary Entry: As Phillippe -Setting Description from differing perspectives.	Entertain -Character Description from differing perspectives. -Play Script - Fiction: traditional tale from another character's POV.	Entertain - Recount: journalistic writing and discussion - Fiction: flashback story.	Entertain -Narrative: Finding out about School. - Series of diary entries from differing perspectives and opportunity for differing writing styles inside (e.g. speech/texts within): August's/Via's First Day, Summer Meeting August. - Letter: formal, August to Mr Tushman, informal, Via to Gran.	
Poetry -Metaphorical Poem	Poetry -Christmas Poem: Christmas Time	Poetry -Personification Poem: The Forest.	Poetry -Metaphorical Poem: Struggles, space.	Poetry -Kindness Poem. -I am Auggie Pullman, narrative poetry.	
Themes: -Ancient Greek Myths and Legends. -Stories with morals. -Engineering	Themes: -Modern Architecture. -Rights and Responsibilities. -Moral Issues	Themes: -Gender Equality RRSA link. -Stories with morals.	Themes: -Resilience and Perseverance, Ambitions. - Hidden figures in the space race, history of racism/sexism. Gender and race equality. RRSA link.	Themes: -Stories with morals. -Disability Awareness. RRSA link. - Transitions and personal growth.	
<p>Important notes: Knowledge of different writing features/layouts/styles will be more embedded/developed through repeated exposure. Quality and quantity of writing should improve each time a genre is revisited. PIE 'Persuade, Entertain, Inform' to guide purpose of writing for them as a writer – audience and role should be discussed. 'E' can symbolise explain if required. Poetry purpose can be either 'E'. Poetry produced in writing lessons should be performed. AFOREST acronym to be used to teach persuasive writing. Clearly states features of persuasive language. Each half term, one piece of writing should be assessed and clearly labelled in writing book. Further exploration of writing genres will occur through guided reading – e.g. classics such as 'The Jabberwocky' in poetry. Links to RRSA, the 'real world' and developing 'cultural capital' will make learning more memorable and powerful.</p>					